**Strategy for developing vocabulary across the curriculum at Bridgelea**

WHY???

* Vocabulary is a critical factor in the development of reading skills.
* Vocabulary knowledge has long been identified as one of the best predictors of reading comprehension (Davis, 1972; Thorndike, 1917),
* reading performance in general, and school achievement (Beck, McKeown, & Kucan, 2002, 2008).
* A landmark US research found that by 4 a child in a professional family has experienced 45 million words. A child in a family receiving welfare support has experienced 13 million words.
* 2010 research showed that Low income children lag their middle income counterparts at school entry by nearly one year in vocabulary. The gap in language is very much larger than gaps in other cognitive skills.
* Research tells us that vocabulary affects a child’s school performance – a child’s vocabulary when they are five years old can tell us how well they do at school at 11. So, helping children to develop a good vocabulary is vital.

HOW???

WHAT WILL IT LOOK LIKE IN THE CURRICULUM (initially)?

Choose 10 words for learning from your ‘book of the week’. This will be your **Weekly Word List.**

Planned identification of vocabulary

Using the ELKLAN ‘ Tier 1/2/3’ theory or the Word Aware ‘Anchor/Goldilocks/Step on’ theory to select **3 verbs + 6 Tier 2/Goldilocks + 1 Tier 3/Step on** ‘topic specific’ word.

Selected on the Tier 1/2/3 theory to ensure secure learning of Tier 1 and 2 words first, alongside Tier 3 words.

At the beginning and end of the week, the children will use the ‘**New Word Checker**’ to monitor progress

Pupils to complete a ‘word learning score’ Weekly Word List. This will inform planning for vocabulary, e.g. words the pupils already know well, will need less focus/time

Timing of this needs to be agreed within the English Curriculum

Beginning of each lesson is dedicated to vocabulary/word learning **or**

Lesson a week dedicated to vocabulary learning/games

A pack of strategies will be provided for all classrooms and Retreat. There will also be a file on the shared drive under ELKLAN.

Daily/weekly opportunities to recap/revisit learnt vocabulary, e.g. word challenge, word pot whilst waiting to be picked up at home time

Use of an agreed bank of vocabulary learning tools, including both word investigations, which focus on exploring individual words (Mr Word, word map, word snapshot) and vocabulary maps, which show how different words link together (venn diagrams, multiple meaning trees, attribute webs)

Use of mind maps - embedded into practice

Use of **Class Dojo** to share weekly word list and activities with families

Parental involvement

As these skills become embedded, we would expect to see less Tier 1 selection and more Tier 2/3 selection

Differentiation will be required for those students who have a particularly weak/ strong vocabulary base.