

Wraparound  
Vocabulary

For further information visit [HL vocabulary](#) , [HL Language rich environment](#) and [Pre-teaching vocabulary](#)

Vocabulary plays an important part in our learning to read and our understanding of what we read. As we learn to read, we need to be able to use the words that we have heard to help to decode the words we see written on a page.

As a reader sees a new word and uses their knowledge of decoding, the sound that the written word makes begins to take shape. If the reader does not already know that word, then they are not going to be confident that they are decoding it correctly or even what the word should sound like as many of our graphemes (written phonic patterns) have several different way of being sounded out. Even if they work out the sound correctly, they may not know what it means and so a problem is created for their comprehension.

E.g. magically – a reader unfamiliar with this word could read it as: mag – i – call – y (maggy – cal - ee)

If they already know the word from hearing it and saying it, then with the context of the text and their knowledge of the word, they are more likely to be able to read it accurately and in a way that brings understanding to the text.

There are many different number cited for the amounts of times that a child needs to hear a word before they can use it. This very much depends on the age and stage of the child and whether the word is built on prior knowledge, but the number in itself will not make a difference if it is all on one day. It is important that the child is exposed to the same word over a number of days.

Small and often is better than a lot and infrequent.

### Three tiers of vocabulary

**Tier Three** – this is domain specific vocabulary which is necessary for understanding new concepts during lessons.

**Tier Two** – this is general academic words which are important in understanding complex texts and applicable to all content areas.

**Tier One** – this is everyday speech and is often acquired through regular speech.

### There are four types of vocabulary:

- **Listening vocabulary (receptive vocabulary):** the words we need to know to understand what we hear
- **Speaking vocabulary (expressive vocabulary):** the words we use when we speak
- **Reading vocabulary:** the words we need to know to understand what we read
- **Writing vocabulary:** the words we use in writing

When we try to identify the problems that a struggling reader faces, it can be difficult to work out if they are struggling with the decoding process or the lack of an adequate vocabulary.

Research into vocabulary development shows us two things:

1. Most of our vocabulary is learned indirectly from hearing words in context.
2. Some vocabulary needs to be taught explicitly

## Indirect vocabulary learning

Children learn the meanings of most words indirectly, through everyday experiences with oral and written language.

Children learn word meanings indirectly in three ways:

- **They engage daily in oral language.** This shows us how essential it is that we engage our pupils in a rich spoken environment. It is important that we repeat words which we are aware of that are new to our pupils, so that they can retain and use these words themselves.
- **They listen to adults read to them.** Reading to our pupils is vital. When we speak to our pupils, we often adapt our vocabulary according to the person we are talking to. In many ways this is good because we are insuring that they understand us. Books don't do this and so they expose children to a large range of vocabulary. Reading books over more than once helps this vocabulary to be retained and used by the pupils.
- **They read extensively on their own.** As children read, they come across new words. Often from context clues, they work out the meaning, but often will ask for definitions. This helps to build up vocabulary at the interest level of the reader.

## Direct vocabulary learning

Although a great deal of vocabulary is learned indirectly, some vocabulary should be taught directly.

Direct instruction includes providing students with specific word instruction and teaching students word-learning strategies.

In particular:

- Before students read a text, it is helpful to teach them specific words they will see in the text.
- Children learn words best when they are provided with instruction over an extended period of time and when that instruction has them work actively with the words. The more students use new words and the more they use them in different contexts, the more likely they are to learn the words.
- Repeated exposure to vocabulary in many contexts aids word learning.

## Glossary of Terms

Throughout this document we will use term which you may not be familiar with. This is a brief glossary of some of these terms.

### Glossary of terms in Literacy

Term	Meaning
<b>Automaticity</b>	The fast, effortless word recognition that comes with a great deal of reading practice. Automaticity refers only to accurate, speedy word recognition, not to reading with expression, distinguishing it from fluency.
<b>Blends</b>	Two or more letters that retain their individual sounds (bl, str, sk...)
<b>Choral reading</b>	Reading aloud simultaneously in a group.
<b>Comprehension strategies</b>	Conscious plans or sets of steps that good readers use to make sense of text.
<b>Conventions of Language</b>	Conventions of language are universally agreed-upon aspects of language, such as reading from top to bottom and left to right in English. The alphabetic principle is a convention of language.
<b>Diagraphs</b>	Two letters that represent one speech sound (sh, ch, th, wh, ee...)
<b>Diphthong</b>	A vowel blend, each of which is heard (ou, oi, oy, ow...)
<b>Echo reading</b>	A technique where in a proficient reader models reading text and the child immediately repeats (echoes) what was read.
<b>Emergent Literacy</b>	Recognises the importance of early language experiences in supporting literacy development among children. Such experiences include talk, reading stories, mark-making and play. E.g. a child using a book to 'read' a story to a doll even though he or she can't actually read and the story doesn't match with what is in the book. This provides an important base for later literacy. The child has learned how a book can be used to tell a story.
<b>Fluency in reading</b>	The ability to read a text accurately and quickly, recognize words automatically, group words quickly to gain meaning, and read aloud effortlessly and with expression.
<b>Free Morphemes</b>	Free Morphemes have meaning independent of any other utterance. <ul style="list-style-type: none"><li>• cat</li><li>• lock</li><li>• man</li><li>• weight</li></ul>
<b>Graphemes</b>	Graphemes are the letter symbols for the sounds.
<b>Graphic organizers</b>	Illustrate concepts and interrelationships among concepts in a text, using diagrams or other pictorial devices.
<b>Guided reading</b>	Small-group instruction with developmentally appropriate books called levelled readers.
<b>Kinds of Phonemes</b>	<ul style="list-style-type: none"><li>• <b>Consonants</b> (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z)</li><li>• <b>Vowels</b> (a, e, i, o, u)</li><li>• <b>Diagraphs</b>—two letters that represent one speech sound (sh, ch, th, wh, ee...)</li></ul>

	<ul style="list-style-type: none"> <li>• <b>Blends</b>—two or more letters that retain their individual sounds (bl, str, sk...)</li> <li>• <b>Diphthong</b>—a vowel blend, each of which is heard (ou, oi, oi, ow...)</li> <li>• <b>Schwa</b>—a diminished stress or softening of any vowel sound represented by e (the = /th/ /e/)</li> </ul>
<b>Metacognition</b>	"thinking about thinking."
<b>Modelling</b>	Strategy instruction in which the teacher demonstrates how to apply the strategy, usually by "thinking aloud" while reading the text that the students are using.
<b>Morphemes</b>	Morphemes are the smallest meaningful units of language.
<b>Neurological impress method</b>	A technique where in a proficient reader reads text into the ear of a child who is also reading it. This is done simultaneously.
<b>Onsets and Rimes</b>	<p>An onset is the part of the word before the vowel, i.e. a consonant, a consonant blend, or a diagraph.</p> <p>A rime is the part of the word from the vowel onward. For example /k/ is the onset for /cat/, while /at/ is the rime. Rimes make poetry rhyme.</p>
<b>Over learning</b>	Learning until you remember fluently and automatically.
<b>Paired Reading</b>	Reading with a more fluent partner using strategies developed by Keith Topping.
<b>Partner reading</b>	Reading aloud with a more fluent partner (or with a partner of equal ability) who provides a model of fluent reading, helps with word recognition, and provides feedback.
<b>Phonemes</b>	Phonemes are the sounds that are made.
<b>Phonemic Awareness</b>	<p>Phonemic Awareness is a subset of phonological awareness and is the second prerequisite for phonics instruction. It is the ability to recognize and manipulate sounds in spoken words. Phonemic awareness activities can be done in the dark because they are listening and speaking activities. Once a child becomes aware of the smallest sounds in a spoken word, he/she understands that:</p> <ol style="list-style-type: none"> <li>1. Words have small sounds that can be pulled apart and put together.</li> <li>2. Sounds in words have a specific order (first, middle, last).</li> <li>3. Sounds in words can be counted.</li> <li>4. Sounds in words can be moved, removed, and replaced to make new words.</li> <li>5. Several sounds can be represented with many different letters.</li> </ol>
<b>Phonemic Segmentation</b>	Phonemic Segmentation is breaking a syllable or word into its constituent phonemes, e.g. cat = /c/ /a/ /t/
<b>Phonetics</b>	Phonetics is the segment of linguistic science that deals with speech sounds. Phonics in reading is based on this.
<b>Phonics</b>	Phonics focuses on the relationship between letters and sounds to create words and written language.
<b>Phonological</b>	Phonological awareness is the first prerequisite for phonics

<b>Awareness</b>	instruction. Phonological Awareness develops as they play with sounds and gradually become aware that: 1. Words can rhyme. 2. Words have one or more syllables. 3. Words are in sentences. 4. Words can begin and end with the same sounds. 5. Words are made up of small sound (phonemes). This is the beginning of phonemic awareness.
<b>Readability</b>	The reading level of a book, story, or text. There are a number of different methods to determine readability.
<b>Readers' theatre</b>	The rehearsing and performing before an audience of a dialogue-rich script derived from a book.
<b>Schwa</b>	A diminished stress or softening of any vowel sound represented by e (the = /th/ /e/)
<b>Semantic organizers</b>	(also called semantic maps or semantic webs) are graphic organizers that look somewhat like a spider web. In a semantic organizer, lines connect a central concept to a variety of related ideas and events.
<b>Shared Reading</b>	Whole class teaching where a variety of aspects of print are studied. This is an interactive approach which develops fluency and comprehension.
<b>Spoken Text</b>	
<b>Student-adult reading</b>	Reading one-on-one with an adult, who provides a model of fluent reading, helps with word recognition, and provides feedback.
<b>Tape-assisted reading</b>	Reading aloud simultaneously or as an echo with an audio-taped model.
<b>Visual Discrimination</b>	Visual Discrimination is the Third Prerequisite for Phonics Instruction. Visual Discrimination is the ability to differentiate the forms of the different letters. This starts long before a child enters school, but reading requires finer discrimination. Being able to name letters is a predictor of reading success, not because children can label the letters, but because they can differentiate between their shapes.

## Vocabulary Principles Check List

In my daily practice, I make provision for:	Term 1	Term 2	Term 3	Term 4
<b>Teaching and learning</b>				
I provide my pupils with rich life experiences				
I relate new vocabulary to the pupil's experiences				
I show how words are related to each other				
I help pupils to understand the shades of meaning in synonyms				
I provide opportunity for reviewing and revising words over a period of time for maximum retention				
I generate interest in words and encourage a desire for reading				
I encourage independent word-learning skills				
In encourage wide and extensive reading of a variety of genres				
I read to my pupils daily across the curriculum				
I pre-teach new vocabulary before reading academic texts				
I use mind maps and graphic organizers to annotate pictures and to record relevant vocabulary				
I connect new learning to prior learning				
I provide age and stage appropriate definitions of new words and put the word in a variety of sentence contexts				
I use word walls and word displays to give pupils instant access to new words and specific topical vocabulary				
I model good sentence structure and show pupils how to grow even better sentences.				

### Screening for Vocabulary receptiveness and progress

Name:	Term 1	Term 2	Term 3	Term 4
Struggles with decoding				
Struggles to self-correct after making a mistake in reading				
Struggles with both oral and reading comprehension (receptive vocabulary)				
Struggles to express him/herself adequately (expressive language)				
Struggles to make connections when reading.				
Struggles to retain new vocabulary				
Struggles to understand gradient meanings in synonyms				
Struggles to provide antonyms for words				
Shows little interest in words				
Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.				
Recounts stories and experiences in a logical order using appropriate vocabulary.				

## Vocabulary Networking!

If you are already using Wraparound Spelling and Wraparound Reading, then Wraparound Vocabulary will complement the daily structure.

Explicit instruction is required on listening skills and this should be reinforced every day and in every lesson.

<b>Monday</b>	Using new vocabulary. You could use HL Pre-teaching vocabulary. Identify the base morpheme and add affix morphemes to grow new words where possible.
<b>Tuesday</b>	Use new vocabulary and tap out syllables and find a range of rhymes for the words.
<b>Wednesday</b>	Use the new vocabulary and identify what part of speech it is in a stage appropriate way.
<b>Thursday</b>	Use the new vocabulary to create sentences, then grow sentences using questions to prompt further information to be added to the sentence.
<b>Friday</b>	Sharing experiences with each other.

How to a

## Stretch

Super Sentence

The floor was wet.

**Where?**

The kitchen floor was wet.

**When?**

This morning, the kitchen floor was wet.

**Why?** This morning the kitchen floor was wet because I left the tap running.

**So what?**

This morning the kitchen floor was wet because I left the tap running so I had to mop the floor.

**Is doing what?**

\*Not all stretching questions will be used every time. Remember to vary sentence length to make a story interesting.

## How can we do this?

In our already overcrowded curriculum, we are not looking at adding another layer of teaching but rather look at ways that we use five minutes here and five minute there and use opportunities throughout our day (such as spelling, guided reading, whole class shared reading and cross-curricular topics) to develop and enrich vocabulary.

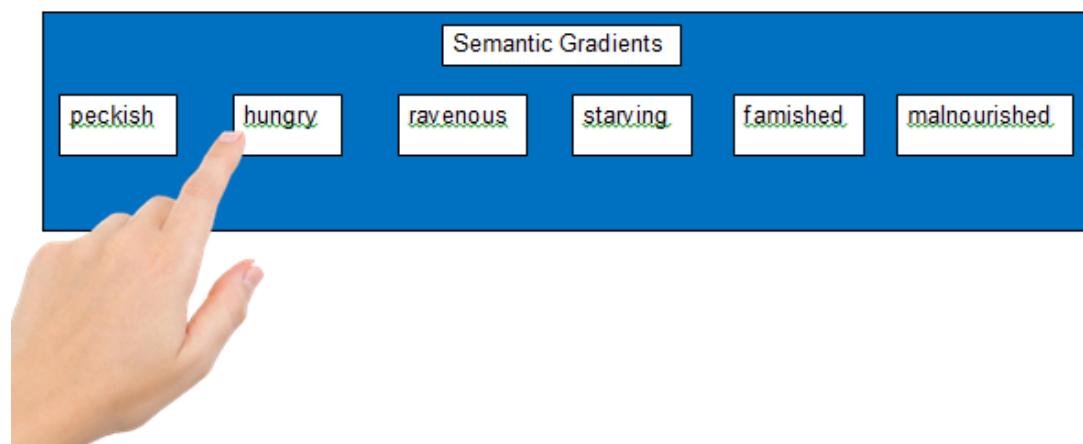
Instruction which is short and regular is much more beneficial than long and seldom.

Developing a child's vocabulary through enjoyable and memorable activities which are fun, challenging and are built on prior knowledge and purpose will be of most benefit.

### Semantic gradients

Pupils are supplied with a variety of connected words. i.e. hungry, ravenous, peckish, starving, famished, empty, malnourished.

The children can supply other words to the list. The words are written on cards and the children, in discussion with their partners or groups place the words on a gradient chart according to their level of meaning.



By arranging words on a continuum of meaning, pupils are developing their understanding of how they can use vocabulary explain accurately their ideas as well as learning new vocabulary. It is important that this is not a one off activity but that the vocabulary is repeated in different contexts over a number of days to aid ease of retrieval and use.

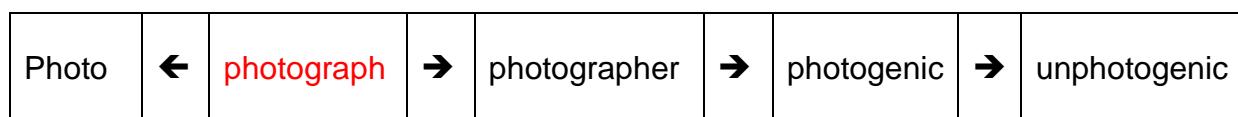
## Roots and Shoots

When pupils learn that many words are connected, it can help them to work out the meanings and the sounds of new words.

The English language is potentially overwhelming. About 70% of the words derive from Latin, French, or Greek, and about 22% from German (Finkenstaedt & Wolff, 1973). Furthermore, the language is large, with nearly one million meaningful lexemes, including words, idioms (we can't overlook figurative language), prefixes, roots, and suffixes (Crystal, 1995, Global Language Monitor, 2009). Given the scope and complexity of the language, it behooves us to help learners process and classify related concepts. One way we might do this is through meaning-bearing morphemes, such as roots, prefixes, and suffixes. Approximately 88,500 distinct root families of words appear in school texts (*credible*, *incredible*, *credibility*, *credulous*), and about 60% of the words encountered in varied textbooks may be deciphered by analyzing the morphemes inside the word and the context in the surrounding sentences (Nagy & Anderson, 1984).

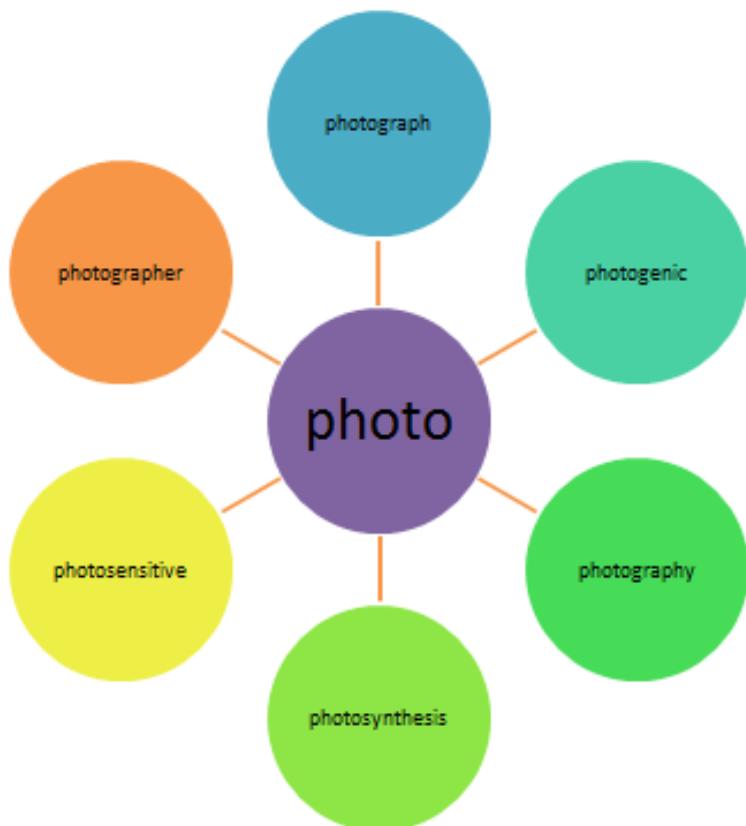
Through our spelling lists and when we are discussing new words, it is useful to see if you can grow or shrink the word.

e.g. Photograph



Using discussion, explain the meaning of photo and talk about how this meaning is extended as you grow words with this root. This not only helps to develop a child's spelling skills beyond the expected parameters but also helps a child to work out possible meanings of new words they come across in text.

For a chart of roots and affixes click [here](#)



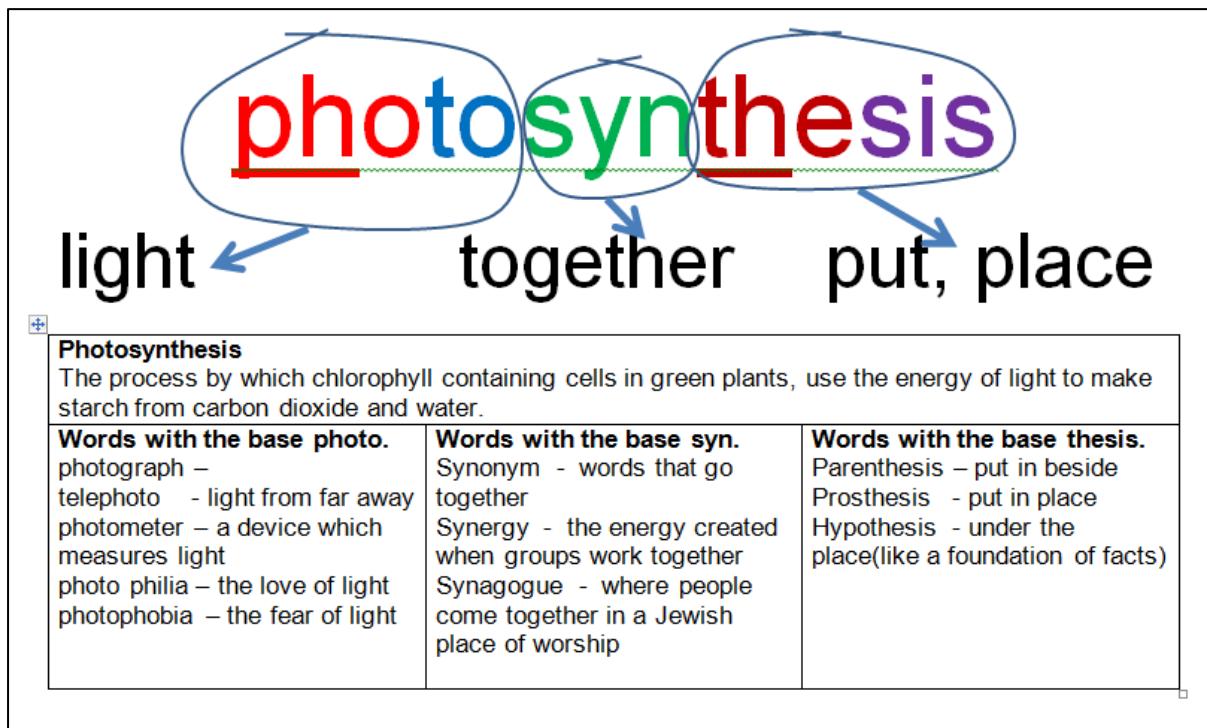
Making spider charts for wall displays can help memory retention of the roots and shoots that you have worked on.

So teaching new words is not as important as teaching about words, so that your pupils learn to make connections and become independent learners and thinkers.

If our pupils are word-savvy, they are almost primed to learn new vocabulary.

Subject teachers could use this method to teach one academic root word with its shoots a week.

Science: photo – photosynthesis, photosynthesising, photochromic etc.



Social subjects: socio – social, socioeconomically, sociopath, socio-political etc.

Art: chrom – chromatography, mono chrome, chromatic, chromatin

Languages: can you see a similar root word in French/German/Italian

## Games

There are many games such as, The School Cat, that can help build up a child's vocabulary. A different letter is focussed on each day. The children come up with suggestions of words to describe the school cat using that letter. If the words are explained and used in context and then repeated on another day, it will help grow the vocabulary.

The School Cat is an

**a**..... cat.



Can you think of a word to describe the cat that begins with **a**?  
These words are called adjectives.

The School Cat is a

**b**..... cat.



Can you think of a word to describe the cat that begins with **b**?  
These words are called adjectives.

## Generative grammar

Ask children to create a good sentence. If necessary ask questions to help the children grow their sentence.

Show them how you could change one element of the sentence to generate many super sentences from the one pattern.

I checked the dinner to see if it was ready.

I checked the dinner to see if it was burnt.

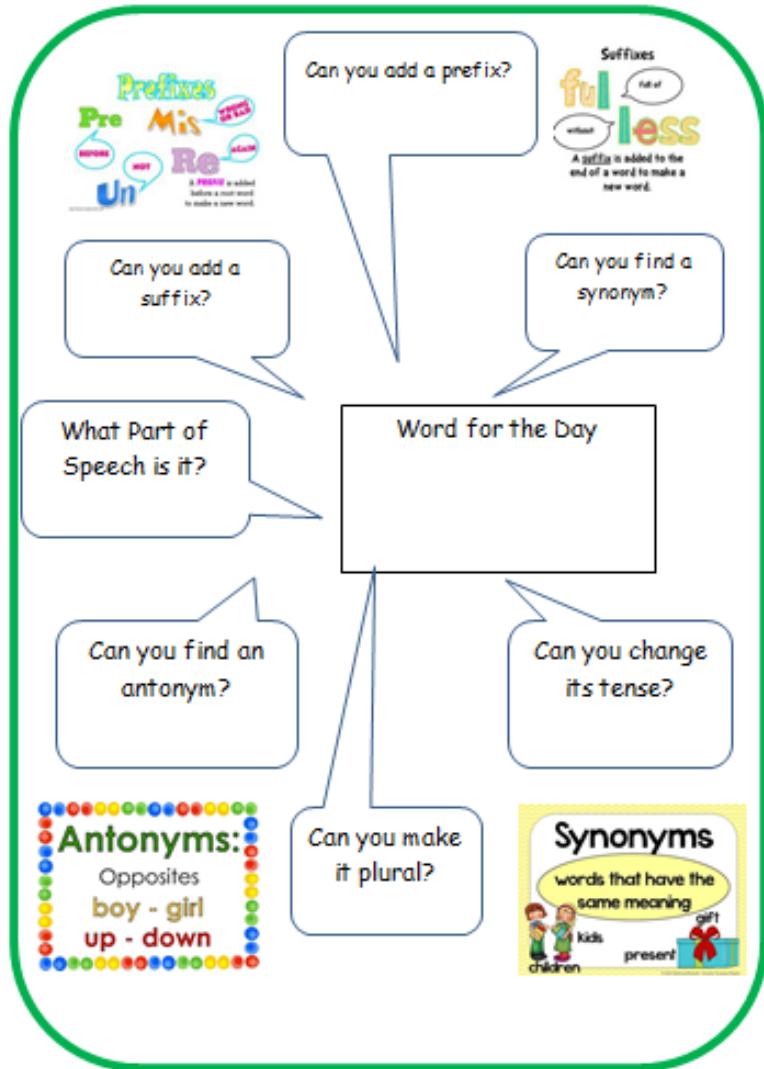
I checked the dog to see if he was sleeping.

Working on this method regularly is useful for helping pupils understand and 'hear' what a good sentence sounds like.

## Word of the Day

Pupils could take turns suggesting the word for the day. Depending on the stage of the pupils, they could take time learning about the new word for the day.

After a week of a new word each day, have a weekly mastery review to keep the words active in their thoughts and help them to become easily retrievable from them memories and this useable.

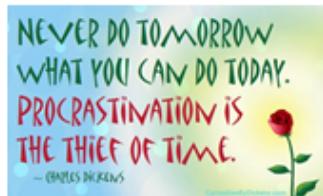


## Figures of Speech Calendar

Many children do not have much understanding of Figures of Speech, and this can be exceptionally tricky for people on the Autistic Spectrum. Giving pupils, regular access to figures of speech helps them enormously in comprehending text but also enriches their own vocabulary and writing skills.

This can be used for a couple of minutes each day as the pupils come in in the morning or after lunch as a way of settling them and focussing them in their work. You will find this on the Highland Literacy site.

May		
Monday	Metaphor	Anger was bottled up inside her.
Tuesday	Puns	Old owls never die, they just don't give a hoot.
Wednesday	Proverb	One man's trash is another man's treasure!
Thursday	Simile	As common as dirt
Friday	Personification	The thunder clapped angrily in the distance.
Monday	Metaphor	The computers at school are old dinosaurs.
Tuesday	Puns	What do librarians take with them when they go fishing? Bookworms!
Wednesday	Proverb	Beauty is in the eye of the beholder.
Thursday	Simile	As blue as the deepest ocean
Friday	Personification	The avalanche devoured everything in its path.
Monday	Metaphor	The ballerina was a swan, gliding across the stage.
Tuesday	Puns	What do you call a pig that is good at karate? A pork chop!
Wednesday	Proverb	You can't judge a book by its cover.
Thursday	Simile	As stubborn as a mule
Friday	Personification	The fire ran wild.
Monday	Metaphor	The stars are sparkling diamonds.
Tuesday	Puns	Why do bees have sticky hair? Because they use a honeycomb!
Wednesday	Proverb	Don't put all your eggs in one basket?
Thursday	Simile	As soft as silk
Friday	Personification	The tree branch moaned as I swung from it.



Week One	
Monday	
What do you call a shape with three sides?	Triangle
What colour is made by mixing blue and yellow?	Green
What is the capital city of Scotland?	Edinburgh
What is a noun?	The name of something.
Name the three parts of an egg.	Shell, yolk and white (or albumen)
Tuesday	
How many sides does a square have?	4
What two colours do you need to mix to make orange?	Red and yellow
What is a verb?	A doing or being word.
Wednesday	
What do you call a shape with six sides?	Hexagon.
What is the capital city of Wales?	Cardiff
Name four nouns	Tree, chair, girl, sun.....
Thursday	
How many corners does an octagon have?	8
What are the three primary colours?	Yellow, blue, red
What do you call a group of sheep?	A flock of sheep.
Friday – Use all the questions from lists above.	



## General Knowledge Calendars

The greater a person's general knowledge, the easier it is to make connection with what they read and prior knowledge. Many children struggle with comprehension because they don't have the breadth and depth of general knowledge with which to understand the text they are reading. Doing a daily dose of general knowledge and repeating that learning over several days can help to bridge this gap. You can find a general knowledge calendar on Highland Literacy Web site.

Create a Word cloud [here](#)

Word Clouds are useful for engaging pupils in searching for meaning and exploring words and relationships. When we connect words together in categories, it can help us to retain a new word.

Questions about this Word Cloud might include the following:

- What does the word cloud suggest this article is about?
- What seem to be the most important words?
- How do these words go together?
- Why do you think the Word cloud designer chose this shape of word cloud?
- (Hint: Think of what you might find in a forest.)

The same bees word cloud could prompt a discussion after reading the article, guided by questions such as,

- Do you think the word cloud captured what was most important to learn?
- Are there keywords or ideas that are left out?
- What superordinate terms reflect the main ideas?

As students manipulate the word cloud's layout, color, and font, they integrate verbal and visual representations, strengthening the multimedia learning effect (Fadel & Lemke, 2008) while developing an important digital literacy skill in our visual society.



## TEACHING WORDS

Robert Marzano is an education researcher and teacher. He stresses that in all content areas direct vocabulary instruction is essential and suggests six steps:

*Step one:* The teacher explains a new word, going beyond reciting its definition (tap into prior knowledge of students, use imagery).

*Step two:* Students restate or explain the new word in their own words (verbally) to their elbow partner.

*Step three:* Ask students to create a non-linguistic representation of the word (a picture, or symbolic representation).

*Step four:* Students engage in activities to deepen their knowledge of the new word (compare words, classify terms, write their own analogies and metaphors).

*Step five:* Students discuss the new word (pair-share, elbow partners).

*Step six:* Students periodically play games to review new vocabulary (Pyramid, Jeopardy, Telephone).

## THE RATIONALE

At this point, you might be thinking that there just isn't enough time for all this pre-reading word analysis, direct instruction of vocabulary, and game playing. If so, here are a few quotes for you to consider:

*Vocabulary is the best single indicator of intellectual ability and an accurate predictor of success at school.* -- W.B. Elley

*Because each new word has to be studied and learned on its own, the larger your vocabulary becomes, the easier it will be to connect a new word with words you already know, and thus remember its meaning. So your learning speed, or pace, should increase as your vocabulary grows.* -- Johnson O'Connor

*We think with words, therefore to improve thinking, teach vocabulary.* -- A. Draper and G. Moeller

## Vocabulary Building at Early Level

Every day be aware of providing a rich language environment.....

Remember short and often is better than long and infrequent.

Use a multisensory approach linking in with as many sensory experiences as possible.

**Read to the class.** Talk about words in the text and show them how they could be used in the child's own context.

**Look at pictures** and ask open and closed questions as well as modelling thinking out loud. E.g. I wonder if he is sad because he has dropped his ice cream.

Build up vocabulary related to the class topic or other cross-curricular activities. Build up an illustrated word web or word wall.

Play games such as, **The School Cat** to encourage pupils to share and use unusual vocabulary.

**Sing songs.** Singing is a great way to sew repetition into the learning process. Explain new words which appear in songs and consider whether some songs are necessary. E.g. Wind the bobbin up. How many of us use that word today?

Read and watch **TV programs** which will build a child's general knowledge and understanding of the world.

**Learn rhymes and poems.**

Use the poems and change the rhyming words to make crazy poems.

Use One, Two, Three, a fun game just for me.

Choose a word, think of a word that begins with the same letter. Think of a word which ends with the same rhyme. Clap out the syllables of the word.

## Vocabulary Building at First Level

Ideas for activities to choose from everyday.....

Remember short and often is better than long and infrequent.

Use a multisensory approach linking in with as many sensory experiences as possible.

Make sure that each child is read to, either by the teacher, a PSA, another pupil, CD of an eBook.

Where possible, talk about words in the text and show them how they could be used in the child's own context.

Focus on a new **word for the day**. The children could take it in turns to choose a new word.

Talk about what it means.

Put the word into a sentence.

Clap out the syllables.

See if you can grow the word by adding prefixes or suffixes.

### **What is in the box?**

Send a box home with the children, one at a time, and ask them to put a secret into the box. (Not edible or breakable).

The children must ask up to 20 questions so that they can guess what is in the box.

The adventures of, Super Ted!

Send home a small digital camera and the class bear with the children in turn.

The child who takes home Super Ted, takes pictures of him in different situations with the child. i.e. visiting granny, going to the dentist, a trip to the library, shopping for food....

These pictures can be shown on the interactive white board and the child can talk about what they did and where they went. You could print out one picture for each child for an Adventures of Super Ted display.

Play games such as , The School Cat to encourage pupils to share and use unusual vocabulary.

General Knowledge quiz. Do a general knowledge quiz and repeat the questions every day for a week. This will help children remember not just general knowledge but learn new vocabulary.

## Vocabulary Building at Second Level

Ideas for activities to choose from everyday.....

Remember short and often is better than long and infrequent.

Use a multisensory approach linking in with as many sensory experiences as possible.

Make sure that each child is read to, either by the teacher, a PSA, another pupil, CD of an eBook.

Where possible, talk about words in the text and show them how they could be used in the child's own context.

Focus on a new **word for the day**. The children could take it in turns to choose a new word.

Talk about what it means.

Put the word into a sentence.

Clap out the syllables.

See if you can grow the word by adding prefixes or suffixes.

### **Semantic Gradients**

Use groups of synonyms and have the children, in groups or pairs to grade the synonyms in order according to their understanding of the words. This can give pupils new words and help them to understand how to use them and create a rich vocabulary for them to pull from.

### **Roots and Shoots**

During your spelling lessons, grow and shrink (where possible) the words on the spelling list so that pupils understand how words are structured and roots used in different ways.

Play games such as , **The School Cat** to encourage pupils to share and use unusual vocabulary.

**General Knowledge quiz.** Do a general knowledge quiz and repeat the questions every day for a week. This will help children remember not just general knowledge but learn new vocabulary.

Use the **Figure of Speech Calendar** each day to develop the pupil's awareness of Figures of Speech and what they bring to text and speech.

Use Basic Vocabulary Programme for introducing new vocabulary.

## **Basic Vocabulary Building Programme**

1. Introduce the new word in context if taken from text.
2. Provide a definition for the word in an age and stage appropriate manner and use whenever possible a multisensory experience.
3. Provide several alternative examples of use.
4. Prompt the pupils to use it.
5. Show and discuss a visual image that will extend their understanding and prompt a memory.
6. Finish the lesson with a thought question and or and interactive activity.

Thought Question: Do you think.....?

Interactive activity: quiz or collaborative activity

## **Basic Vocabulary Building Programme example**

1. Sarah and John quarrelled over where to go on holiday.
2. Quarrelling is like arguing. (Role play quarrelling and look at pictures or video clips portraying quarrelling)
3. Brothers and sisters often quarrel over whose turn it is to wash the dishes.  
I quarrelled with my friend because I wanted to watch TV and she wanted to go to the cinema.
4. Think of a time that you have quarrelled with your friend or a brother or sister.
5. Look at this picture. Why do you think I am showing it to you?
6. Which of the words on these cards are synonyms of the word, quarrelled?



## Vocabulary Building

### Semantic Gradients

"Semantic gradients are a way to broaden and deepen students' understanding of related words. Students consider a continuum of words by order of degree. Semantic gradients often begin with antonyms, or opposites, at each end of the continuum. This strategy helps students distinguish between shades of meaning. By enhancing their vocabulary, students can be more precise and imaginative in their writing" (Reading Rockets Inc., 2014).

The significance of word gradients is that it forces students to compare one word to the next. "These groupings help students to discern shades of meaning (e.g., angry and furious should not be thought of as synonyms). Semantic gradients require children to think about and explain shades of meaning. When students must persuade their classmates or group members, they deepen and broaden their understanding of these words" (Greenwood, & Flanigan, 2007).

[video instruction](#) [video examples](#)

1. Using a different card pack to the one you will use for your lesson, model how you order the cards, thinking about their grade of meaning, changing the order as you put them into sentences and think of situations where you might use them.
2. Choose the set of synonyms that you wish to work from.
3. Introduce the concept that links them together: size, time, emotion etc.
4. Give each group a strip of coloured paper and a pack of gradient cards.
5. You may wish the pupils to cut the word cards out.
6. Ask each pair or group to discuss each word and decide where on the gradient chart they would go.
7. When they have finished, groups could share back what they decided.  
Encourage discussion.

If you are using these packs, increase the size of the words and cards for easier use.

hot/cold			
hot	cold	tepid	warm
boiling	freezing	icy	scorching
sizzling	blistering	bitter	
big/small			
small	large	big	huge
gigantic	tiny	minuscule	petite
miniature	vast	great	
microscopic		enormous	
heavy/light			
light	heavy	weighty	hefty
flimsy	weightless		dense
time			
early	late	soon	now
pretty/ugly			
pretty	ugly	beautiful	gorgeous
horrible	nice	attractive	hideous
unattractive		repulsive	lovely
stunning	charming	handsome	
happy/sad			
happy	content	pleased	glad
unhappy	blue	cheerful	gloomy
joyful	delighted	miserable	

depressed		down	sorrowful
wet/dry			
wet	dry	damp	soaked
parched	arid	dehydrated	
drenched	sodden	soggy	damp
fast/slow			
fast	slow	quick	speedy
sluggish	unhurried	dawdling	relaxed
rapid	swift	hast	quick
love/hate			
love	hate	like	adore
fancy	worship	detest	loathe
dislike	despise		
clean/dirty			
clean	dirty	spotless	sterile
unclean	filthy	grubby	muddy
mucky	polluted	foul	soiled
neat/messy			
tidy	neat	orderly	slovenly
shipshape		immaculate	
untidy	messy	disordered	
jumbled	chaotic		

shiny/dull			
shiny	dull	glossy	glittery
polished		dim	faded
gleaming			
angry/calm			
annoyed	angry	fuming	livid
irate	relaxed	serene	cool
cross	furious	peaceful	
right/wrong			
right	wrong	correct	mistaken
incorrect	true	accurate	spot-on
legal/illegal			
legal	illegal	immoral	criminal
right	lawful	allowed	official
permitted	banned	dishonest	forbidden
lazy/energetic			
lazy	idle	lethargic	active
sluggish	energetic	bouncy	lively
true/false			
true	false	factual	right
real	exact	untrue	wrong
fabricated		incorrect	correct

fake/real			
fake	bogus	sham	forged
genuine	actual	false	true
awake/asleep			
awake	alert	stirring	napping
wide-awake		snoozing	
good/bad			
good	excellent	bad	poor
rubbish	great	perfect	terrible
fine	imperfect	inferior	shoddy

## Semantic Gradients





## Let's Create a Story....

Pupils can choose elements of the story and place them on the planning page. They can then practice talking through their story plan. Elements can be changed, a couple of a time and then talk through the new story.

Who is the story about?



Where does the story take place?



What is he/she doing?



What happens?

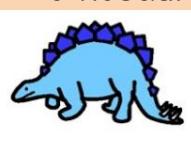
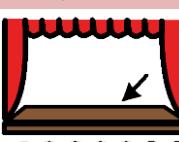
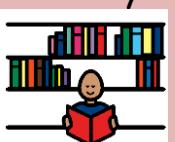
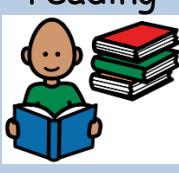
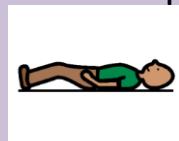
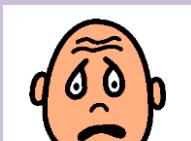
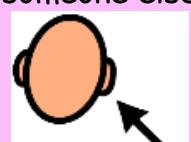


Who helps?



How does the story end?



monster 	an animal 	a witch 	a school 	a family 
adventure 	a sport 	a boy 	a girl 	A dinosaur 
the forest 	beach 	the fair 	home 	shop 
swimming 	school 	theatre 	park 	library 
playing 	reading 	swimming 	running 	eating 
fell 	fight 	fell asleep 	got lost 	scared 
friend 	police 	teacher 	family 	someone else 

went home



hospital



to bed



burger king



car

