

Vocabulary Curriculum Statement

Intent

At the Raleigh Hub we believe that all children have the right to develop a rich and varied vocabulary alongside word learning strategies to equip and empower them throughout their lives. Alongside learning to read as quickly as possible, these are the keys that open the door to all areas of the curriculum and beyond. The ability to thrive in learning across the curriculum is fundamentally linked to a child's ability to read and their developing vocabulary.

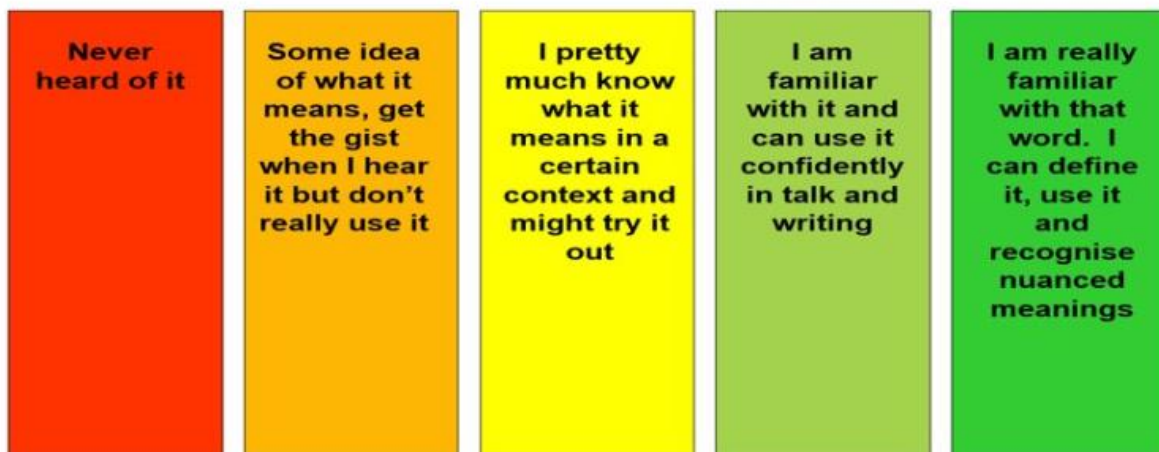
It is our intent that all children, irrespective of their background are given equal opportunities to develop a rich and varied vocabulary. They will be equipped to apply their vocabulary eloquently through both oracy and the written word. Our intent is to use a structured approach to reading alongside a focus on oracy with both being wedded to the direct instruction of vocabulary and word learning strategies across the curriculum.

Implementation

We follow the principles of the Babcock Developing Vocabulary course across the whole curriculum, focussing on the direct instruction of vocabulary alongside our structured reading approach. The children have explicit teaching of tier 3 academic vocabulary and tier 2 transferrable vocabulary that will be set as target words, for each unit of work, across the curriculum. Examples are taken from current texts and topics and the academic word list. Instruction includes both contextual and definitional information and involves active and deep processing of words.

- Children are exposed on a daily basis to: rich structured talk and high-quality reading instruction. These form the basis of developing good vocabulary.
- Reading is given a high priority from the start.
- There is a strong focus on oracy with plenty of opportunities for the children to explore, discuss and use new vocabulary within a supportive and safe environment.
- Vocabulary is assessed at the start of a unit of work and target words chosen as a result. These are displayed in each class on yellow paper on English, Maths and topic working walls. Progress is assessed at the end of each unit of work using pre and post project assessment sheets and analysis grids.
- Children's knowledge is monitored on an ongoing basis using the Babcock levels of word knowledge (see below). This is displayed in each classroom and used by the children in self-reflection activities.
- Vocabulary is taught through the vehicle of direct instruction and reinforced through frequent daily use and application.

- A varied menu is used to teach and reinforce vocabulary and word learning strategies including: frayer models, paint charts, meaning lines, word banks and various activities from the menu of instructional activities amongst others.
- Children are taught word learning strategies (morphology, etymology) to equip them in developing their own vocabulary and independent morphological awareness to use during their school journey and on into their adult life.
- The environment in every classroom and around the school is word rich demonstrating to our children the high importance that is placed on developing vocabulary and reading.
- Word banks are used and displayed when appropriate and useful to the children for reference.
- Staff are challenged to model and use a wide and varied vocabulary with all children.



Interventions

Through start of unit assessments, children are identified early as having a limited vocabulary and are selected as target children. They benefit from extra support, pre teaching, interventions where appropriate, assessment and monitoring through a rigorous system that identifies specific words the children find tricky. Children are assessed at the start and end of units of work to monitor progress. This supports them in acquiring new words that they can use in their talk and writing.

Impact

The children at our school show an increasingly varied vocabulary across the curriculum as they engage with the direct instruction. This becomes evident in their developing oracy and written work. The direct instruction of vocabulary also impacts positively on children's comprehension when reading and participating in discussion. Children who have started their journey with a significant vocabulary deficit are shown to become more able to engage with written tasks and discussion with appropriate vocabulary.