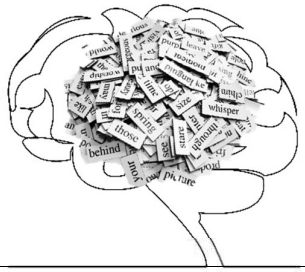
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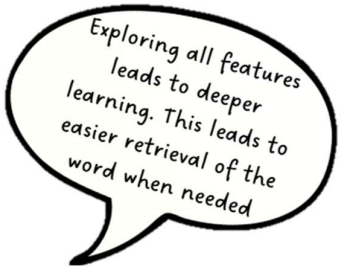


Appendix: Vocabulary

Vocabulary means the words we understand, and can use

Expressive and receptive vocabularies do not always match

When we learn about new words, we need to know about these aspects:



Semantic features:

This means the category, what it looks like, where it's found, and its function. It refers to homonyms (words with multiple meanings), synonyms (similar words) and antonyms (opposites). It also includes the morphology: what the different parts of the word mean.

Phonological features:

This means the sounds and syllables in the word, and whether it rhymes.

Parts of speech:

This means the type of word it is. Is it a noun (person, place or thing), verb (action), or adjective (describing word)? Can it be used in different ways – "bat" can be an object or an action. This tells us how to use it correctly in a sentence.

Morphology: This refers to parts of the word (prefixes, bases and suffixes) and their meanings.

E.g. "unhelpful" = opposite of + help + full of

Choosing vocabulary

Prioritise words that learners need to use both academically and socially

"**Must Know**" words: Essential to the learning of a topic or concepts. Teach these words systematically.

"**Should Know**" words: Highly significant, although not essential, to understanding the topic or concept.

"**Could Know**" words: Interesting and stimulating, though not necessary for a basic understanding of the topic.

- Choose 10 key words per week to teach explicitly. This is realistic, direct instruction which will make the most difference.
- Choose high frequency and essential words which cross subjects.
- These words can be embedded in all teaching, providing cross context opportunities.
- Add visual cues or symbols where possible.
- These words can also be focused on and reinforced at home.



How we can help:

- Choose words from texts and explore their meaning by talking about *opposites, synonyms, definitions* and using the words in sentences.
- Understanding instruction words such as *compare, describe, contrast*, *expand* are helpful for assignment demands moving into high school.

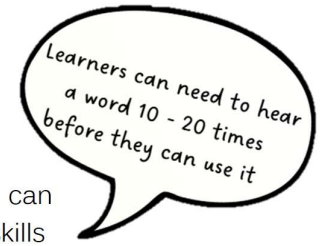
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Explicit instruction

This means teaching all the features of the word clearly. Many of our learners need these features and connections to be made clear to them

How we can help:

- Use **word webs** and **word maps** as visual aids. Include phonemic and semantic information with a visual cue/symbol and spelling.
- A great video resource demonstrating word maps can be found here: https://www.youtube.com/watch?v=ipqmdH-LxUQ.
- You can also find a word map as part of this appendix.
- Keep a book of new words and their definitions. This makes revision easy. You can also use a word bank on the wall to support your learner's independent self-help skills



Semantics and categorisation

We have more success at learning words when we can connect them to something we already know. Establishing strong links between words helps them to be retrieved.

How we can help:

- Sort words or pictures into different categories. Talk about how they are alike and different.
- Create concept maps so that learners can see the connection between different words.
- Encourage learners to name as many objects or words as possible within a given category.



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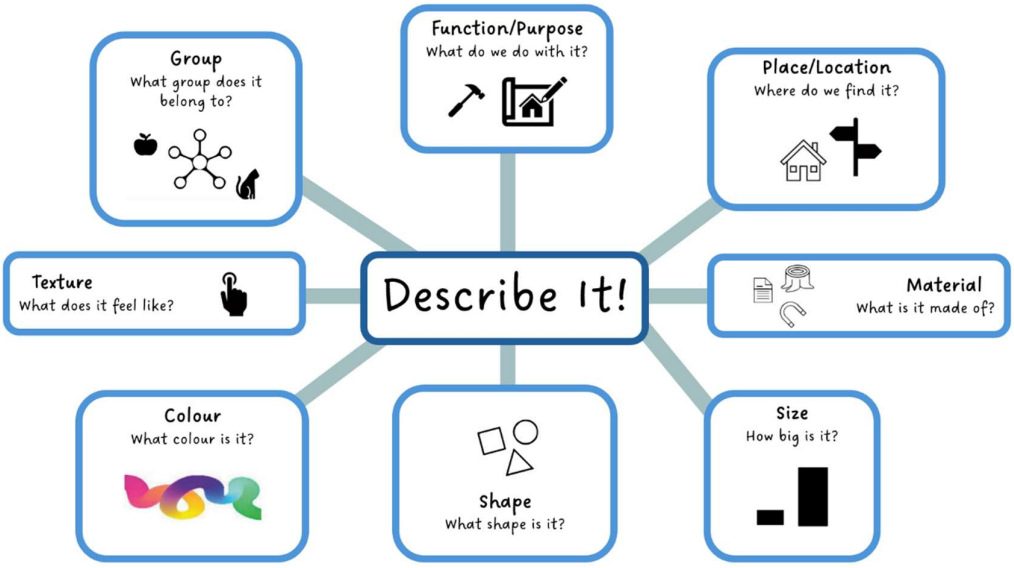
Describing and defining

To define a word we need to understand its key features: this is a great way to ensure deep learning

How we can help:

- Use semantic feature analysis. This means: consider all aspects of the word or concept you are exploring.
- Use this analysis to compare and contrast with other words: what do they have in common? What is different?

- Use graphics to structure these word explanations,
- Word games such as 20 questions build on these skills.



Incidental modelling and support

Take every opportunity to make conversations vocabulary-rich

How we can help:

- Say things in different ways to build up vocabulary e.g., "The ball is between the chair and the table" as well as "the ball is in the middle of the chair and the table"
- **Model** the use of specific vocabulary as often as you can, providing an explanation at the same time.

  For example: "Let's have a drink now, let's get **hydrated**"
  "It's raining again. That's **precipitation**"

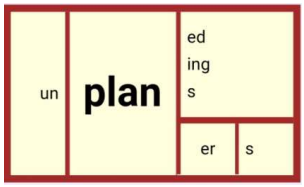
- Referring students with language or literacy difficulties to a dictionary is not usually helpful. Try these strategies instead:
  - Break down the morphology of the word into root words, prefixes, suffixes (e.g. *prehistoric = pre-history-ic*)
  - Use context and context clues (e.g. *The tundra is a vast, open area of land*)
  - Use synonyms and antonyms (e.g. *Her impeccable uniform was so perfect that …*)
  - Provide examples for group words (e.g. *The felines included lions, cheetahs, tigers, …*)
  - Use cause and effect to explain meaning (e.g. *We lingered so long that we missed the bus*)
  - Use Google Images, Canva, Unsplash etc to provide visual, rather than verbal only, definitions of words.
- Explore **homonyms** (e.g. pig *pen* vs *pen* and paper) and **homophones** (e.g. witch and which) as these are often points of confusion.

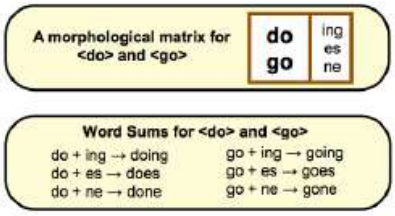
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Morphology

Teaching the meaning contained within chunks of words builds in great efficiency

- Provide explicit teaching about **free word bases** and **affixes**.
- Discuss the grammatical use of affixes. This will also help the development of vocabulary knowledge and word retrieval.
- Explicitly teach irregular forms which will support the development of verbal and written expressive grammar.
- Recommended programs include:
    - **Improving Morphemic Awareness Using Base Words and Affixes (**Sandra Donah)
      A systematic introduction to early and common affixes using oral tasks. Suitable for all ages.
    - **Spelling Through Morphographs** (Robert Dixon and Siegfried Engelmann)
      This is a remedial program for Grade 4 and higher and teaches spelling through the use of prefixes, root words and suffixes.
- Use **Word Matrices** and provide explicit teaching for morpheme meanings and their spellings.





Reading, audio-books, and read alouds

Learning vocabulary through written texts is essential

- The format for listening to books doesn't matter. Being exposed to a range of stories and texts does matter.
- This builds awareness of narratives, a love of literature, healthy leisure options, and most importantly – ongoing vocabulary development, for life.

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