

Focus on Vocabulary

Marianne Stewart
Juanita Tilney

Learning Objective

- Develop a deeper understanding of how vocabulary can be explicitly taught in the classroom.
- Refine and further develop knowledge of teaching strategies that build and extend students' vocabulary.
- Consider how vocabulary can be assessed.

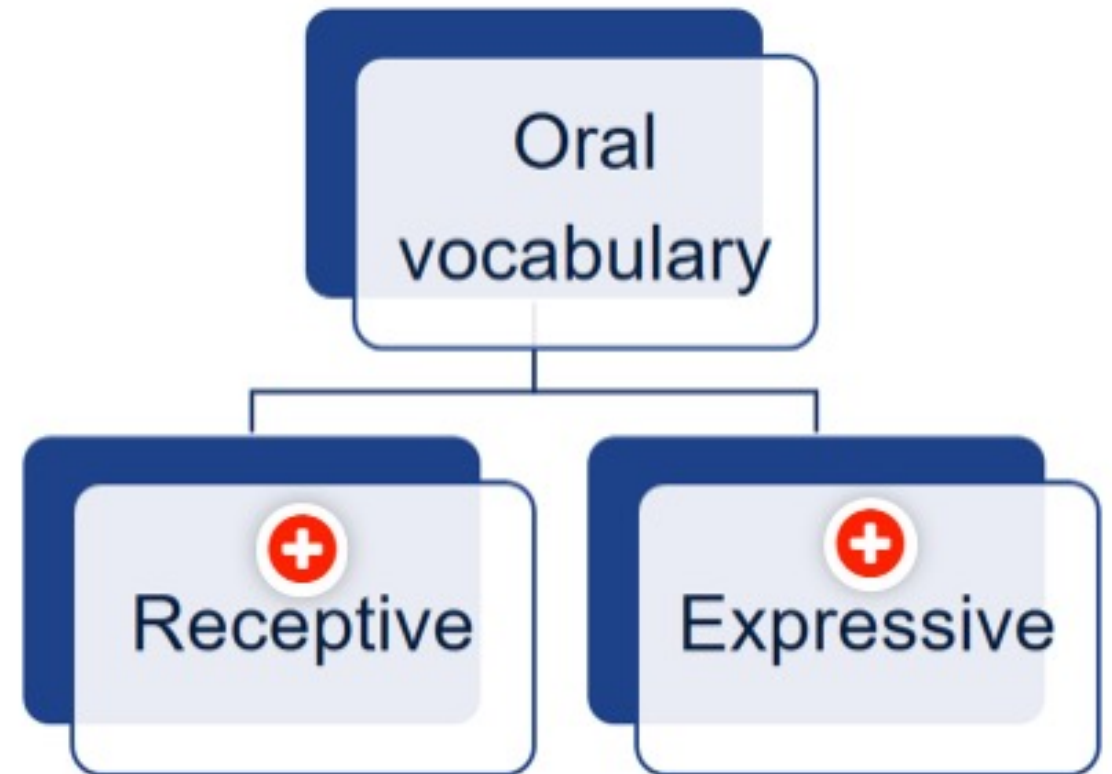
A point to consider...

Reading and writing require more complex, and often more abstract, vocabulary than that used in everyday interaction.

What is Vocabulary?

Vocabulary refers to the words we must know and understand to communicate effectively. It is the knowledge and use of words and their meanings.

It is the great predictor of success in literacy. Students with a strong vocabulary can use a range of words to communicate similar concepts.



Vocabulary

Reading & Writing

Reading

The words we can recognise and understand in print. We use our receptive vocabulary to make sense of the words we read.



Writing

Words we use to communicate through writing using our expressive vocabulary. Sometimes students may have sophisticated words that they can use when speaking; however, difficulties with spelling may be a barrier when writing.



Why is vocabulary critical for learning?

Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words.

(Pikulski & Templeton, 2004, p. 1)

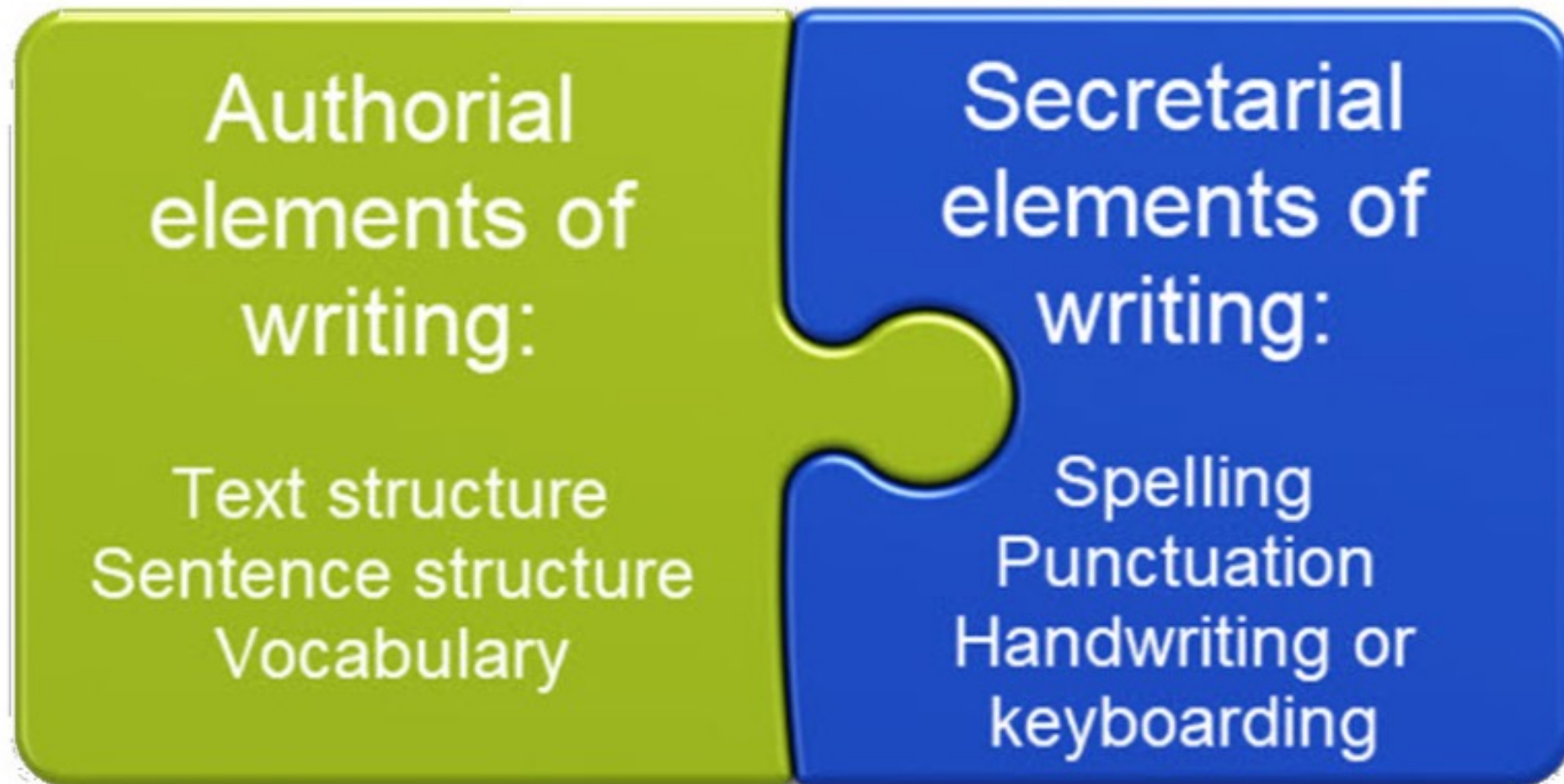
The Challenges

Unless they develop strong vocabularies early in life and continue to deepen and broaden this throughout their schooling, students may:

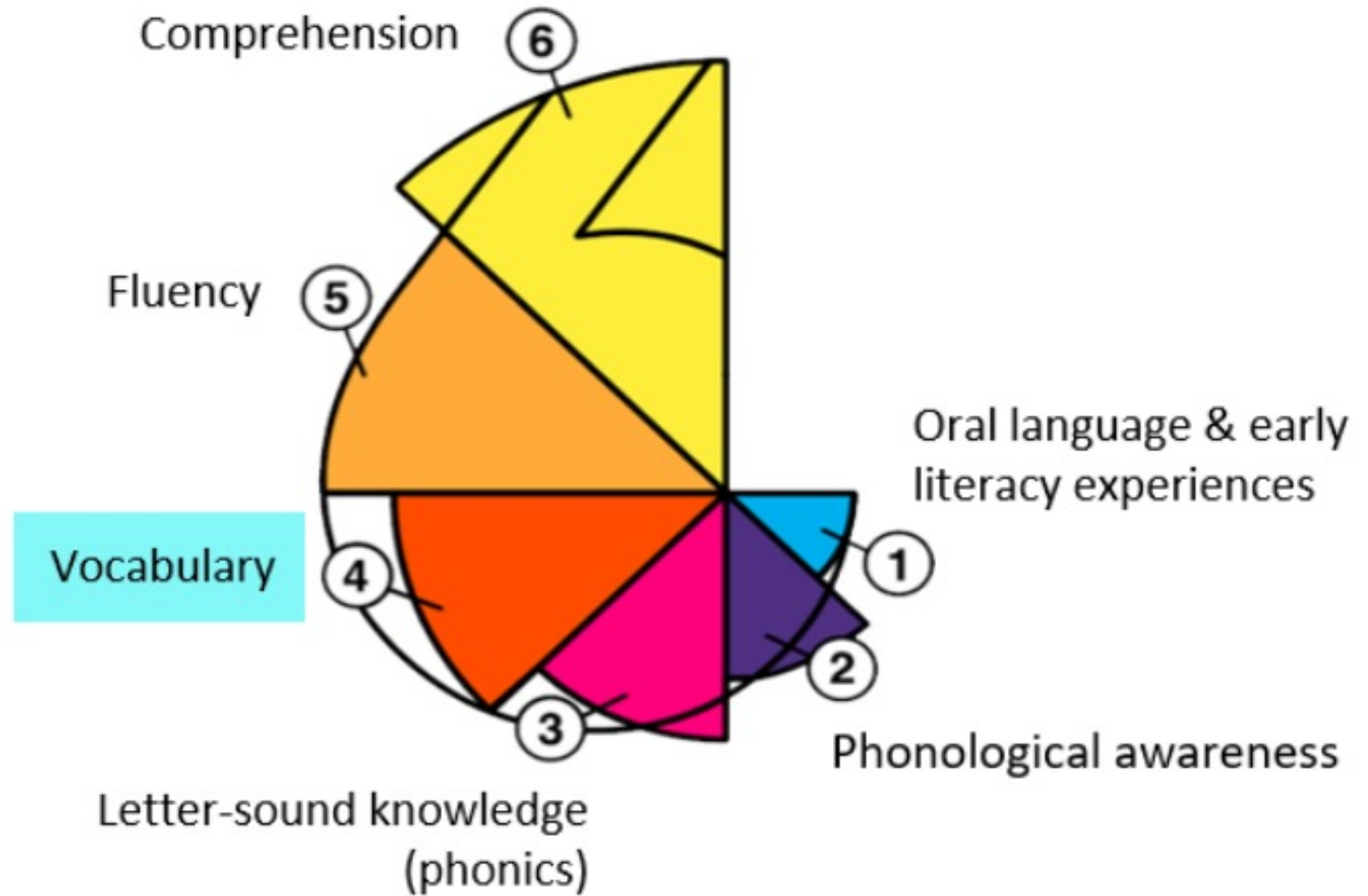
- Experience difficulty with academic language across many subjects
- Fall behind their more vocabulary efficient peers
- Face difficulty in understanding texts they read
- Not use advanced and mature words in their writing

The more words a student knows, the better they are at learning new ones.

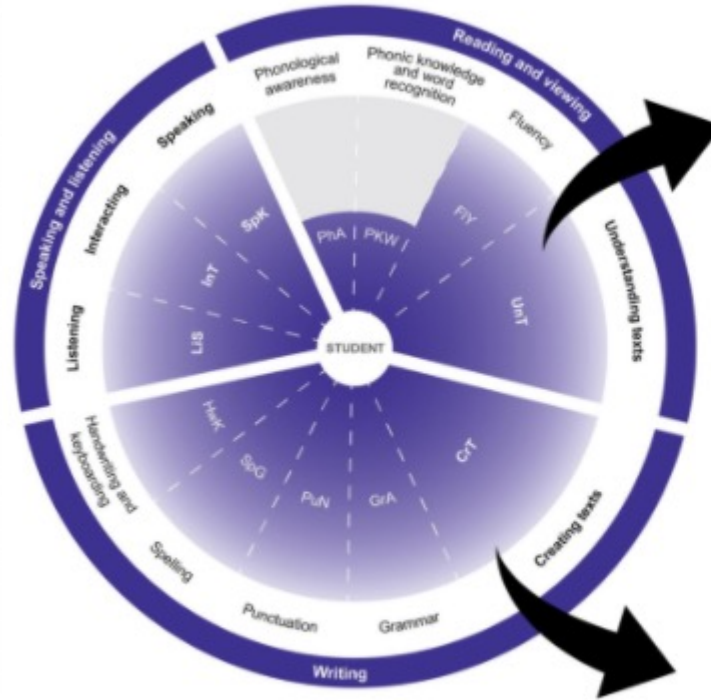
Why is vocabulary critical to writing?



Why is
vocabulary
critical to
reading?



Planning for Teaching



Understanding texts

Understanding texts describes how a student becomes increasingly proficient in decoding, using, interacting with, analysing and evaluating texts to build meaning. Texts include components of print, image, sound, animated movements and symbolic representations. This sub-element is organised into three subheadings: comprehension, processes and vocabulary.

Level	Indicators
-------	------------

UnT11

Vocabulary

- interprets complex, formal and impersonal language in academic texts

Creating texts

The *Creating texts* sub-element describes how students become increasingly proficient at creating texts for an increasing range of purposes. Students' writing moves from representing basic concepts and simple ideas to conveying abstract concepts and complex ideas, in line with the demands of the learning areas.

Level	Indicators
-------	------------

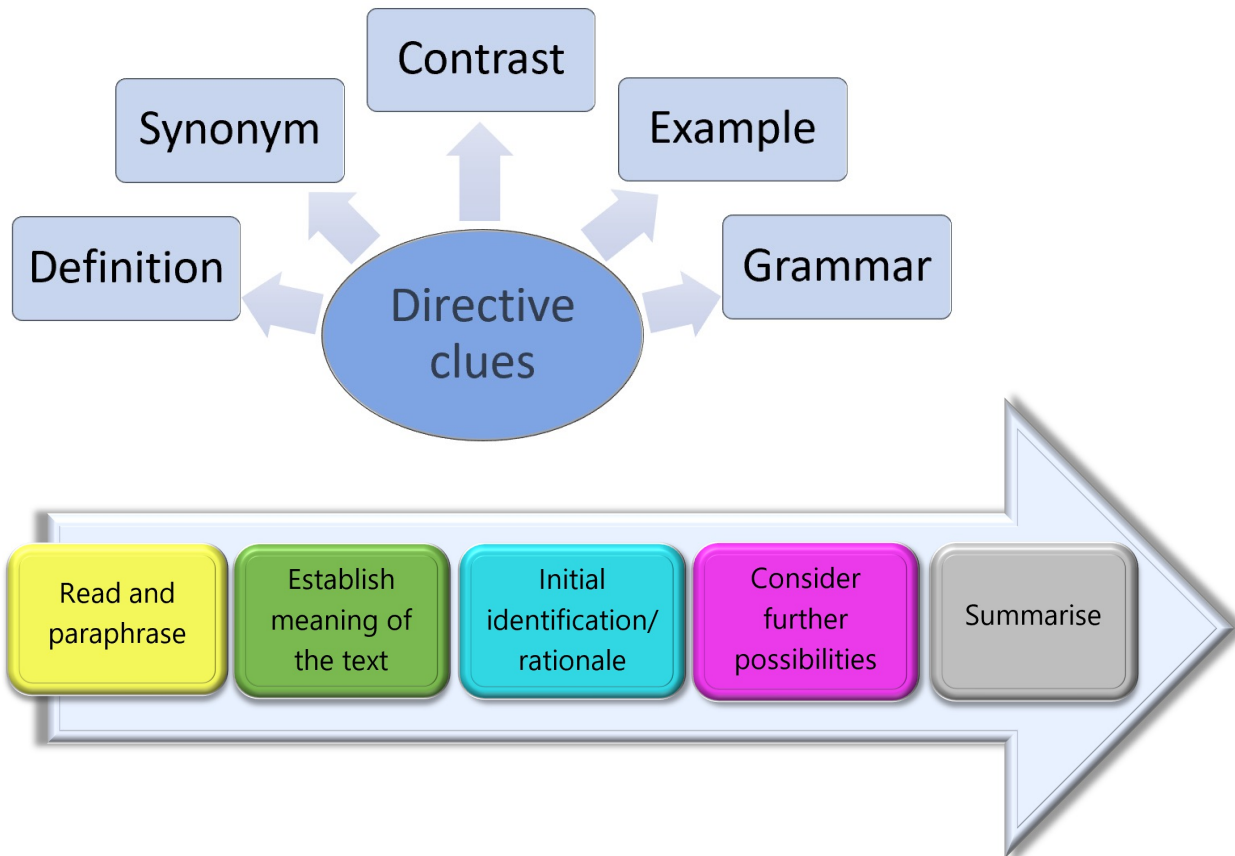
CrT11

Vocabulary

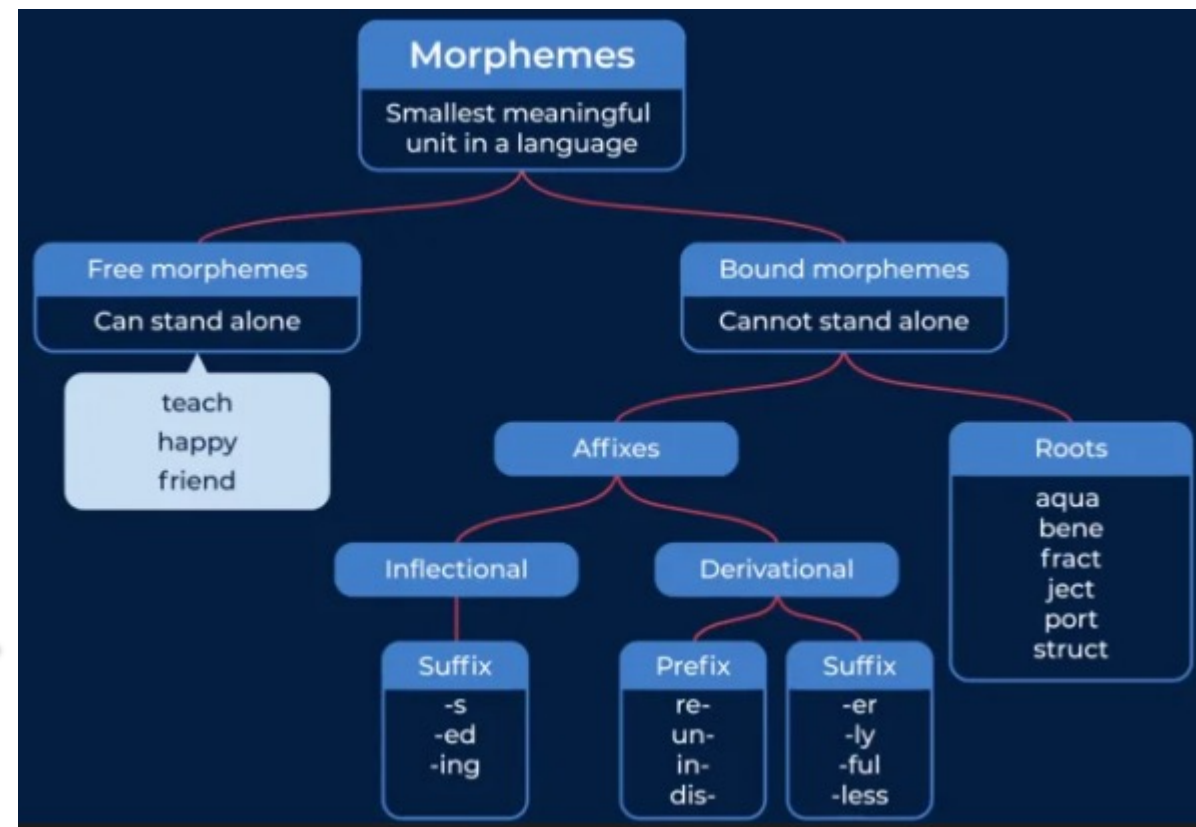
- uses vocabulary for precision (shrouded for covered)

Using Context and Morphology to Teach Vocabulary

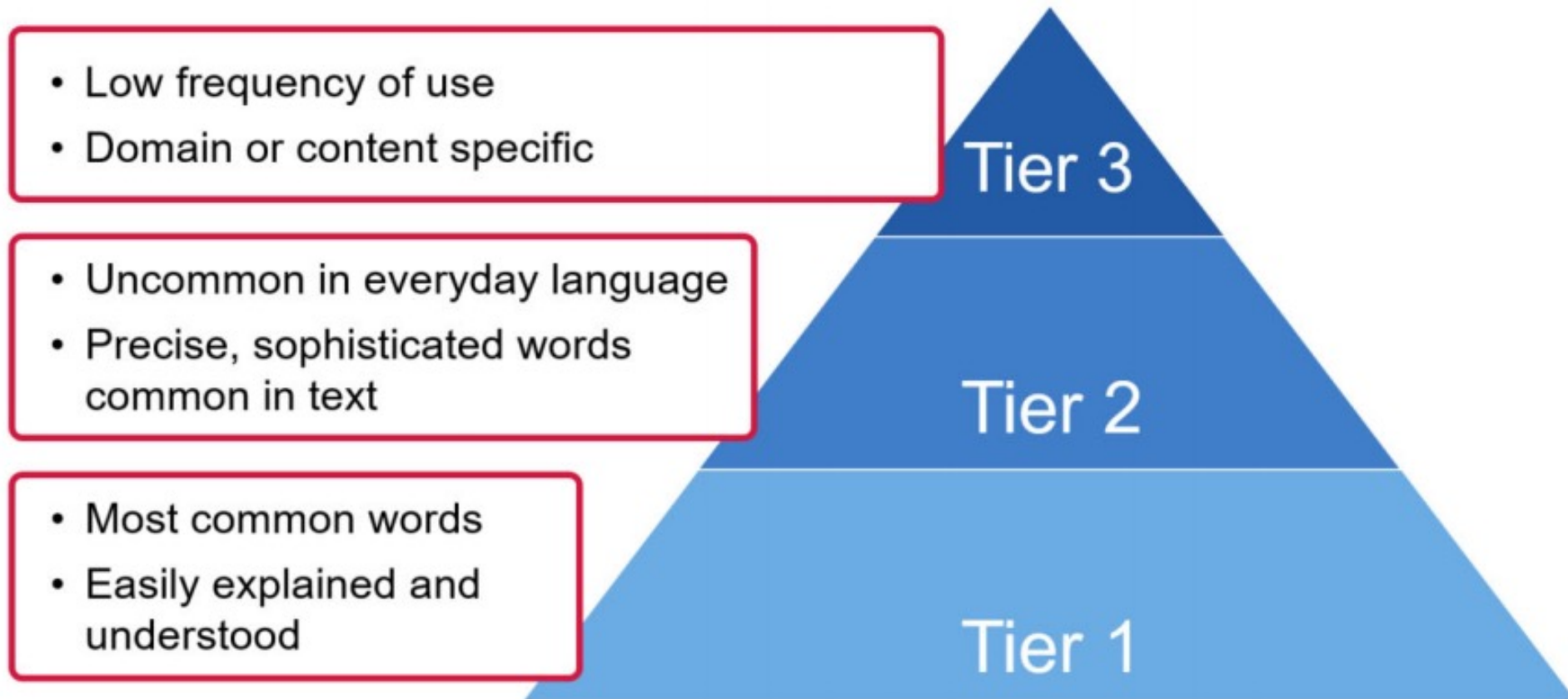
Context



Morphology



The Three Tiers



Developing Vocabulary Learners

Use context

Use
morphology

Recognise
language
devices

Word consciousness

Teaching Vocabulary

All students learn vocabulary through conversations with expert users.

- Engaging with written language
- Using explicitly taught vocabulary in everyday situations
- Through rich, targeted discussions
- Planning and leading high expectation conversations



Implicit

Teaching Vocabulary

Frequent

Robust

Explicit

Explicit

S	Select
E	Explain
E	Explore
C	Consolidate

S

Select

are most important for the topic?

are unlikely to be part of the student's prior knowledge?

lack helpful directive context?

appear repeatedly in the text or topic?

are interrelated?

are frequently encountered in many KLAs?

S

Select

AUSTRALIAN DIETARY GUIDELINES SUMMARY

AUSTRALIAN DIETARY GUIDELINES

GUIDELINE 1

To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs.

- Children and adolescents should eat sufficient nutritious foods to grow and develop normally. They should be physically active every day and their growth should be checked regularly.
- Older people should eat nutritious foods and keep physically active to help maintain muscle strength and a healthy weight.

GUIDELINE 2

Enjoy a wide variety of nutritious foods from these five food groups every day:

- Plenty of vegetables of different types and colours, and legumes/beans
- Fruit
- Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley
- Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans
- Milk, yoghurt, cheese and/or their alternatives, mostly reduced fat

And drink plenty of water

GUIDELINE 3

Limit intake of foods containing saturated fat, added salt, added sugars and alcohol.

- Limit intake of foods high in saturated fat such as many biscuits, cakes, pastries, pies, processed meats, commercial burgers, pizza, fried foods, potato chips, crisps and other savoury snacks.
 - Replace high fat foods which contain predominantly saturated fats such as butter, cream, cooking margarine, coconut oil and palm oil with foods which contain predominantly polyunsaturated and mono-unsaturated fats such as oils, spreads, nut butters/pastes and spreads.
 - Low fat diets are not suitable for children under the age of 2 years.
- Limit intake of foods and drinks containing added salt
 - Read labels to choose lower sodium options among similar foods.
 - Do not add salt to foods in cooking or at the table.
- Limit intake of foods and drinks containing added sugars such as confectionery, sugar-sweetened soft drinks and cordials, fruit drinks, vitamin waters, energy and sports drinks.
- If you choose to drink alcohol, limit intake. For women who are pregnant, planning a pregnancy or breastfeeding, not drinking alcohol is the safest option.

GUIDELINE 4

Encourage, support and promote breastfeeding.

GUIDELINE 5

Care for your food, prepare and store it safely.

intake

maintain

sufficient

predominately

achieve

adolescents

containing

physically

E

Explain

Say

- Say the word carefully, paying attention to ensure students hear the word individually and in a sentence.

Write

- Write the word, referencing phonemes and graphemes.

Define

- Provide a student-friendly definition.

Demonstrate

- Give multiple meaningful examples and visual representations.

Clarify

- Ask students to provide further examples and clarify multiple meanings or any misconceptions.

E

Explain


Student-friendly definitions

- Start with phrases such as “If you are...” or “If something is...”
- Focus on the function of the base word and the focus word.
- Investigate the morphology.

sufficient [Video pronunciation](#) [English: sufficient](#) [American: sufficient](#) [Example sentences](#) [Trends](#) [In other la...](#)

Definition of 'sufficient'

sufficient
Collins COBUILD

Word Frequency 

(səfɪˈʃnt ˌɪnt)

1. ADJECTIVE [ɪt ADJECTIVE to-infinitive, ADJ n to-inf]

If something is **sufficient** for a particular purpose, there is enough of it for the purpose.

One metre of fabric is sufficient to cover the exterior of an 18-in-diameter hatbox.

Lighting levels should be sufficient for photography without flash.

There was not sufficient evidence to secure a conviction.

[Also -ive]

Synonyms: adequate, enough, ample, satisfactory [More Synonyms of sufficient](#)

sufficiently ˌɪnt ADVERB

She recovered sufficiently to accompany him on his tour of Africa.

The holes were sufficiently large to serve as nests.

2. ADJECTIVE [ADJECTIVE verb, oft with to-inf]

If something is a **sufficient** cause or condition for something to happen, it can happen.

[formal]

Discipline is a necessary, but certainly not a sufficient condition for learning to take place.

COBUILD Advanced English Dictionary. Copyright © HarperCollins Publishers

E

Explain

Using non-examples

To create a non-example:

1. choose an antonym of your focus word
2. write a sentence with the antonym
3. substitute your focus word for the antonym.

Example:

The amount of money we were given was **sufficient** to buy the groceries.

Non-example:

He gets paid a **sufficient** amount so he does not have enough to support his family.

E

Explore

Morphology

Word families

Synonyms

Antonyms

Use in other contexts

Memory hooks

Related images

Related concepts

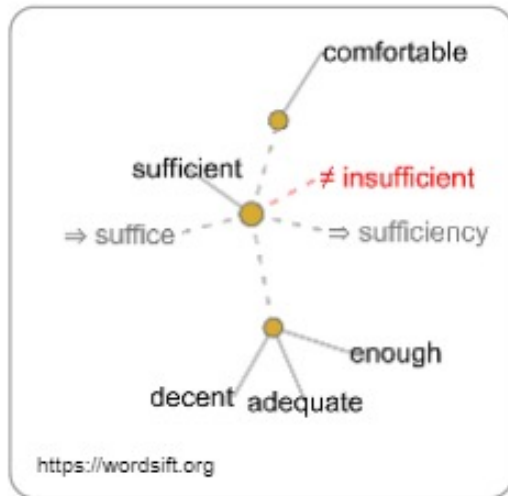
Restating the meaning

E

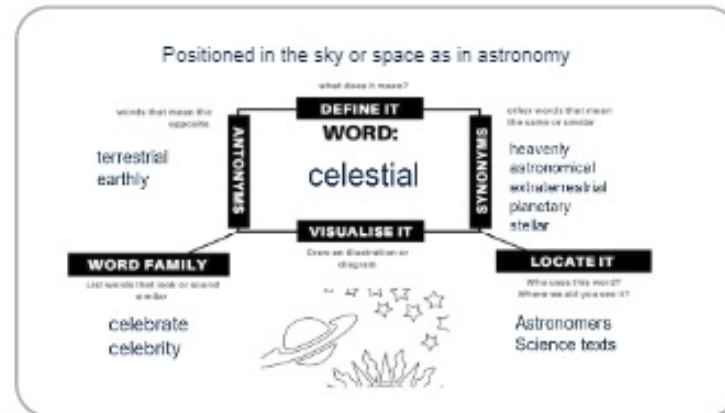
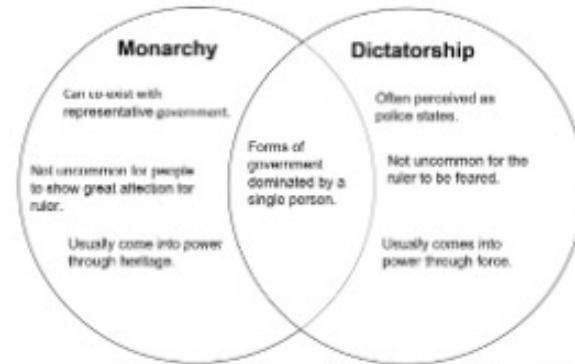
Explore

Graphic organisers

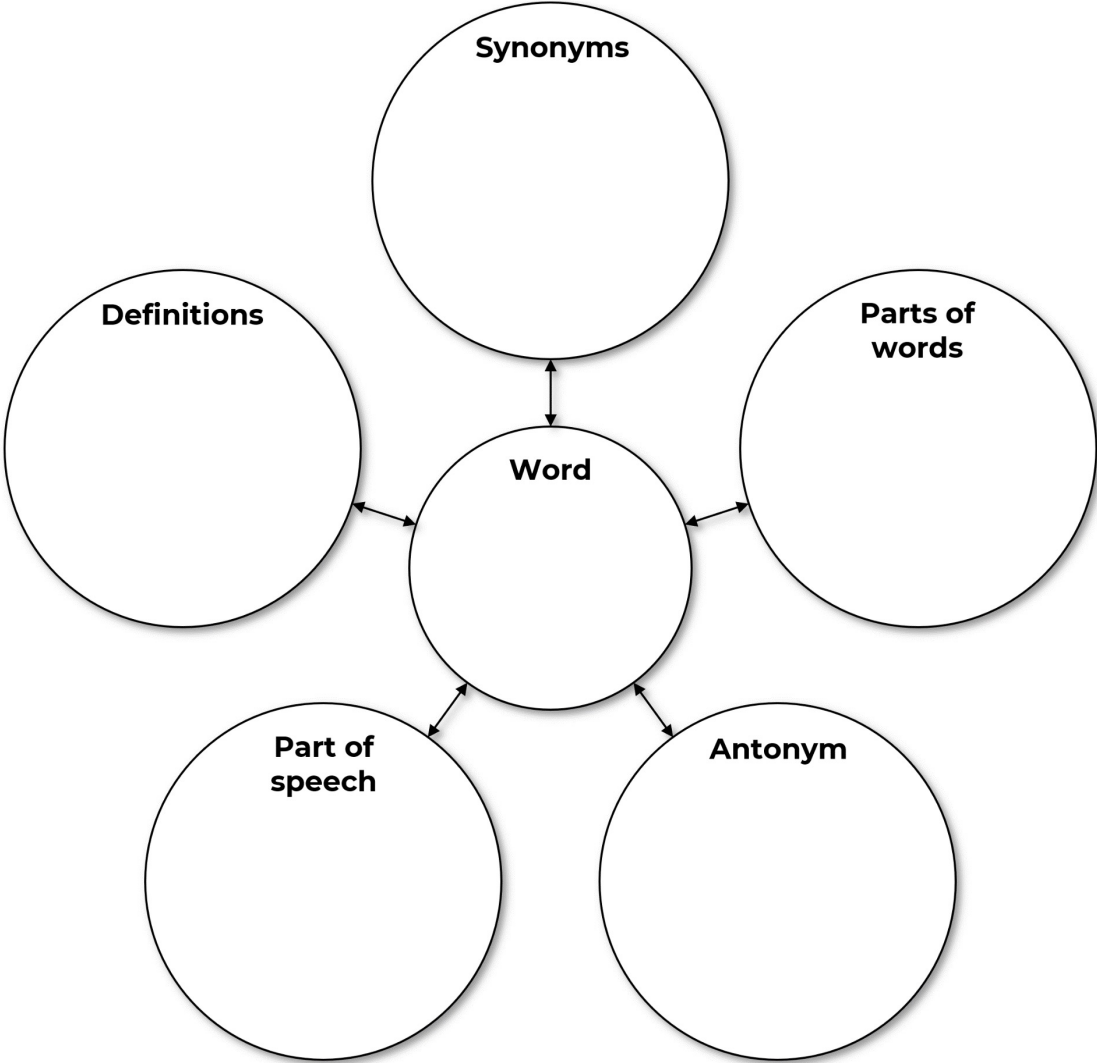
Graphic organisers deepen understanding and retention by showing relationships between words.



curious
inquisitive
interested
indifferent
nonchalant
disinterested
apathetic



E Explore



C

Consolidate

“The more opportunities students have to think about and use the words they are learning, the more elaborate their mental representations of the words will be.”

Beck, McKeown and Kucan (2013). *Bringing Words to Life*, p103.

C

Consolidate

Word walls can become more effective if they also display the **meaning** and **grammatical function** of the words.

Sufficient

(adjective)

If something is **sufficient** for a particular purpose, there is enough of it for the purpose.

contain

(verb)

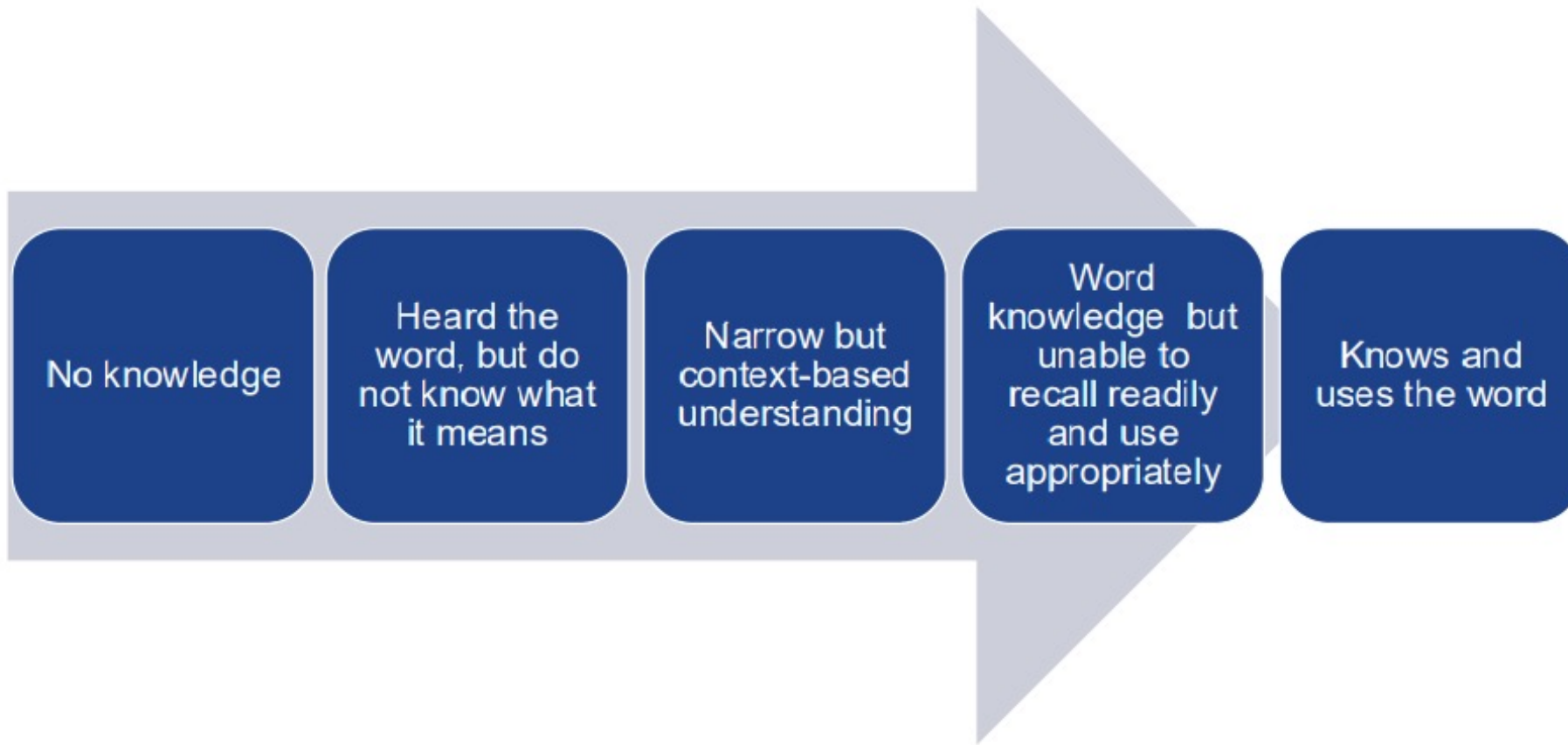
If a substance **contains** something, that thing is a part of it.

maintain

(verb)

If you **maintain** something at a particular rate or level, you keep it at that rate or level.

Assessing Student Learning




We want to have an understanding of what children are learning from instruction, in terms of both breadth and depth of word knowledge.

Reflection

What? Key messages or 'ah-ha' moments	So what? Reflecting on and relating to your context	Now what? Making a commitment to action	When? Prioritising when I will do the action	Who? Committing to share and the learning and changed practice
Vocabulary learning is an underpinning skill of reading and writing.				
Vocabulary learning begins during early stages of development, but this can be impacted by varying factors.				

X



Explore reading and numeracy resources on a new hub

Reading and numeracy resources on new hub

To learn more about the resources and new hub available now to teachers and school staff, visit [schoolimprovement](https://www.schoolimprovement.gov.uk).

Do not show this prompt again

IT DIDN'T FEEL LIKE
MUCH AT THE TIME...

...BUT THIS WAS
MASSIVE
IMPROVEMENT!

BEHAVIOR GAP

