



Word Aware

Teaching vocabulary across the day,
across the curriculum...the Tavistock way.

Aims

- to provide you with information about how we are developing children's writing across the school.
- to give you ideas of how you can help.





Reading 91%

Writing 86%

Mathematics 87%

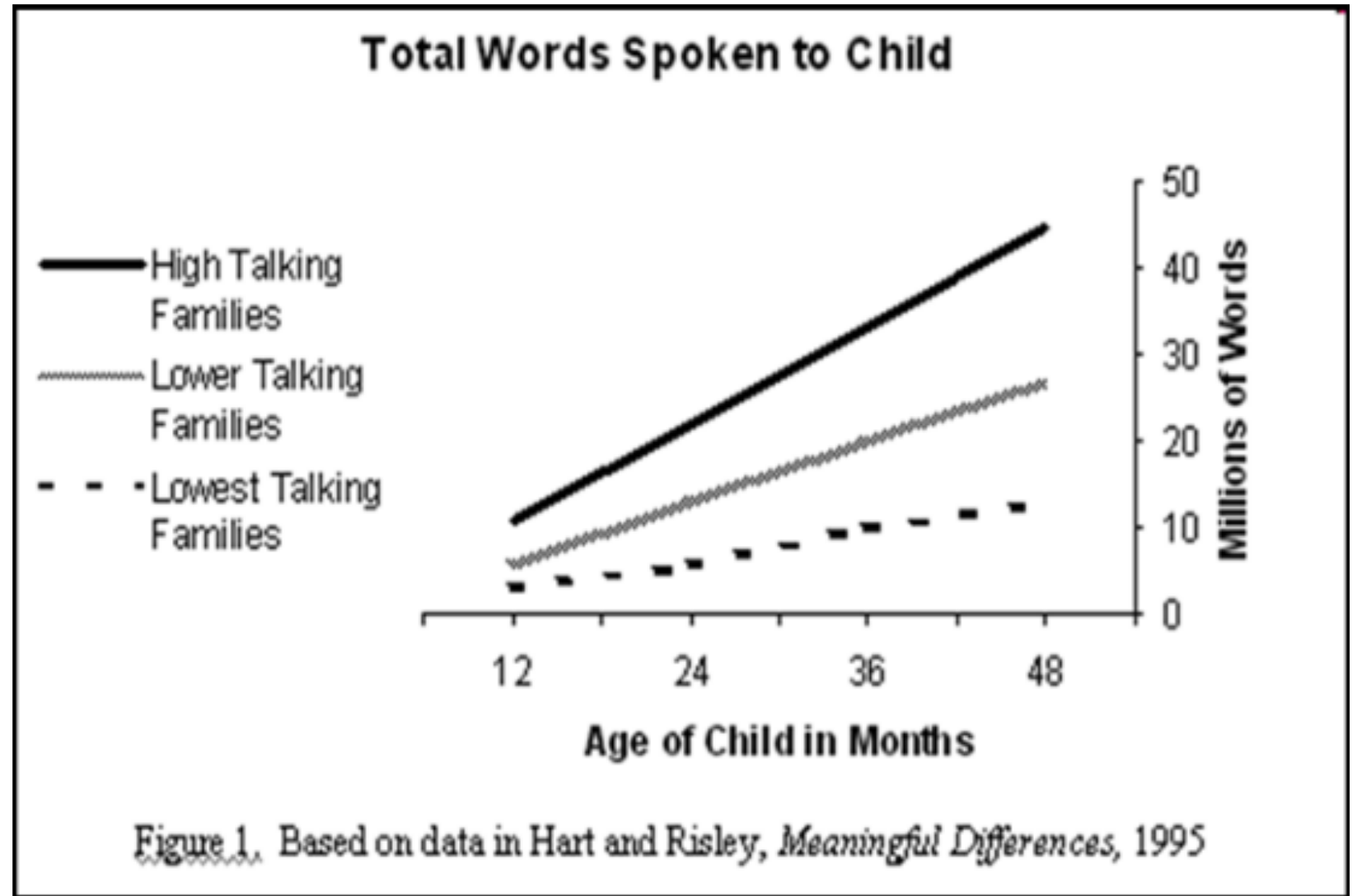
How does a child become a writer?



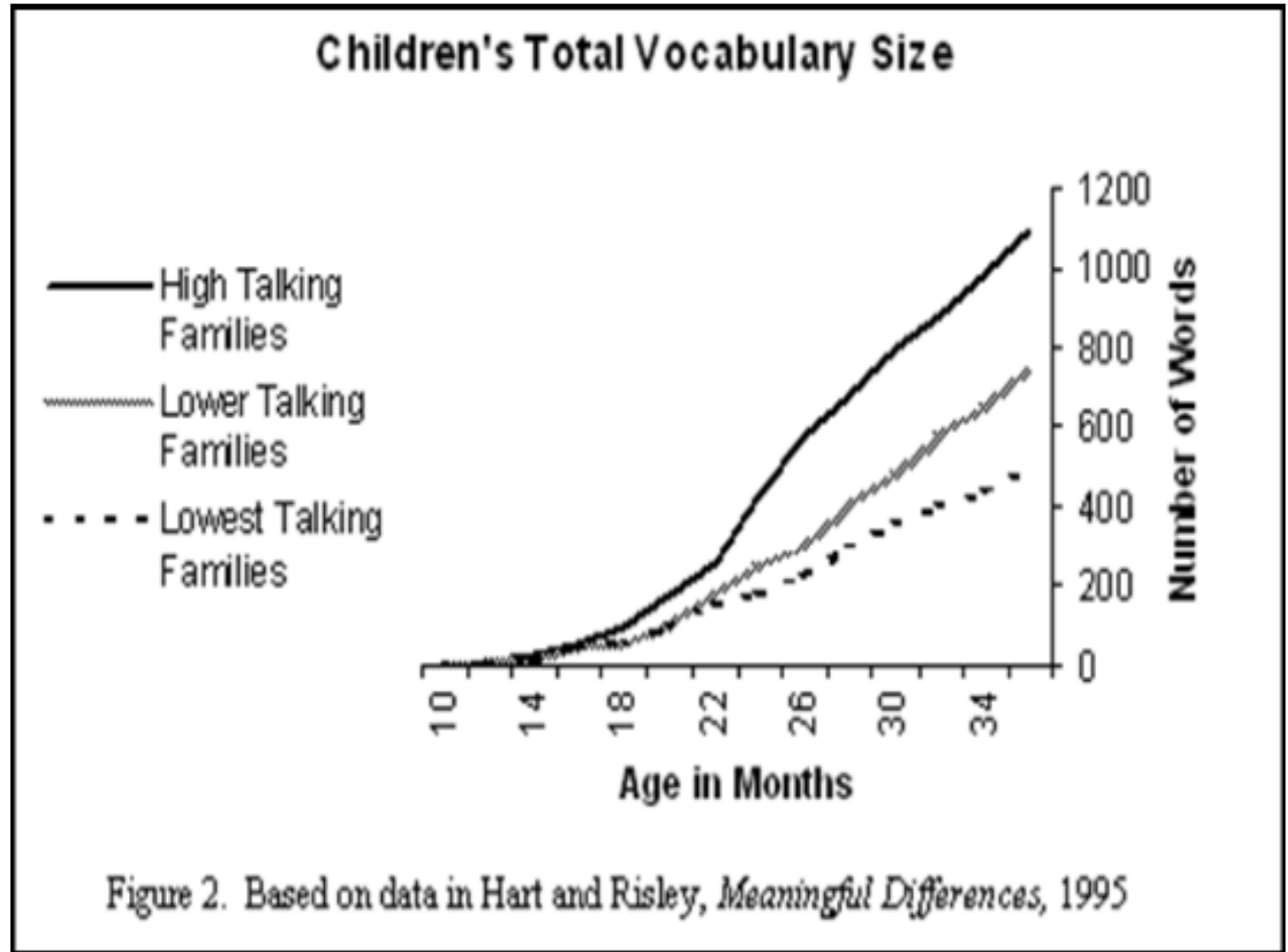
Through:

- Being able to hold a tool to write.
- Knowing the alphabet.
- Learning all the letter combinations of the alphabet that make sounds.
- Being able to blend sounds to make words.
- Putting words together to make an understandable sentence.
- Being able to spell common exception words.
- Using the right punctuation and grammar.
- Having a range of life experiences.
- Being spoken to and being able to speak.


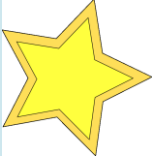


Vocabulary Acquisition.



Vocabulary Acquisition.



The Word Aware Approach

	1. Make words count	Provide an environment where children are surrounded by spoken and written words and are inspired to learn them.
	2. Teach Vocabulary	Introduce new words from content-rich subjects as well as the fast-paced teaching of words found in books.
	3. Word Detective	Teach strategies to enhance children's independent word learning.
	4. Fun with words	Enjoy, celebrate and reinforce vocabulary.

MAKE WORDS COUNT



AT SCHOOL

- ✓ Our curriculum
- ✓ Everyday interactions

AT HOME

- ✓ Your curriculum
- ✓ Everyday interactions



TEACHING VOCABULARY

The STAR Approach

SELECT...

the really useful vocabulary that is core to the topic.

TEACH...

the selected vocabulary in a structured manner.

ACTIVATE...

the meaning by using the words in context.

REVIEW...

the taught words to ensure they are retained.





SELECT



ANCHOR WORDS
 If a child needs work on these words this will be done through small groups or one to one.

Children have a thorough understanding of these words.
 Everyday spoken language for a child of this age.
 Used at home and in daily interactions.
Essential words needed for child to understand the topic.

GOLDBLOCKS WORDS
 These are the words that will be taught to the whole class.

Really useful words.
 Likely to be encountered again.
 Average older child has a good level of knowledge of the word.
Words that are very topic specific but are core to the topic.

STEP ON WORDS
 Words needed for comprehension that can be briefly explained but are not the main focus of the teaching.

Less likely to be encountered again.
 Average older child does not have much knowledge of the word.
Words that are particularly topic specific, and are not core to the topic.

All about me

ANCHOR WORDS



happy
cross
sad

GOLDILOCKS WORDS



astonished
worried
excited
surprised
embarrassed
confused
nervous

STEP ON WORDS



perplexed
crazed
bemused

Beach

ANCHOR WORDS



swim
splash
fly
Play

hot
cold

GOLDILOCKS WORDS



save
search
paddle

bumpy
smooth
deep
shallow

STEP ON WORDS











frolic

sweltering



TEACH

	Start with a symbol that represents the concept
	Identify first sound, clap the syllables and rhyme.
	DO The children physically experience the concept and relate it to themselves. Use objects to explore the concept. Teacher draws pictures which explore the word.
	DEFINE Give a definition using simple language. Use synonyms- other simpler words that have a similar meaning
	LINK Teacher makes a link that connects this word to what the children already know. Ask the children to link what they have learnt about the concept to their own experience, knowledge or what they can find out.
	EXCLUDE Identify related situations that the word does not apply to.
	Do an action. Sing a song or a rap.
	Display the word on a word wall to remind adults to use it and add it to the word pot.



ACTIVATE

Use the word in the lesson, linked to what the children are doing.

Make sure you use the word many times and encourage the children to use the word.

I am nervous when I have to speak to a group of adults.

Do your knees shake when you are nervous?

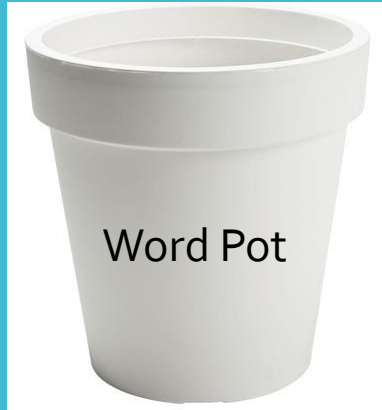
Do you think Theresa May is nervous about Brexit?





REVIEW

Who can remember our word and give me a sentence using the word?



Talk to me about the word: *nervous*

WORD DETECTIVE:

Working out what a
word means

I can try and work it out by:

- Using the context of the word.
- Looking at the type of word it is (noun, verb, adjective, adverb).
- Identifying word endings and beginnings.



If I can't work it out:

- I can ask someone.
- I can look it up.



FUN WITH WORDS!



RECAP MAKE WORDS COUNT



AT SCHOOL

- ✓ Our curriculum
- ✓ Everyday interactions

AT HOME

- ✓ Your curriculum
- ✓ Your everyday interactions