

Making Words Work

*Building strong vocabulary and
knowledge across the curriculum.*

V2

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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 University

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.

“Lacking the language of our subject domains is essential to understanding’ Alex Quigley

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 computer analysts, athletics coaches and musicians 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 'evaluate', 'explore' and subject-specific words for computing, music, physical education, PSHE and religious education like 'atone' in religious education or 'semibreve' in music.

Tier 1 words: basic words used often in everyday communication, 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. thesaurus.

Beck, I.L., & McKeown, D. (1985). 'Teaching vocabulary: Making the instruction fit the goal'. *Educational Perspectives*, 23(1), 11-15.

How is the vocabulary set out?

The vocabulary is separated into groups of the subject and assigned to years, phases or key stages where they are most likely to be introduced for the first time.

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 can 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.

Computing

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Computing Key Stage One

Computer Science	Information Technology	Digital Literacy
Algorithm	App	Appropriate/inappropriate sites
Backward	Backspace	Choices
Block	Camera	Communication
Buttons	Close	Cyber-bullying
Buttons	Computer	Digital footprint
Command	Content	Devices
Debug	Create	Information sources
Equipment	Delete	Internet
Forward	Device	Keyword searching
Instructions	Document	Network
Logic	Download	Online
Movement	E-Book	Private information
Pattern	Enter	Purposes
Patterns	File name	Rules
Predict	Format	Web

Music

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Music Key Stage One

Performing	Composing	Appraising
A Capella	Beat	Bach
Arrangement	Crotchet	Beat
Backing	Crotchet rest	Beethoven
Balance	Duration (Long or Short)	Conductor
Band	Dynamics (Loud / Soft)	Fast
Chorus	Notation	High
Coda	Pitch (High or Low)	Loud
Composing	Structure	Low
Cover	Tempo (Fast / Slow)	Mozart
Crossover	Texture	Musicians
Decks	Timbre	Quiet
Drum loops		Slow

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Physical
Education

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Physical Education Year One

Games
Avoiding
Bouncing
Catching
Free space
Opposite team
Overarm throwing
Own space
Rolling
Striking
Tracking a ball

Physical Education Year Two

Games
Aiming
Controlling
Direction
Following movement of a ball
Passing
Rebound
Striking
Shooting
Speed
Tracking

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Physical Education Key Stage 1

Swimming
Armbands
Breathe
Floats
Hop
In water
Kick with the legs
Lie on front and back
On water
Push and pull with the arms
Run
Skip
Support
Under water
Walk

Physical Education Key Stage 2

Swimming
Back crawl
Breaststroke
Breathe
Float
Front crawl
Kick
Lie flat
Pull
Push
Scull
Streamlined
Surface diving
Turning

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Personal, Social,
Health & Economic
(PSHE) Education

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PSHE Key Stage One

Mental and emotional wellbeing	Respectful Relationships	Being Safe	Health and Prevention, Physical Health and Fitness and Healthy Eating	Financial capability	Civic learning
Safe	Agree	Asking for help	Choices	Money	Commonalities
Shy	Differences	Fire	Cleanliness	Safety	Communities
Strengths	Disagree	Online	Dental health	Saving	Community
Surprised	Discussion	Privacy	Diet	Spending	Emergencies
Target-setting	Opinions	Rail	Drugs		Environment
Teasing	People	Respecting privacy	Health		Everybody
Tense	Sharing	Road	Healthy living		Groups
Terrified	Similarities	Rules	Hygiene		Help
Timid	Views	Safety	Illness		Individual
Uncomfortable		Water	Physical activity		Needs
Uncomfortable feelings			Sleep		People
Uneasy			Wellbeing		Responsibilities
Unhappy					Rights
Unsettled					Roles
Upset					Similarities
Withdrawn					Special
Worried					Unique

Religious
Educators

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Religious education - Principals

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, and reflect on their own ideas and ways of living.

Schools without a religious character should refer to the locally agreed syllabus for RE. Academies and schools with a religious character should provide RE in accordance with the trust deed or religious designation of the school.

RE teaching and learning should enable pupils to...

- a. Know about and understand a range of religions and worldviews.
- b. Express ideas and insights about the nature, significance and impact of religions and worldviews.
- c. Gain and deploy the skills needed to engage sensitively with religions and worldviews.

Religious education - Expectations

Key Stage One

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.

They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Key Stage Two

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.

They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.

Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Religious Education Vocabulary

Religious language is used to express, communicate and ask questions about religious beliefs and experience but its use in the classroom raises a whole range of questions. For example, two people could both use the term 'God' but may mean different things by it.

To have a sound basis for discussion, the meanings of key terms need to be defined and varying definitions explored.

It is important for teachers and pupils to explore how vocabulary is used in particular contexts.

Religious education - Key Stage 1

Vocabulary of religions – NB with the exception of Christianity, not all religions will be taught in each key stage. Teachers should refer to their curriculum plans for RE.

Judaism - Synagogue	Judaism - Shabbat	Judaism - Jewish Life	Sikhism
Ark	Challah	Chanukah	Acceptance
Kippah	Kosher	Covenant	Equality
Tallit	Two Candles	Dreidel	Family life
Torah Scrolls	Wine	Maccabees	Five K's Forgiveness
Yad		One God (YHVH)	Gurdwara
		Prayer	Kauri
		Rosh Hashanah	Meditation
		Shofar	Nishan Sahib
			One Creator (Ek Oankar)
			Respect
			Sharing
			Sikh
			Sikhism (Sikhi)
			Singh
			Ten Gurus
			Truth
			Turban

Religious education - Key Stage 2

Vocabulary of religions – NB with the exception of Christianity, not all religions will be taught in each key stage. Teachers should refer to their curriculum plans for RE.

Sikhism	
Acceptance	Nishan Sahib
Chaur Sahib	One Creator (Ek Oankar)
Equality	Respect
Family life	Sangat
Five K's Forgiveness	Seva
Gurdwara	Sharing
Guru Granth Sahib	Sikh
Kaur	Sikhism (Sikhi)
Kirtan	Singh
Langar	Ten Gurus
Meditation	Truth
Mool Mantar	Tur

Glossary

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Word	Definition / Context
Viruses	Sub-microscopic organisms that infect living organisms. Often cause disease such as flu, chickenpox, viral gastroenteritis, covid-19.
Debt	Something, typically money, that is owed or due.
Economics	The study and understanding of the production, consumption, and transfer of wealth.
Enterprise	An endeavour or undertaking that requires effort and generates profit.
Entrepreneurs	People who plan, organise and operate a business with some level of risk involved.
Sustainability	The ability to maintain the environment, and avoidance of the depletion of natural resources.

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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 suit 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

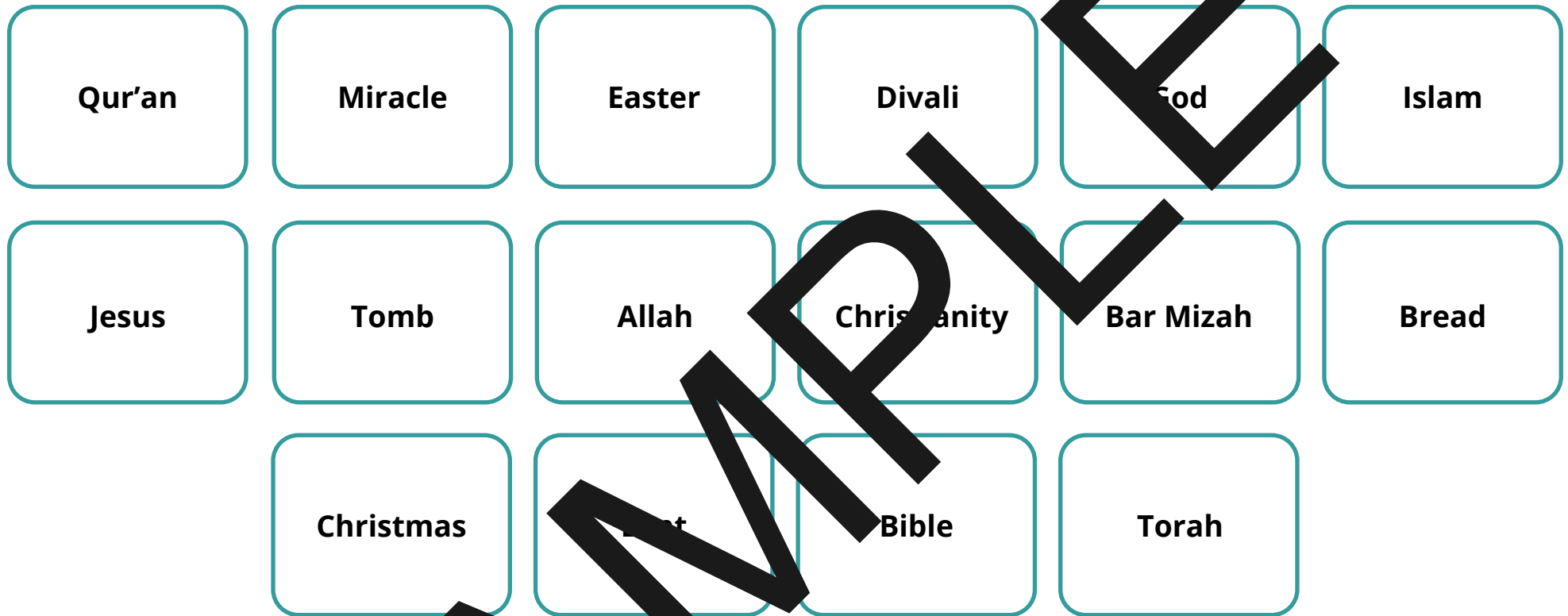
Class:		Term:	
Computing	Music	Physical Education	
PSHE	Religious Education		

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Games
&
Strategies

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The Array Game



Finding Pairs:

- Take the words relevant to the topic in this example we are using a variety of words linked to Religious Education
- Lay 16 cards out, face up
- A child picks two cards and can keep the cards if they can use them in a sentence which links the cards together e.g. I'm choosing the Torah and the Bible. They are both religious books, one for Judaism and one used in Christianity. Or, I'm choosing God and Allah as in Islam, Muslims say there is no God but Allah and Mohammed is his prophet.
- Once a pair has been claimed the child keeps the pair, and their opponent has their turn.

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