



# St John's C of E Primary School, Lemsford



## WORD AWARE



**Word Aware** is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, this resource is of particular value for those who start at a disadvantage - including children with Developmental Language Disorder, Special Educational Needs and those who speak English as an additional language, but it will extend the word learning of **all** students.

Research links vocabulary knowledge to not only academic but also professional success.

'The correlation between vocabulary size and life chances is as firm as any correlation in educational research. Vocabulary is important because it embodies and communicates concepts.' Ofsted, 2019

Spoken vocabulary at age 5 is highly predictive of educational success and earnings at 34 (Law et al, 2009)

'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.' National curriculum in England: complete framework for key stages 1 to 4 - for teaching 1 September 2014 to 31 August 2015

The **Word Aware** approach focuses on three steps:

1 - **Get excited about words** creates a positive and stimulating word learning environment

2 - In order to teach new words, we will be using Word Aware's **STAR method**:

Topic words: Words that are very topic specific but are core to the topic.

Literacy words: the aim is to use books as a rich source of useful and interesting words to build up a bank of words that the children will use in writing but will also support reading comprehension.



# St John's C of E Primary School, Lemsford



## Select:

Really useful words are chosen, these are likely to be encountered again in reading or oral language.

An average adult would have a good level of knowledge of the word.

Age 7+: Desirable for children to use in their writing

## Teach:

Selected words are intentionally taught and pupils learn how they are written, phonology, meaning, how to use them and in what context to use them.

## Activate:

The teacher will then ask relevant questions to explore and activate the meaning of the word and deepen understanding.

## Review:

Teachers and support staff will continue to create opportunities for children to naturally encounter the words again, making sure that their understanding and usage is correct.

Children need 12 exposures to a new word in order to learn it which is why this structured approach is particularly effective.

## 3 - Independent word learning

We need to ensure that all children have the skills they need to learn words on their own. The explicit process of teaching new vocabulary develops independent word learning skills so that children are enabled to learn words when they read, consume media and talk to others. This process will evolve as they access a more complicated and sophisticated curriculum.