

Strategy for Vocabulary Acquisition: Gatehouse Primary Academy

Direct instruction of vocabulary:	The explicit teaching about individual words and their meaning
How words are chosen	• Tier 2 words • Useful/important/difficult words chosen from key text • <i>Identified when mapping the potential of guided reading texts</i>
Effective teaching strategies	• Framer model for word of the week • <i>Book talk/vocab sessions at the beginning of each weekly reading sequence</i> • <i>Sentence of the week (stacking approach)</i>
Word-learning strategies:	Teaching children to use word parts (morphology) and dictionaries as strategies to increase their vocabularies and their capacity for learning new vocabulary
Teaching of morphology	• Using morphemes e.g. morpheme matrices • Word webs
Strategies for clarifying	• context cues; • sensory webs • thinking aloud zooming in/out • teacher modelling (during reading lessons)
Creating a language-rich culture	Children learning and expanding on vocabulary choices through discussions, from being read to and from developing their word-consciousness
Providing rich and frequent language experiences	Consider the vocabulary the teacher (and other adults in school) use Read to and with children often, using a wide variety of quality books <i>Map the potential of texts as a planning tool.</i>
Reading to and with children	Consider the books you are planning to use with your class for: Class read aloud Teaching sequences How well do they link to pupils': Vocabulary needs? Previous world experience?
Gathering words to use in writing	• Varied writing experiences • <i>Sentence of the week (stacking approach)</i>