School Improvement
Liverpool

Making Words Work

Building strong vocabulary and knowledge across the curriculum.

V2

Contents

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 of age 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 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.

> 'Unlocking the language of our subject domains is essential to understanding.' Quigley

An approach to developing vocabulary across the curriculum

Across the curriculum children will 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 this is a 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 'athletics' in religious education or 'semibreve' in music.

> **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, M. G. (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 aspects of the subject and assigned to years, phases or key stages where they are most likely to be introduced for the first time.

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, 'document' might first be introduced in Year 1 or Year 2 during a computing unit of work.
- If there any further words that should be added.

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.

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 fit the goal'. Educational Perspectives, 23(1), 11-15
- 'Closing the Vocabulary Gap' Alex Quigley (2018)
- 'The National Curriculm 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' store 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.

Computing

Computing Key Stage One

Computer Science	Information Technology	Digital Literacy
Algorithm	App	Appropriate/Inappropriate sites
Backward	Backspace	Cr...
Block	Camera	Communication
Buttons	Close	Cyber-bullying
Buttons	Computer	Digital footprint
Command	Content	Email
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	Escape	Rules
Predict	Format	Web

Computing Key Stage One

Computer Science	Information Technology	Digital Literacy
Program	Icon	Website
Reverse engineer	Import	Web Content
Right-angle turn	Keys	
Robots	Laptop	
Script	Monitor	
Sequence	Mouse	
Software	Pointer	
Sprite	Record	
	Save	
	Shift	
	Slides	
	Smartphone	
	Space	
	Speaker	
	Tablet	
	Touch	
	Volume	

Computing Lower Key Stage Two

Block Language	Screen	Safety rules
Binary	Bold	Appropriate online communication
Command	Copy	Appropriate websites
Complex	Cut	Blogs
Debug	Discs	Collaborate
Edit	Email	Computer parts
HTML	Italics	Devices
HTTP	Keyboard	Gaming
Improve	Microphone	Owner
Input	Page down	Reliability
Network	Page up	Report abuse button
Open-Ended	Paste	School network
Output	Redo	Search tools
Program	Sat Nav	Secure passwords
Programming	Scroll	
Repetition	Send	
Selection	Text	
Sensor	Underline	
Sequence	Undo	
	Upload	

Computing Lower Key Stage Two

Block Language
Server
Simulation
Sorting
Sprite
Test
Transmit

Computing Upper Key Stage Two

Block Language	Bluetooth	Basics
Abstraction	Appropriate data tool	Appropriate online tools
Analyse	Complex searches	Atmosphere
Articulate	E-commerce	Audience
Cache	Editing tools	Blogs
Command	Function Keys	Collaboration
Communication	Generate	Computing devices
Component	Hyperlinks	Copyright
Computational Thinking	Interpret	Distribution
Control	Interrogate	Encryption
Data	Multimedia effects	HTML code
Data Packet	Multimedia modification	Information collection
Decompose	*NFC- near field communication*	Informed choices
Discern	Online sharing	Internet parts
DNS servers	Online	Messaging
Evaluate	Plausibility	Responsibility
Hardware	Present information	Responsible online communication
IP address	Process	Searching strategies
Link Errors	Question / Interpret data	Storing
Management System	Refining	Structure

Computing Upper Key Stage Two

Block Language	Bluetooth	Topics
Measure Input	Smart pen	Virus threat
Mimic	Spreadsheets	W... ...es
Network	Store	
Operating System	Streaming	
Program	Transitions	
Review		
Software		