

DRAYTON PARK

TEACHING VOCABULARY & KNOWLEDGE



1. Context

This guidance is to be read in conjunction with the [Oracy](#) and Curriculum Policies. Our aim is for both vocabulary and syntax to be taught in conjunction, in context, throughout the curriculum. This guidance outlines our approach to teaching and embedding key vocabulary, linked to the essential knowledge and concepts we teach in each subject. Children naturally learn new words through exposure to them, in meaningful context and through communication. We need to expose our pupils to rich, sophisticated and accurate language. Throughout teaching, all staff should model high quality, sophisticated, standard English in their interactions with children and with each other, when in front of children. We should maintain high expectations of the language children can understand and use.

2. We teach vocabulary everyday

In every class from years 2 - 6, the children are introduced to a word of the day using Vocabulary Ninja: <https://vocabularyninja.co.uk/word-of-the-day/>

Every week there is an accompanying PowerPoint:

<https://docs.google.com/presentation/d/14qsLNKnZURgE716rngxRd9STqTj-WpEctz4n5jguRcw/edit#slide=id.p1>

The Word of the Day from Vocabulary Ninja is a clear system to embed vocabulary throughout the school; it ensures consistency and progression whilst also reducing workload.

How do we use it?

- The PowerPoint introduces each word of the day. Tier 1 words are used in Years 2 and Years 3 while Tier 2 words are used in Years 4, 5 and 6.
- Each word of the day is given a word class, definition, and is put into a sentence. Synonyms, antonyms, rhyming words or any other words linked to the word are also identified.
- Teachers spend 5 minutes, at least 4 times a week, introducing the word (using the PowerPoint).
- The word of the day is written inside this laminated word of the day poster (blown up onto A3): https://docs.google.com/document/d/1CuboPtXRML21z_rAC0LstAOYZ4HabTfprAZUeV6N7_w/edit
- Throughout the rest of the day, teachers find ways to include the word of the day in their speech and in their teaching.
- Teachers incentivise children to show that they can use the word of the day appropriately and accurately in their speech or in their written work, e.g. they can be awarded a marble for their efforts.
- At the end of each week, teachers spend 10-15 minutes recapping the words for that week.

3. History, Geography and Science

When teachers introduce a new History, Geography or Science Topic, they write subject specific words onto the laminated posters (blown up onto A3):

<https://docs.google.com/document/d/1UspcxapeG4JXgo0YXkHAurHUGq0PvtFYP7zI3E6H5I0/edit>

All of the key subject specific vocabulary is written down at the start of the unit of work. Teachers draw attention to these words (in context) while teaching the unit of work, and when they do, they move the words to the 'words we've covered' section of the laminated poster.

4. Key Question Sheets

Alongside the creation of the thematic maps each term, teachers are expected to create 'Key Question Sheets' for the following subjects: History, Geography and Science. The purpose of these sheets is to clarify the key knowledge the children will learn in each subject, during a topic.

Preparing the Sheets

1. Heading: Include:
 - a. The wider topic being taught
 - b. The specific subject the sheet is for.
 - c. A title specific to the subject (e.g. if the topic is 'London' and the subject, 'History', the subject specific title may be, 'The Great Fire of London, 1666').
 - d. A picture to sum up the subject specific title.
2. Key Questions: What are the key knowledge and concepts pupils should have at the end of the unit of work? What sequence will you teach these in? Turn these into questions.

Using the Sheets

The sheets should be stuck into every pupil's book at the point they start a unit of learning in a subject. It should be used in an initial lesson as follows:

Initial Lesson

1. Explore the subject and title in general terms. E.g.
 - a. We are going to start our history learning. What is history?
 - b. Who knows something about the great fire of London?
 - c. Who can make some guesses about it?
2. Go through the key questions. Make it clear that by the end of the learning cycle, all pupils will be able to answer these questions.
3. Do the children have any prior knowledge or ideas about them now? Use this opportunity to assess prior knowledge. At the point show the children a stimulus linked to the subject (for e.g. photos, artefacts or a video). Children fill in the 'K' section of the KWL grid. Pupils are expected to stick these in their books too. The purpose is to capture pupils' existing knowledge. Teachers are expected to adapt planning in the light of the prior knowledge and gaps in knowledge pupils reveal.

Using the Sheet Throughout the Unit of Work

In subsequent lessons, the sheet should be used in the following ways:

1. Key Questions:
 - a. Convert these into a graphic organiser, maybe on a working wall, to lay out the big picture of learning that will take place during the unit.
 - b. Use these as the basis for Learning Intentions, making the link explicit between our key questions and the purpose of the individual piece of work pupils are attempting.
 - c. Use these throughout the unit and at its end as the basis for low-stakes quizzes, to assess and reinforce learning.

Note: By the end of the unit of work, pupils should clearly have learnt the answers to all these questions. This should be evident in their work.

2. KWL Chart:
 - W section: At the end of every lesson taught, ask the children to think of a question they would like to know the answer to. This should link to the learning from that lesson but can be a wider question linked to upcoming learning.
 - L section: At the end of the unit of work, give the children time to answer the questions in the learnt section of the KWL grid.

Below is an example of a completed Key Question Sheet:



Theme: Lights of the World
Subject: History

Year 2, Autumn

Key Questions	
1	What was London like before the Great Fire?
2	How and when did the Great Fire start?
3	What happened during the Great Fire? Can you tell the events in chronological order?
4	What impact did the Great Fire have on London?
5	How do we know about the Great Fire of London?
6	Who was Samuel Pepys? Why is he famous?
7	Who was Christopher Wren? Why is he famous?