Vocabulary insights with
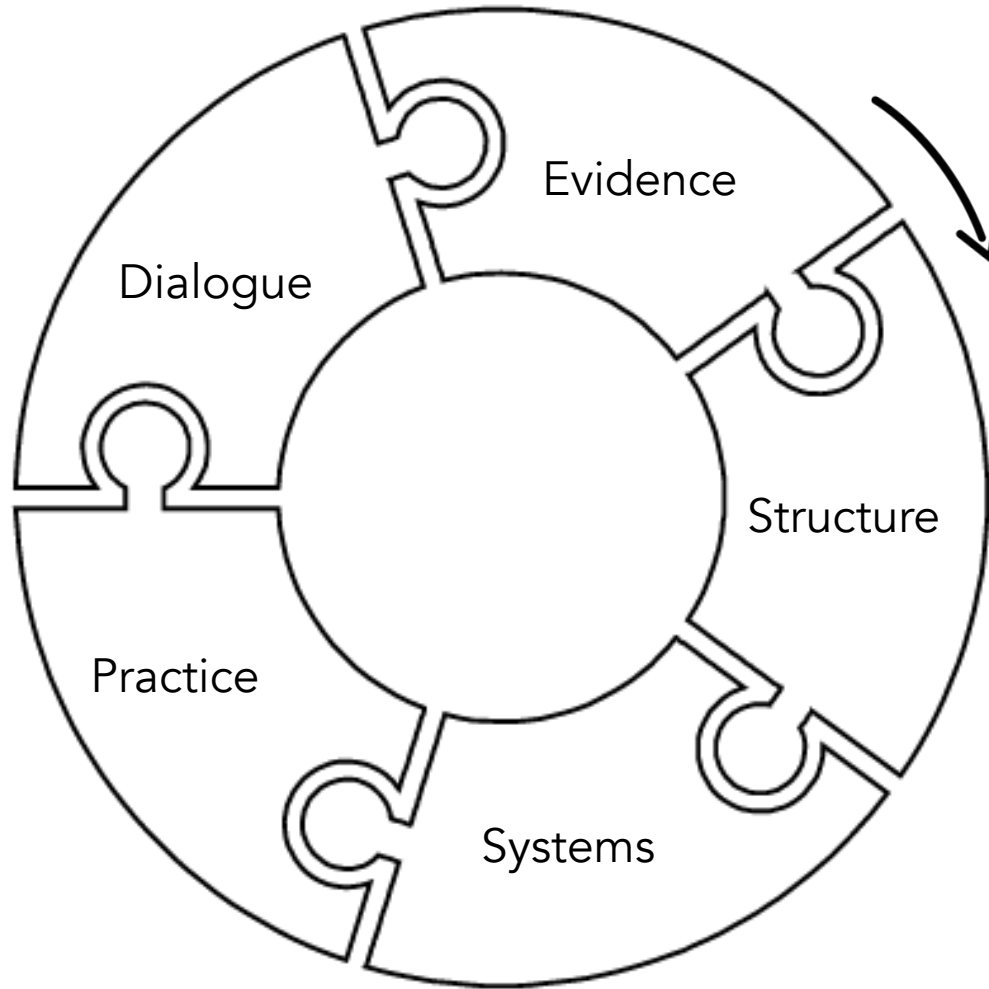# Lauren Meadows and Alex Bedford

Wednesday 23rd September 2020

www.unity-curriculum.co.uk
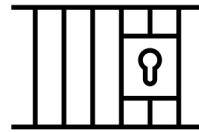
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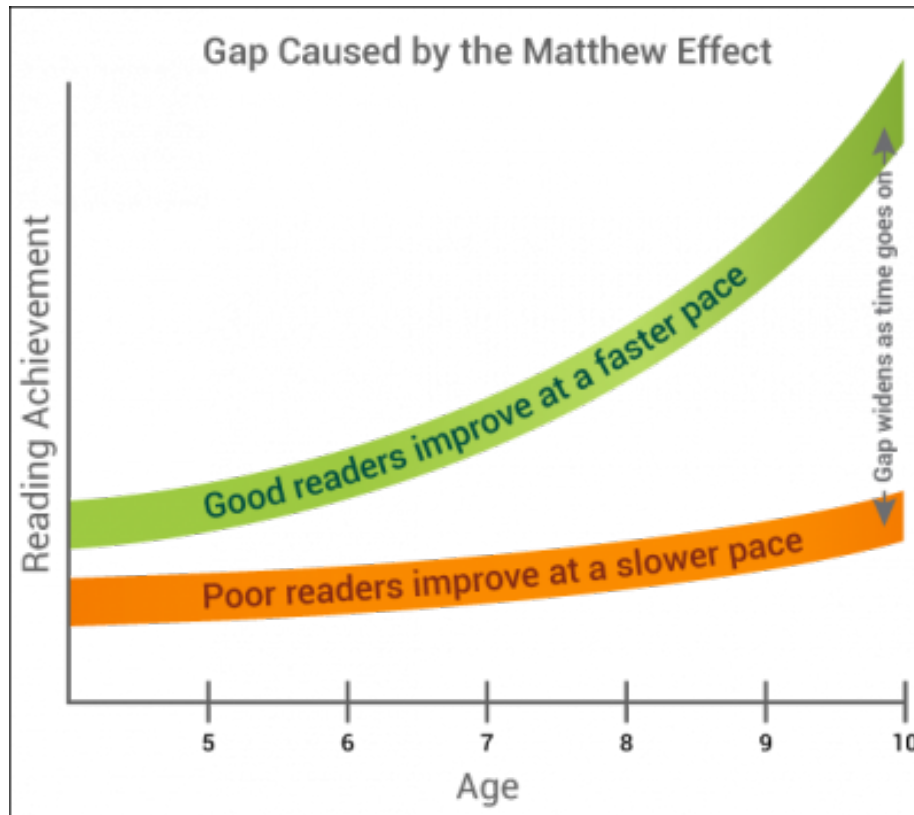
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Vocabulary Insights

The case for a vocabulary-rich curriculum

Imagine starting life 30 million words behind the starting line…

Hart and Risley: Impact on disadvantaged pupils

Law et al: Sequence of communicative development

Gap Caused by the Matthew Effect

Good readers improve at a faster pace

Poor readers improve at a slower pace

Gap widens as time goes on

Reading Achievement

Age

www.phonicbooks.co.uk

self esteem
|
education
|
behaviour
|
friendships
|
attendance

1. Close the gap through explicit vocabulary instruction of new language.

2. Deepen children's understanding of existing stores of vocabulary to help them unlock new words as they meet them.

Cain and Oakhill: Multi-faceted approach to vocabulary instruction

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If words convey meaning; then we need to teach them

teach vocabulary cumulatively, deeply and explicitly ✓

be precise and be sequential

love words

revisit and recycle words

Traps to be aware of

avoid word assumption

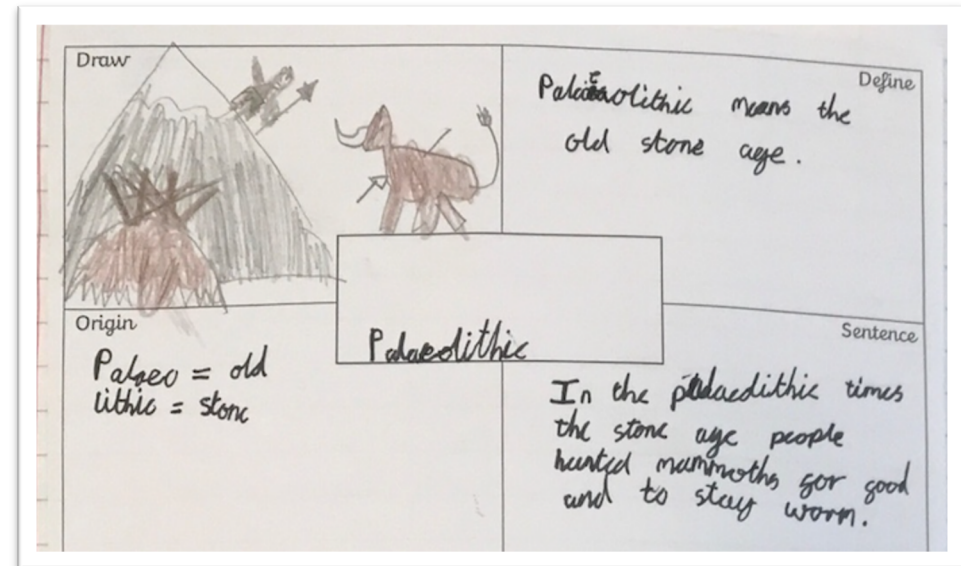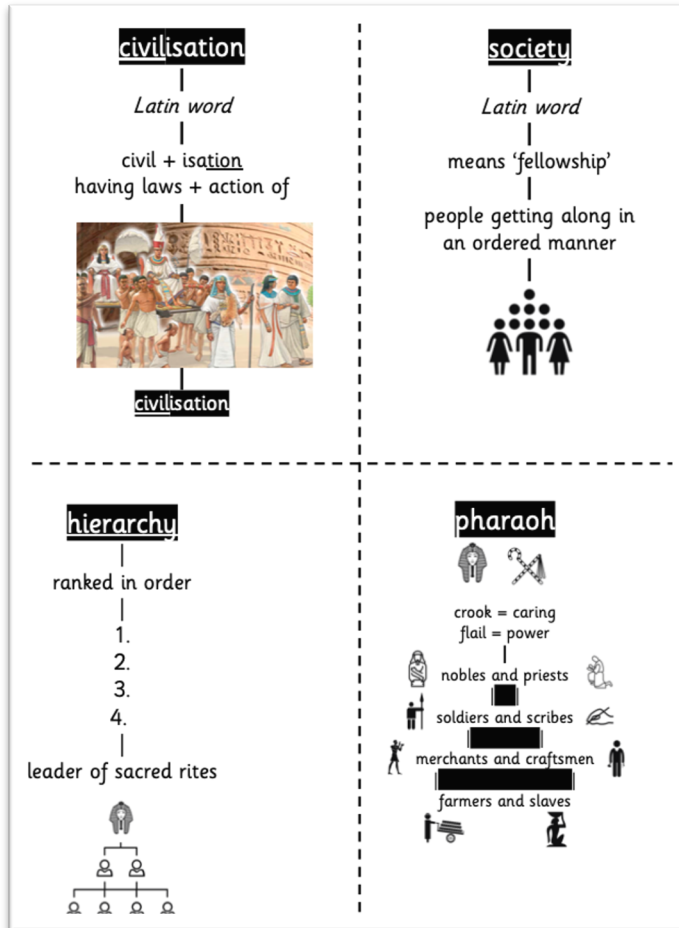avoid relying on improvisation

avoid word submersion

avoid static pupil word lists

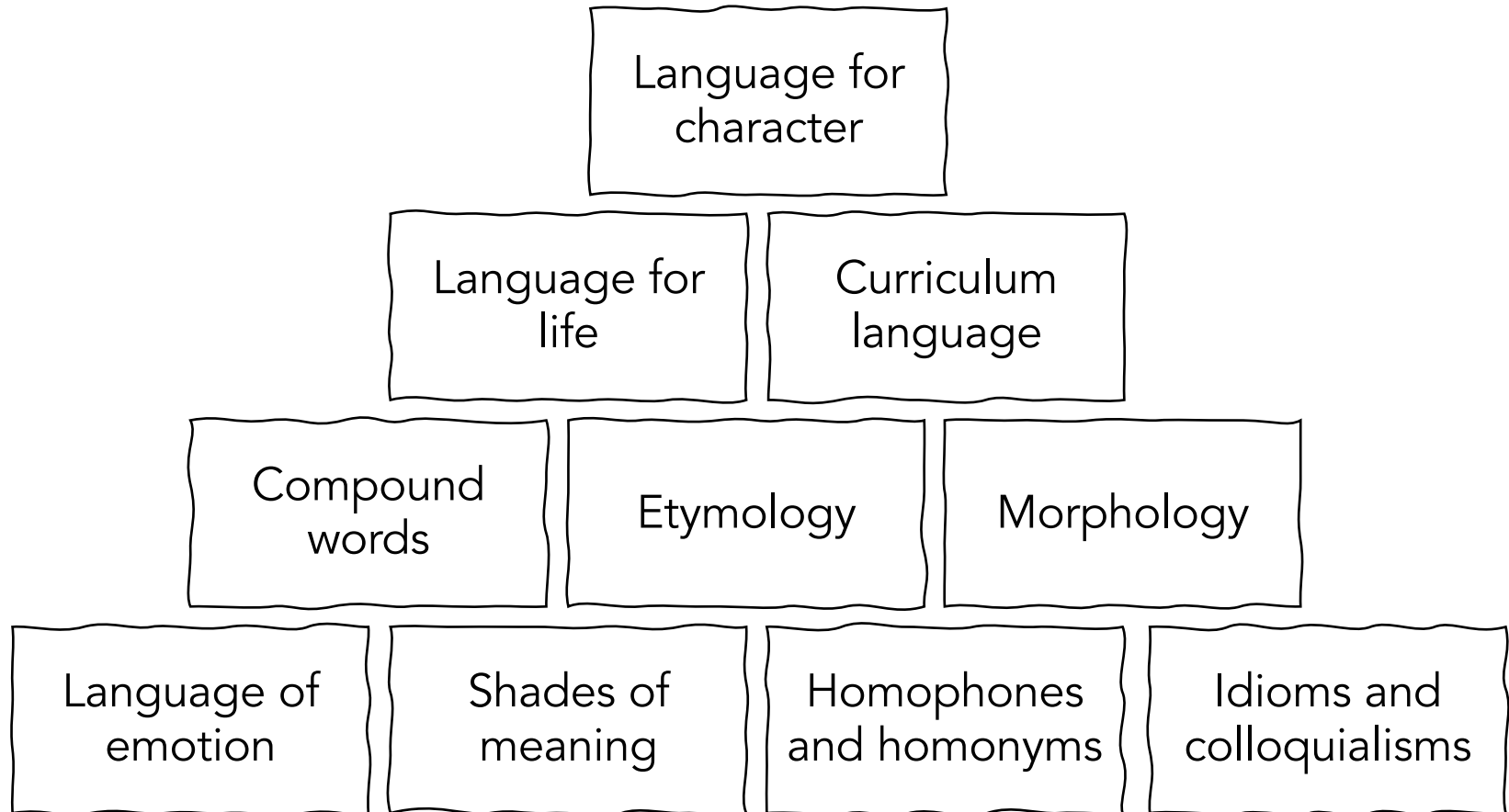# How to avoid the traps

But which words?

Language for character

Language for life

Curriculum language

Compound words

Etymology

Morphology

Language of emotion

Shades of meaning

Homophones and homonyms

Idioms and colloquialisms

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Year 5

National Curriculum requirements

Category	Word	Teaching/meaning	Examples
Suffixes	tious/cious	*See NC Appendix 1*	ambitious, cautious, infectious
	cial/tial		official, special, partial, essential
	ant/ance/ancy		observant, substance, hesitancy
	ent/ence/ency		innocent, confidence, frequency
	able/ible ably/ibly		adorable, forcible, tolerable legibly, noticeably, considerably
	fer	carry	transfer, different, fertile, refer
Root words	sci(o)	Latin: *I know*	science, conscience, conscious
	fam	an assistant or servant, close	family, familiar, familiarity, unfamiliar
	sper(o)	Latin: *I hope*	desperate, prosper, despair

Unity: Curriculum Plus

Word	Definition	Examples
sacr	holy	sacred, sacrifice, sacrificial
astro	star, space	astronaut, astrology, astronomer, astronomy
micro	small	microscope, microbiology,
min	less, smaller	minimum, minor, minority, miniscule
mari(ne)	sea	marine, maritime, marina
tract	pull, draw together	subtract, distract, contract, extract
co/con/ com	with, together	connect, communicate, compress, correspond, co-ordinate, collaborate
ject	throw	eject, project, inject, reject
vac	empty	vacate, vacancy, evacuate, vacuum
ambi/ amphi	both	ambidextrous, amphibian, ambivalent
sect	cut	section, dissect, intersect
vis/vid	see	video, vision, visionary
solv/solu	loosen, set free	dissolve, solution
sol	alone, only	desolate, solo, sole
sol	sun	solar, parasol,
lun	moon	lunar, lunatic, lunacy
form	shape	formation, conform, deform, reform
var	different, change	vary, variation, variety, various, invariable
geo	earth	geography, geology, geometry
scope	look at, observe	horoscope, kaleidoscope, stethoscope
term	limit, end, boundary	terminal, determine, terminate

The <u>first</u> building blocks

CORE:
Roots, prefixes and suffixes
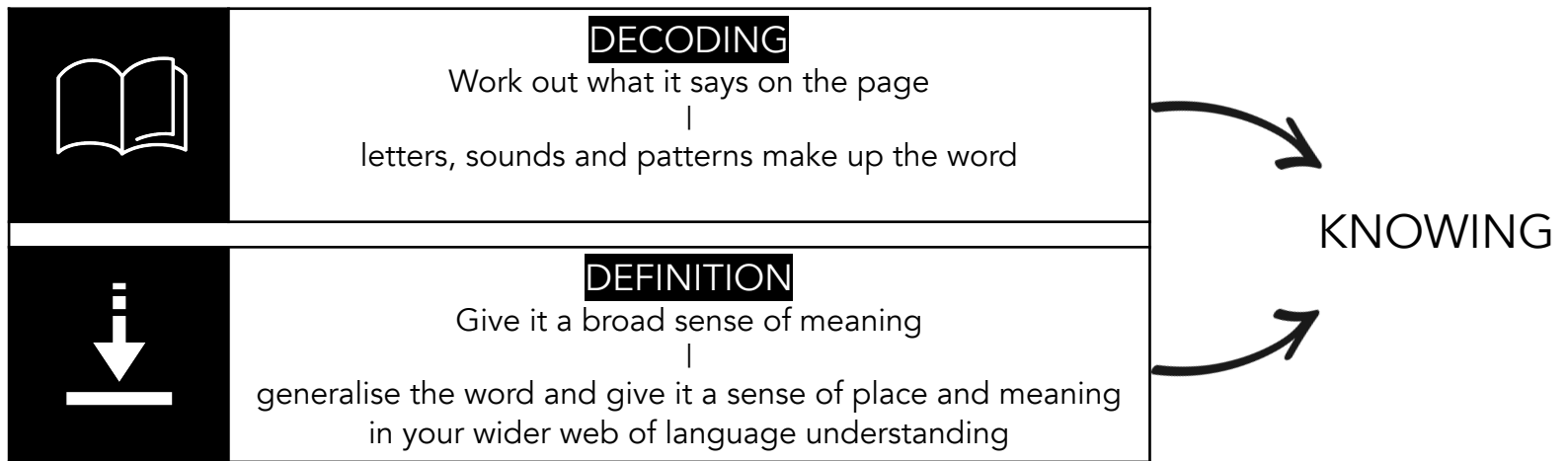|
Idioms and colloquialisms
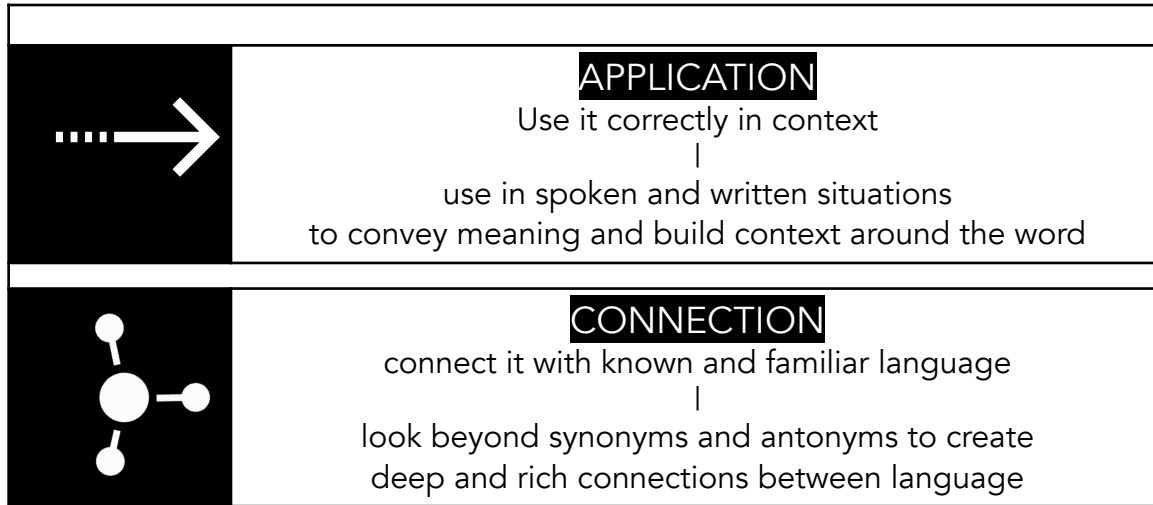|
Definitions and examples
|
Beyond the National Curriculum
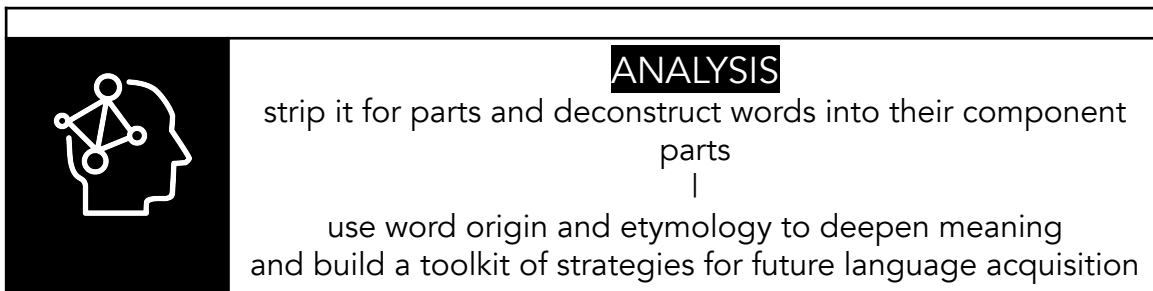
Explicit vocabulary instruction: receptive stages

DECODING
Work out what it says on the page
|
letters, sounds and patterns make up the word

DEFINITION
Give it a broad sense of meaning
|
generalise the word and give it a sense of place and meaning in your wider web of language understanding

KNOWING

Beyond definition...

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Explicit vocabulary instruction: expressive stages

APPLICATION
Use it correctly in context
|
use in spoken and written situations
to convey meaning and build context around the word

→ USING

CONNECTION
connect it with known and familiar language
|
look beyond synonyms and antonyms to create
deep and rich connections between language

→ CONNECTING

ANALYSIS
strip it for parts and deconstruct words into their component parts
|
use word origin and etymology to deepen meaning
and build a toolkit of strategies for future language acquisition

→ ANALYSING

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'Ratty rowed on, his wooden boat scraping along the banks of the **rivulet**.'

Rivulet. That's an interesting word. I want to understand what it means.

Riv-u-let. Rivulet.

A rivulet is a very small stream.

Rivulets can be found running into larger rivers.

Rivulet is a word I might use when talking about rivers, landscapes or flowing water.

I know that the root word 'rivus' is Latin for stream and the suffix '-let' usually indicates something small, like in froglet, eaglet and tartlet.

Heard in context

Define

Use in a different context

Link – beyond synonyms and antonyms

Analyse

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Assessing Competency in Language Acquisition Skills

— Assessment — Impact

KNOWING

4

3

2

1

0

ANALYSING

USING

CONNECTING

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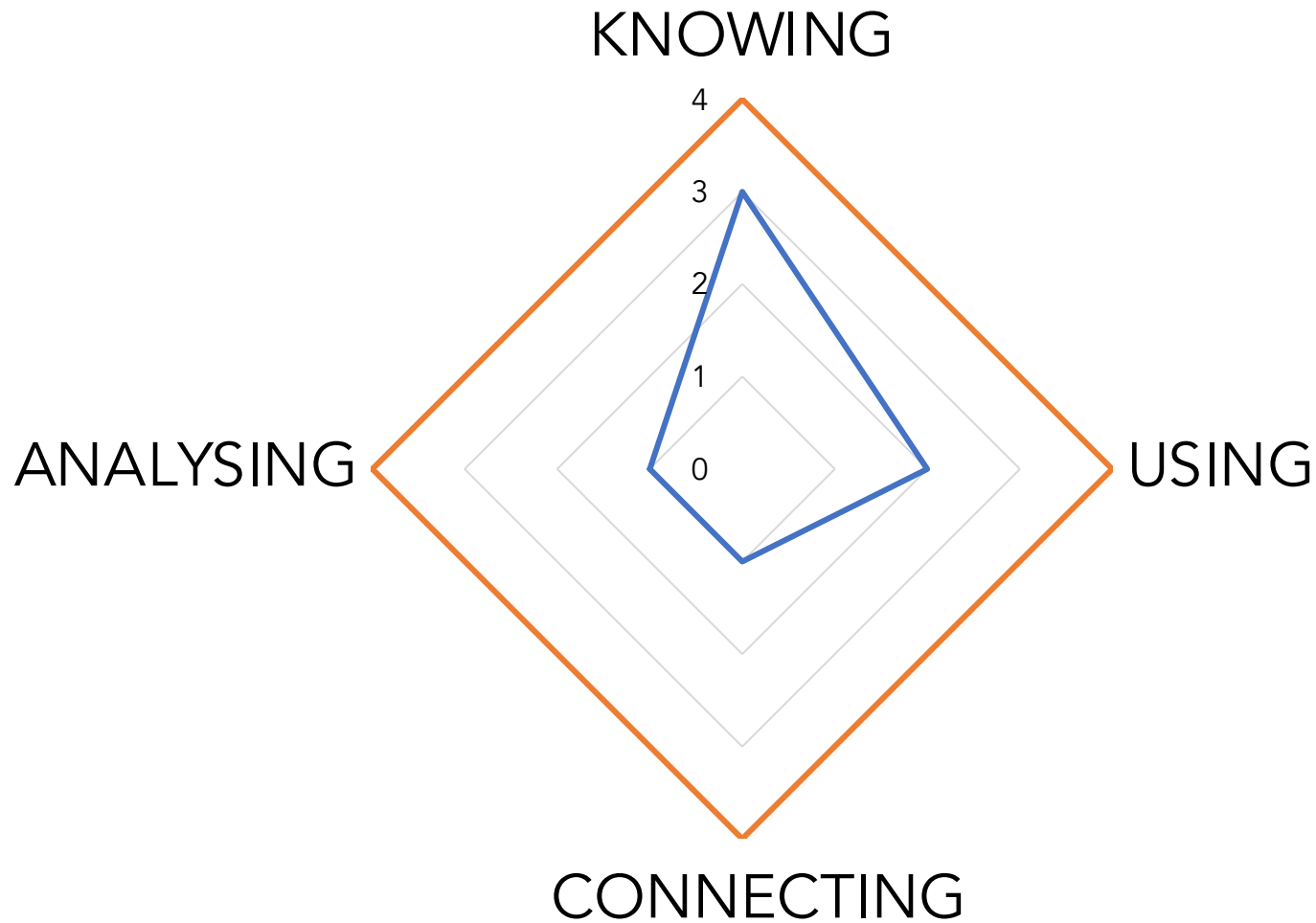
Structure
Cumulative, connected and impactful

Cognitive Load Theory
|
Principles of Instruction
|
Desirable Difficulties

Retrieval practice

REMEMBERING

Spaced practice

RETURNING

Elaboration

CONNECTING
AND
SOPHISTICATING

Interleaving

SWAPPING
BETWEEN CONCEPTS

Curriculum Map — Year 3 — 2020 - 2021

Autumn 2020		Spring 2021		Summer 2021	
1/9	**Art** Builds on human form ↰ Introduce **skills** design, drawing, craft, painting and art appreciation Y3	4/1	**Geography** Builds on map skills, fieldwork, name of countries / capitals of UK ↰ Introduce **UK study**	12/4	History Builds on Iron Age ↰ Introduce **Rome and the Impact on Britain** – Roman Empire and invasion.
7/9	**Computing** Introduce e-safety and email Y3	11/1	Unity Y3	19/4	History Introduce Celt / Roman resistance and battle lines
14/9	**Science** Builds on materials Y2 ↰ Introduce **Rocks** Unity Y3	18/1	**Art** Introduce **Formal Elements**	26/4	History Introduce Romanisation of Britain and decline of Roman Empire.
21/9		25/1	**Science** Builds on properties of materials ↰ Introduce **Forces and magnets**	3/5	**Design and Technology** Builds on Y2 construction **Introduce construction** (Colchester castle) Y3
28/9	**Languages** Introductions in French – Puppets Y3	1/2	**Languages** Builds on introductions ↰ Introduce adjectives of colour and size (Matisse) Y3	10/5	**Languages** Revisit playgrounds, adjectives ↰ Introduce **French science and animal vocab** Y3 Circle of Life
5/10	**Science** Builds on animals, including ↰ humans and living things Introduce **Animals, including humans**	8/2	**Design and Technology** Introduce Y3 **electrical systems** (static electricity) Y3	17/5 NEW	**Flexible block** for revisiting and retrieval
12/10	**History** Introduce **Stone Age** Unity Y3	15/2	Half Term	24/5	**Computing** Builds on Programming ↰ Introduce **Scratch** Y3
19/10	**Art** Introduce Prehistoric art Y3	22/2	**Science** Continue **Forces and magnets** Unity Y3	31/5	Half term
26/10	Half Term	1/3	**Design Technology** Builds on mechanisms ↰ Introduce **mechanisms** – Pneumatic toy	7/6	**Science** Builds on Plants ↰ Introduce Y3 **Plants** Unity Y3
2/11	**History** Introduce **Bronze Age** Unity Y3	8/3 NEW	**Science** Builds on properties of materials ↰ Introduce **Light**	14/6	Unity Y3
9/11	**History**	15/3	**Languages**	21/6	**Art and Design**

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SCIENCE — Animals, including humans — Year 1 Spring Term

Previous learning **ELG 14 The world**

They talk about the features of their own immediate environment and how environments might vary from one another.

similarities and differences in relation to places, objects, materials and living things
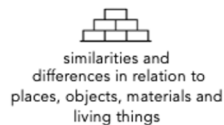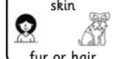
They make observations of animals and plants and explain why some things occur and talk about changes.

Asking simple questions and recognising that they can be answered in different ways	Observing closely, using simple equipment	Performing simple tests	Identifying and classifying	Using their observations and ideas to suggest answers to questions	Gathering and recording data to help in answering questions

Elaborative vocabulary: multiple meaning and high-frequency words (Tier 2)

creep	move slowly to avoid being noticed	hunt	to pursue and kill a wild animal
devour	eat food hungrily or quickly	pursue	follow or chase
slithering	move gently over a surface	slimy	covered in slime
loathe	feel disgust	love	care and feel strongly for something or someone
awe	to feel wonder and amazement		

Right document

ANIMALS INCLUDING HUMANS — Science — Year _____ — _____ Term

Mammals	Birds	Amphibians	Reptiles	Fish
warm-blooded	warm-blooded	cold-blooded	cold-blooded	cold-blooded
skin / fur or hair	feathers / wings / beaks	skin / water in and out	scales	scales
live young	eggs with shells	soft eggs / spawn	eggs with harder shells	soft eggs
breathe air	breathe air	breathe underwater then air	breathe air	breathe underwater
human cat, dog cow, whale	robin blackbird sparrow duck	frog or toad	snake lizard	salmon cod trout

carnivore — only eats meat

herbivore — only eats plants

omnivore — eats meat and plants

sight | smell | taste | hear | touch

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Structure

Thoughtfully sequenced; small steps give learning coherence and clarity.

Suggested lesson	Learning question	Cumulative questions from quiz							
1.	Who were the Ancient Greeks and when did they rule?	1 - 3							
2.	What beliefs did the Ancient Greeks hold?		4 – 8						
3.	City-states: what was the difference between Athens and Sparta?			9 - 15					
4.	What was democracy like in Athens?				16 - 19				
5.	Why was the theatre important to the Ancient Greeks?					20 - 24			
6.	What myths and fables did the Ancient Greeks create?						25 - 26		
7.	What happened at the Battles of Marathon and Salamis? Why were they important?							27 - 36	
8.	Why were the Olympic games invented by the Ancient Greeks?								37 - 42
9.	Who was Alexander the Great and why was he so renowned?									43 - 49

Vocabulary is taught systematically
|
Words are revisited.
|
Vocabulary is built up cumulatively.
|
Words can be transferred from previously taught content or taken forward into new studies.

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GREENFIELDS EDUCATION

Teacher guides that are

Integral
|
Systematic
|
Contextual
|
Cumulative

Tier 2 and Tier 3 Vocabulary
|
Etymology and Morphology
|
Idioms and Colloquialisms

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KNOWLEDGE NOTES SUPPORT VOCABULARY ACQUISITION

Elaborate and support retrieval practice for essential vocabulary and concepts.

Can be used to retrieve previous knowledge throughout the teaching sequence.

Helpful in sequencing questions throughout the study or theme.

Communicates knowledge and vocabulary clearly.

Activates participation

Scaffolds difficult vocabulary / concepts.

Reduces learned passiveness and reliance on worksheets.

Activates pupil productivity and retention because it does not limit space on a worksheet.

Supports practical tasks - being skilful and working scientifically.

Additional cumulative quizzing – strategy linked

Evident in written and spoken outcomes

1.
What are the features of a river?

upper course ↑

fast-flowing water

riverbed = pebbles + rocks

v-shaped valleys

rapids

waterfalls

middle course →

flatter
middle section

riverbed = sand and mud

river channel = wider and deeper

river bends = meanders

lower course ↓

wide, open channel

slower moving water

floodplain = area of land near a river that is covered during a flood

riverbed = mostly mud

mouth
river meets sea

A river is made by rain water collecting underground. Then it seeps through the earth creating spring that flow.

The Source is the origin of a river. It can be known as The Head Water. The source flows into the mouth. If water flows over a flat bed it creates a waterfall. A rapid is more common and is fast flowing water but is flatter.

As you move to the middle course the river bed becomes sandy and muddy. It also becomes wider and deeper. The water slows down. The bends in a river chanell are called meanders.

Now the river becomes much slower and wider. The river bed is becoming squelchy mud. The area of land near to a river or floodplain can be at risk of floods when there is a heavy downpour. The mouth of a river is where the river meets the sea.

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1. Broaden the systematic curriculum planning (language of emotion next).

2. Metacognitive scripting for complex explanations.

3. Meaningful connections between English and the wider curriculum through Applied Reading and Writing tasks.

4. Strategic use of assessment information about language acquisition skills.

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Open floor:

What are the key challenges schools face in implementing systematic vocabulary structures?

For more information and examples please visit
www.unity-curriculum.co.uk

or contact:

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Tweeters:
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@baronbedford and @GreenfieldsEdu