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Introduction

A focus on vocabulary

Ensuring children have a broad vocabulary is a priority in all schools.

Language empowers and enables: opening doors to imagination, knowledge and deeper learning.

Research indicates that the 'word gap' that exists for many children is likely to have life-long consequences both academically and in terms of their mental wellbeing.

“Children with a poor vocabulary at five years old are four times more likely to struggle with reading in adulthood and three times more likely to have mental health issues. Language as a child wellbeing indicator.' Early Intervention Foundation, Newcastle, 2019

The focus on the wider curriculum

Vocabulary exists beyond English lessons!

The range of words children will encounter during their journey through primary school is vast.

Subjects across the wider curriculum not only provide the opportunity to develop children's use of and confidence with words encountered in English lessons, they also have a vocabulary of their own.

“...locking the language of our subject domains is essential to...
and...reading' Alex Qu...

An approach to developing vocabulary across the curriculum

Across the curriculum children can benefit from meeting the key vocabulary of each subject in speaking and listening activities, in reading and in a 'word-rich' classroom.

“The importance of providing children with a language-rich environment – the “caught” as well as the “taught”. Whether through topic-related role-play area in key stage 2, drama in a secondary setting, or simply plenty of opportunities for purposeful talk in everyday lessons, it's vital for every school.' Jean Gross

When we also ensure a carefully **planned approach to intentionally teaching** subject-specific words, what they mean and how they are used, we:

- Develop and deepen children's understanding of the key subject concepts and knowledge.
- Build children's capacity to speak, read and write like the scientists, geographers, artists and designers they may one day become.
- Increase children's knowledge of words, their meanings and connections and how they are used.
- Enable children to read and comprehend more challenging texts across the curriculum.

Which vocabulary do we teach?

This resource identifies the more complex words used across the curriculum, often with a subject-specific meaning like 'meander' or 'inheritance' and subject-specific words for science, foreign languages, history, geography, art and design and design and technology, such as 'chronology' in history. These can be usefully thought of as Tier 2 Words and Tier 3 Words:

Tier 1 words: basic words used often in everyday conversation, e.g. go, play.

Tier 2 words: complex words that are more likely to occur in academic settings, e.g. compare, neutral.

Tier 3 words: highly specialised, subject-specific words, e.g. isosceles.

Beck, I.L., & McKeown, D. (2010). 'Teaching vocabulary: Making the instruction fit the goal'. *Educational Perspectives*, 23(1), 11-15.

The vocabulary is set out in the following ways:

- Art and design – vocabulary is separated into subjects of the subject.
- Foreign languages, history, geography and design and technology – vocabulary is assigned to key stages or phases where they are most likely to be introduced for the first time.
- Words are in bold if they are repeated in a later year/key stage.
- Science - essential vocabulary for each year group along with new vocabulary.

Using this Booklet

How do we organise the vocabulary?

Schools are free to organise the content of their curriculum to suit their children and context. This means that different schools will deliver content areas at different times and sometimes in different years.

For this reason, it is not always possible to specify in which year or key stage any particular word will first be introduced. That will be for schools to consider.

Schools might decide:

- Which of the words listed are essential within their curriculum and which are not.
- In which year and unit of work words will first be introduced. For example, 'parliament' might first be introduced in KS1 during a history unit of work.
- In which year(s) and subject(s)/unit(s) of work words may be revisited. For example, 'parliament' might then be revisited during a history unit on Crime and Punishment over time or Romans.
- If there are any further words that should be added.

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What strategies can we use?

At the back of this resource is a range of strategies teachers might employ.

Further Support (at the back of the booklet)

- Definitions (within the context of the subject) are provided for some words.
- Strategies, games and resources to support teaching of vocabulary.
- Planning templates.

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Acknowledgements and Further reading:

- 'Why Closing the Word Gap Matters: Oxford Language Report. oxford.ly/wordgap
- Beck, I.L., & McKeown, M. G. (1985). 'Teaching vocabulary: Making the instruction functional'. *Educational Perspectives*, 33(1), 11-15
- 'Closing the Vocabulary Gap' Alex Quigley (2018)
- 'The National Curriculum in England' Department for Education:
Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' range of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Art

&

Design

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Application	Pattern	Clay
Carve	Intricate	Bone dry
Construct	Irregular	Ceramics *
Manipulate	Simple	Coil/coiling
Model	Complicated	Firing*
Sculpt	Continuous	
	Decorative	Glaze
	Overlapping	Hollowing
	Plain	Kiln
	Random	Kneading
	Repeating	Modelling
	Spinning	Pinching
	Striped	Plasticity
	Swirling	Pottery
	Stippling*	Scoring
	Zigzag	Slab
		Slip

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Design

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Technology

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Free Standing Structures	Textiles: Templates and Joining techniques
Base	Decorate
Circle	Join
Corner	Joining and finishing techniques
Cube	Mark out
Cuboid	Pattern piece
Curved	Template
Cylinder	Patterns components
Edge	Names of joining products
Fix	
Fold	
Framework	
Join	
Metal	
Plastic	
Point	
Rectangle	
Side	
Square	
Straight	
Structure	
Surface	
Thicker	
Thin	
Top	
Tower	

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Foreign
Languages

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FRENCH: Useful Phrases

Français	Anglais
KS1 Numbers	
Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix	1-10
Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt	11-20

Français	Anglais
KS1 greetings and questions	
Bonjour, salut	Hello, hi
Au revoir	Goodbye
à bientôt	See you soon
Tu t'appelles comment?	What is your name?
Je m'appelle...	My name is...
[Comment] ça va?	How are you?
Ça va bien/ mal/ comme ça	I am well/ not good/ OK
Quel âge as-tu?	How old are you?
J'ai ... ans	I am ... years old
Où habites-tu?	Where do you live?
J'habite à	I live in...
C'est de quelle couleur?	What colour is it?

Français	Anglais
KS2 Speaking Test Questions	
Il y a combien de...?	How many ... are there?
Il y a ...	There are ...
Qu'est-ce qu'il y a sur la photo?	What is on the photo?
Il y a ...	There is/ are...
C'est de quelle couleur/ de quelle couleur est-ce?	What colour is it?
C'est...	It is.

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Español	Anglais
KS2 Written Feedback for Written Work	
Buen trabajo	Good work
Buen intento	Good effort
Mucho mejor	Much better

Strategies for Language Learning

- Use flashcards to introduce new vocabulary.
- Be active: Use actions and songs to aid memorisation.
- Use colourful, memorable resources.
- Frequent exposure to the target language rather than one longer session.

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Geography

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Weather	Physical Features	Key Human Features	Geographical Symbols and Fieldwork
	South pole		North, south, east, west
	Valley		Route
	Vegetation		Scale
			Sea level
			Symbol

Other
Capital city
Community
Conservation
County
Environment
Length
Pollution
Route
United Kingdom

Earthquakes and Volcanoes	Economic Activity/Trade Links	Natural Resources	Fossil Fuel	Geographic Skills and Fieldwork
	Retail			Symbols
	Revolutionary*			
	Service industry			

Other
Arctic and antarctic circle
Characteristics
Equator
Latitude*
Location
Longitude*
Northern hemisphere
Prime meridian
Region
Southern hemisphere
Time zone
Tropics of capricorn and capricorn

History

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Historical Concepts		
Ancient	Nation	
Cause and consequence	Non-european	
Civilisation	Peace	
Colony	Political party	
Conflict	Power	
Conquest	Primary source	
Continuity and change	Prime minister	
Democracy	Rebellion	
Diversity	Republic	
Emigration*	Resistance	
Empire	Revolt	
Enemy	Rights	
Evidence	Romanisation (of Britain)	
Execution	Roman	
Famine	Secondary source	
Freedom	Settlement	
Immigration*	Significance*	
Interpretation*	Similarity and difference	
Invasion	Slave	
Justice	Slavery	
Law	Trade	
Legacy	Trade route	
Migration*	Traitor	
Monarchy	Treason	
Monastery	Tribal kingdom*	

Science

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Working Scientifically	Plants	Animals Including Humans	Materials	Seasonal Change
		Thigh		
		Toes		
		Tongue		
		Tongue		
		Touch/touching		
		Trunk		
		Waist		
		Wild animals		
		Wing		
		Wrist		

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Working Scientifically	Living Things and Their Habitat	Animals Including Humans	Evolution	Light	Electricity
Secondary sources					
Similarities					
Sort					
Support/refute					
Table					
Thermometers					
Types of scientific enquiry					
Variables					

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Glossary

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SCIENCE Y2	Word	Definition/Context
	Pictogram	A pictogram is a chart that uses pictures to represent data.
	Tally chart	Tally charts are used to collect data quickly and efficiently. Finding a chart with marks representing numbers is faster than writing out words or figures and the data is collected into sub-groups immediately, making it easy to analyse.
	Venn diagram	A Venn diagram is a way of grouping different items. These groups are known as sets.
	Secondary sources	Information that has been provided by somebody else is known as a secondary source.

SCIENCE Y3	Word	Definition/Context
	Fair test	A fair test is a controlled investigation carried out to answer a scientific question.

SCIENCE Y4	Word	Definition/Context
	Precipitation	Chemistry The process of separating a substance from a solution as a solid.
Transpiration	How water moves up the plant (against gravity)	

Further
Support

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Planning template 1

The template can be used by schools to organise key words per subject or topic to fit the school's curriculum organisation.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	TOPIC/UNIT	TOPIC/UNIT	TOPIC/UNIT	TOPIC/UNIT	TOPIC/UNIT	TOPIC/UNIT
VOCABULARY						

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Planning template 2

Class:		Term:
Science	History	Geography
Design & Technology	Art & Design	MFL

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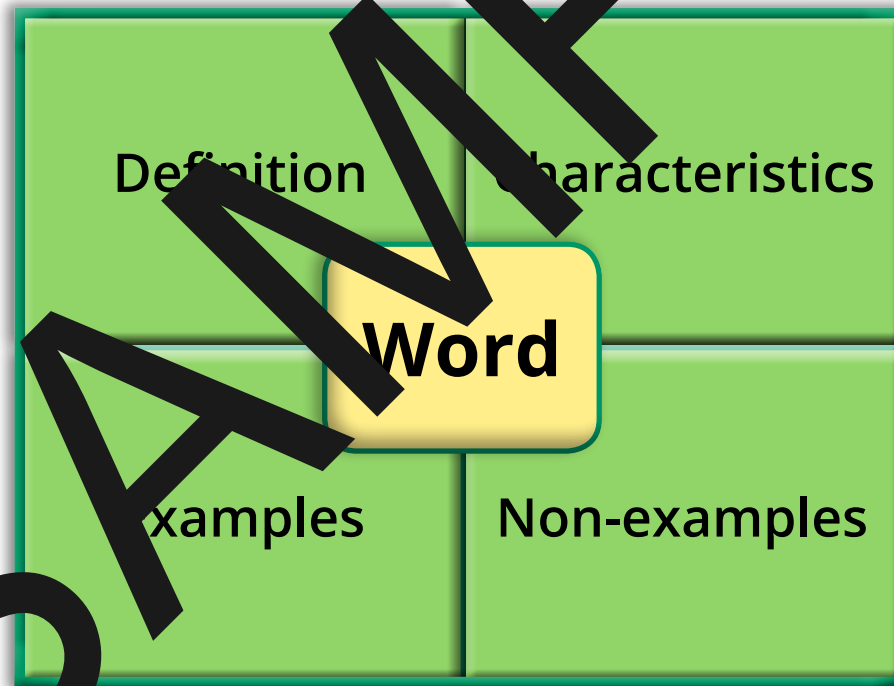
Games
&
Strategies

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Explicit vocabulary instruction includes five steps: *(based on Beck, McKeown and Kucan 'Bringing Words to Life')*

1. Careful and intentional selection of key words.
2. Give a definition that children can use and apply - explain words in everyday language.
3. Explore the different contexts in which the words can be used.
4. Active practice - spend time using the word in different ways and contexts.
5. Return to key words regularly using different contexts to maintain and reinforce learning.

Use the **'Frayer model'** (Dorothy Frayer et al, University of Wisconsin). This has long been used in classrooms with success. The model helps children to organise their understanding of a new term or complex vocabulary choice.



Blockbusters!



These grids can be made online as paper copies to work in pairs/small groups:
<https://www.tes.com/language-co.uk/attachments/17467/blockbusters-template.pdf>

Or interactive to use as a whole class:
<https://www.tes.com/teaching.../interactive-blockbuster-game-template-ppt-3003535>

Digestion

Milk

Enzymes

Carbohydrate

Cells

**The
oesophagus**

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Support
Inspire
Learn

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