

Things to do every day

Children need to hear a word many times before they use it, so do a little every day and you will notice change.

Talk about where you are going

On the way somewhere, talk about where you are going and what you will see. Let your child join in as well. In this way, your child hears lots of new vocabulary. On the way home, or another time, talk about what you saw.

Touch, taste and smell

When your child tastes or smells something, use words to describe it other than nice or bad, e.g. creamy or bitter. As they touch interesting things, describe how it feels, using more precise words such as rough or cosy.

Cooking

Cook with your child and talk about what you are doing. Use interesting words such as blending, rising and sprinkle. It doesn't have to be special biscuits or cakes: get them to help with preparing meals.

Play

Play takes children to imaginary places, so join in the journey. Listen to your child and add some talk as you are playing. From time to time, include a new word. You don't have to play for a long time: a few minutes is fine.



Stories

Stories come from books, but they also come from people! Read stories, retell stories you know and make up stories. Talk about past events and let your child join in. Highlight interesting words in books or add your own to your stories. Make stories come alive by using expression and different voices. Share a bed time story and show your pleasure of reading.

Please contact the following person for any additional information:

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Moat Farm Infant School

Teaching Vocabulary

Information Leaflet for Parents and Carers





The importance of teaching vocabulary

Children who are behind in language development at age five, are 6 times less likely to reach the expected standard in English at age eleven, and 11 times less likely to achieve the expected level in maths.

(DfE Dec 2017)

In 2017, an Ofsted-wide review of the curriculum in Early Years found that reading was at the heart of the curriculum in the most successful classes. Listening to stories, poems and rhymes fed children's imagination, enhanced their vocabulary and developed their comprehension.

At Moat Farm Infant School, we ensure reading, writing and mathematics are given sufficient direct teaching time every day, with frequent opportunities for children to practise and consolidate their growing knowledge.

Children are also read to every day. Books are a powerful resource to provide a rich and meaningful language environment. Books also provide a focus for attention and support children's interest and engagement, which are important for learning.

How is vocabulary taught?

At Moat Farm Infant School, vocabulary is taught using Talk4Writing, Word Aware and Concept Cat approaches.

The principles of teaching vocabulary include:

- Making words a priority – having a word-rich environment, promoting language, having extended conversations, modelling good use of language, using a range of vocabulary at the right level, reading stories
- Know the importance of words – appreciating authors' use of vocabulary, pre-teaching key words, acting out words, highlighting interesting words
- Using a range of methods – having a multi-sensory approach, having fun with words, playing word games, using pictures, symbols, singing, nursery rhymes, role-play (Word Aware)
- Having a whole-school approach - teaching vocabulary every day, linking new knowledge to what is already known
- Concept Cat focuses on teaching children in Early Years prepositions or concepts like *on, off, above, under* etc.

How to support vocabulary

Top tips for developing vocabulary

- Follow your child's lead: talk about what your child is focused on
- Take turns talking with your child: a conversation should be balanced with both you and your child taking turns. Don't use too many words. Stopping and listening to your child is equally as important as talking
- Use a range of words: introduce new words to your child, but make sure they are still at the right level. Vocabulary learning is a step-by-step process
- Encourage your child to be a word detective. When reading or talking, identify words that they might not know. Encourage them to talk about words they don't understand
- Explain what new words mean: if you use a word your child does not know, explain it in simple terms he or she does know. Relate your explanations to experiences and knowledge your child has



I wonder what that word means?