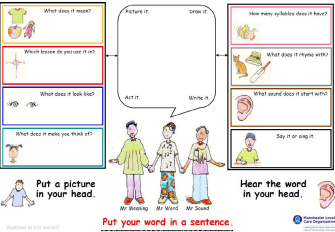# Vocabulary Teaching Templates Resource Pack
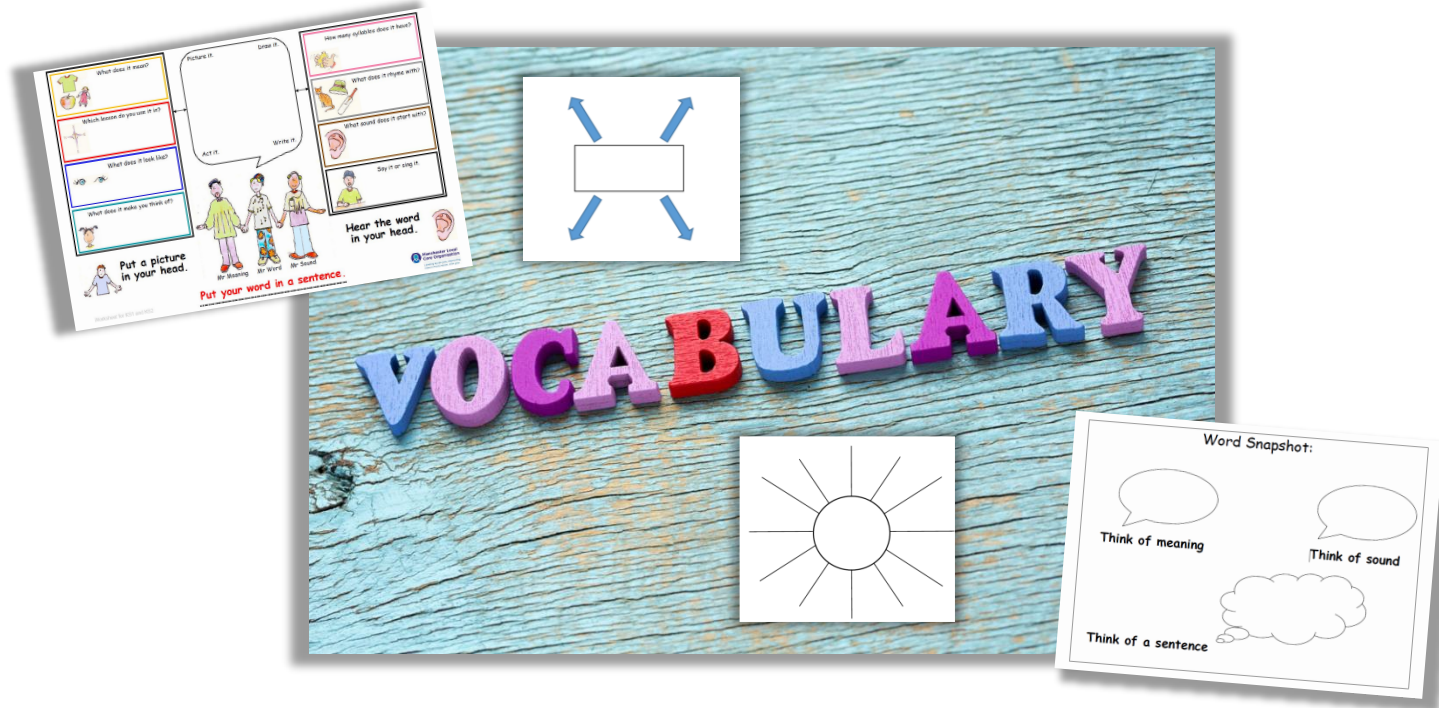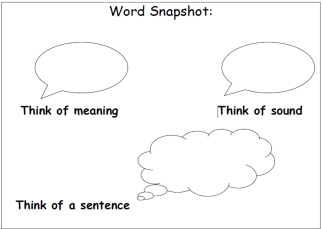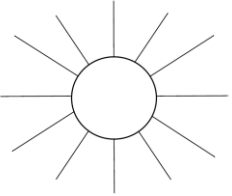
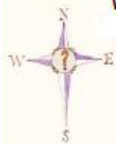| Vocab tool	Overview of how to use
 Mr Word	• Name the word that you are going to teach/learn – write or place a picture of the word in Mr Word's 'speech' box. Invite the child/ren to draw it, say it, act it and write it. • Answer Mr Meaning's questions together and write or draw the answer in each box. • Answer Mr Sound's questions together and write or draw the answer in each box. • Ask if the child/ren can put the word into a sentence. **Good for exploring a key word in depth.**
 Word Snapshot	Ask the child/ren to tell you: • One thing about a word's meaning (e.g. what it looks like, where you find it, etc.). • One thing about a word's sound (e.g. initial sound, number of syllables, etc.). • How to use the word in a sentence (i.e. in a meaningful context). **Good for re-capping key words.**
 Word Link	• Write or place a picture of the key idea/theme/topic in the middle circle. • Ask the child/ren, "What other words does it make you think of?" • Write or draw the words on the spokes as the child/ren contribute their ideas. • Encourage a range of words to explore – nouns, verbs, adjectives, concepts, etc. **Good for planning written stories or descriptive writing.**
 Multi-Meaning Maps	• Write the homophone (= word with multiple meanings) in the box OR place a picture in the box. • Explore the different meanings of the word and draw a picture of each different meaning under the arrows (it may help to use images / videos to put it into context). **Good for helping children who struggle with multiple meanings.**

What does it mean?

Which lesson do you use it in?

What does it look like?

What does it make you think of?

Picture it.　　　　　　　Draw it.

Act it.　　　　　　　Write it.

How many syllables does it have?

What does it rhyme with?

What sound does it start with?

Say it or sing it.

Mr Meaning　　Mr Word　　Mr Sound
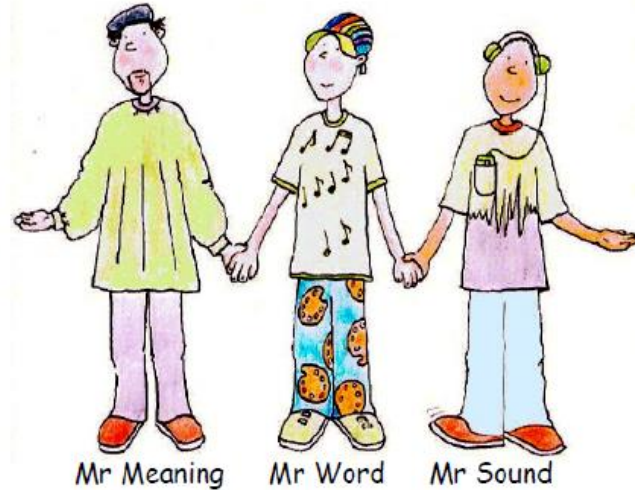
Put a picture in your head.

Hear the word in your head.

Put your word in a sentence.

Manchester Local Care Organisation
Leading local care, improving lives in Manchester, with you

Example of a completed Mr Word
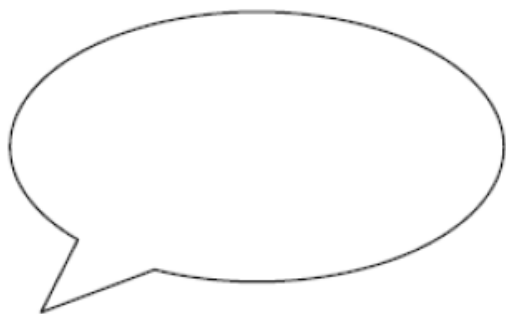
Word Snapshot:

Think of meaning
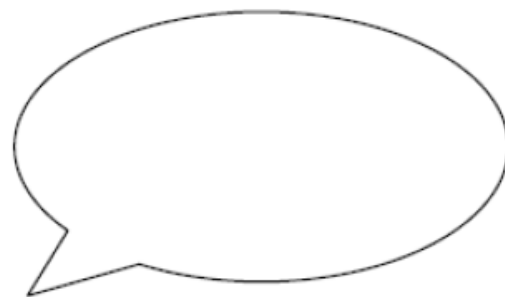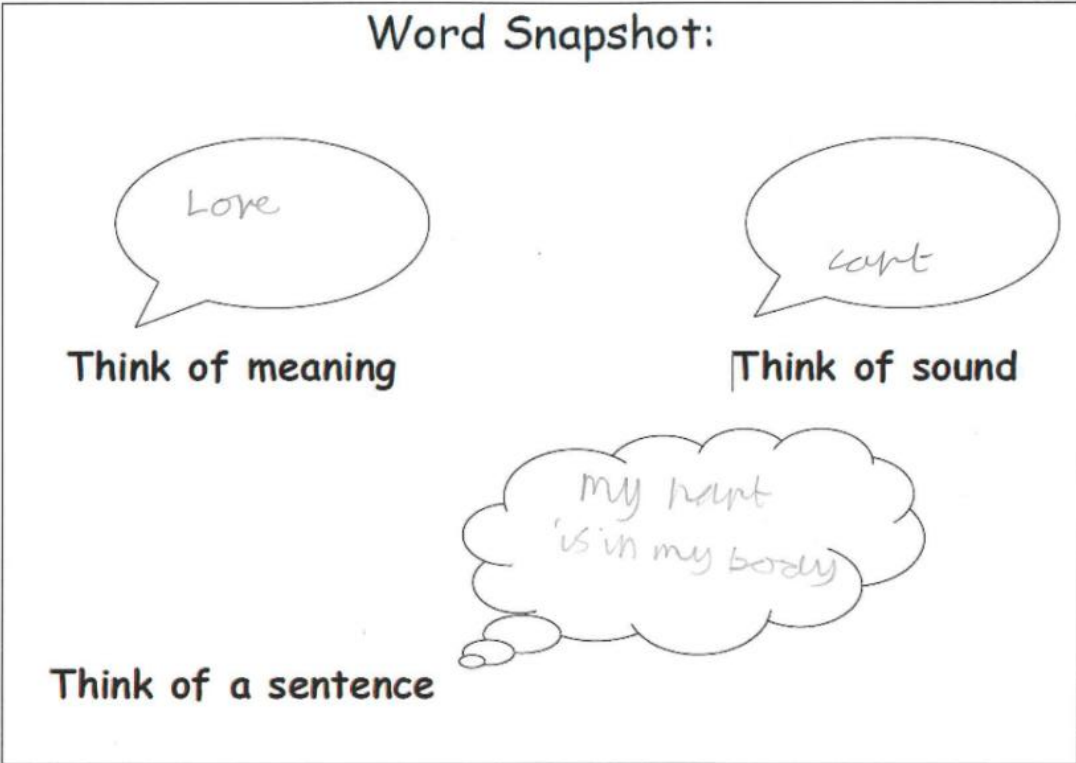
Think of sound
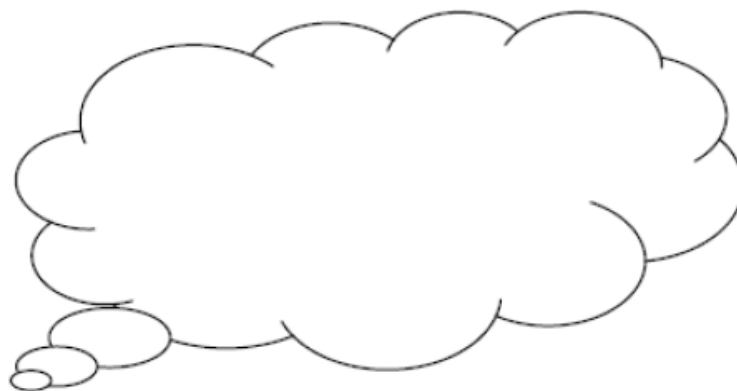
Think of a sentence

Manchester Local
Care Organisation

Example of a completed Word Snapshot

Manchester Local
Care Organisation
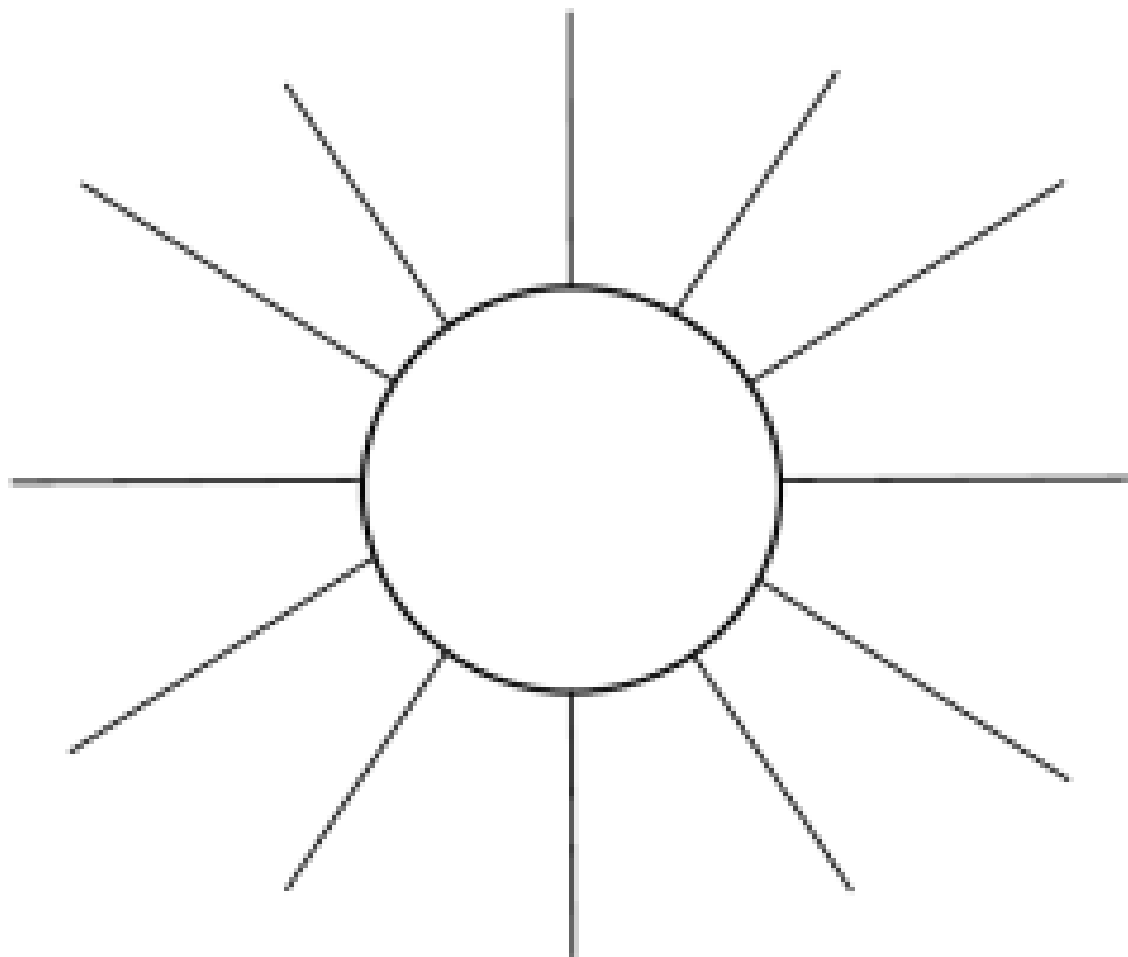
Example of a completed Word Link
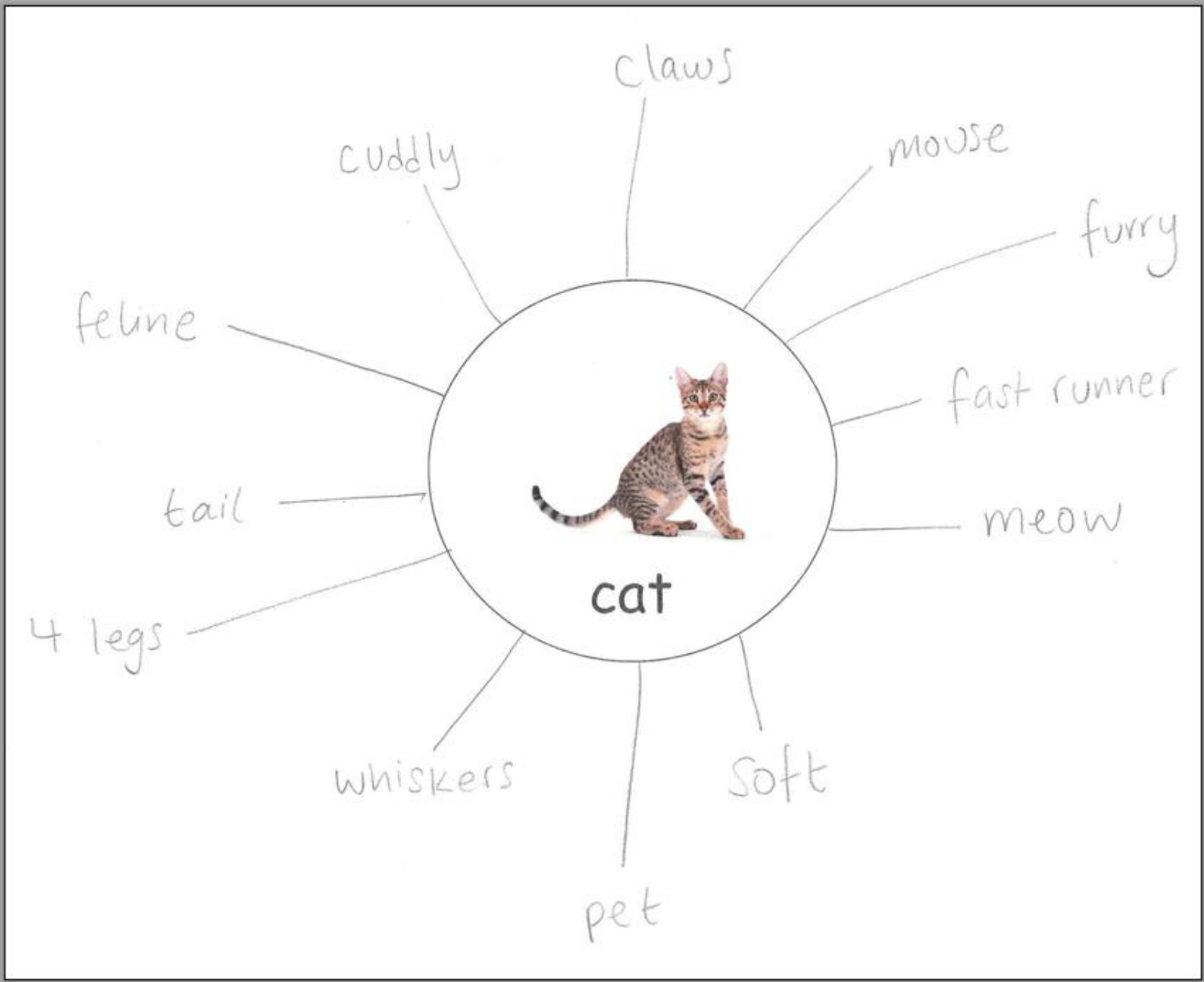
Multi-Meaning Maps
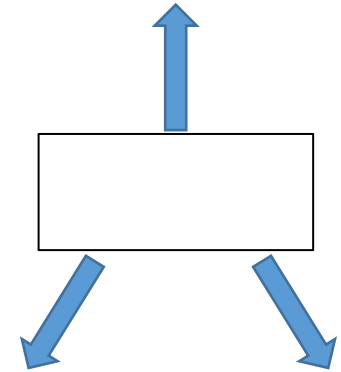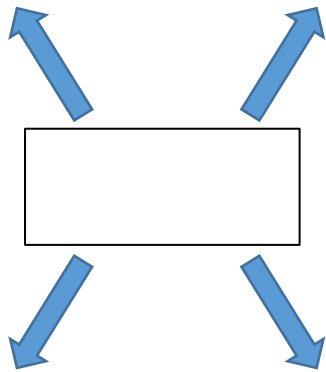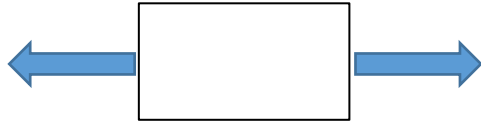
Example of a completed Multi-Meaning Map

Bark

Hear
Here

Letter

Any of the symbols of an alphabet

A written, typed, or printed communication, sent in an envelope by post
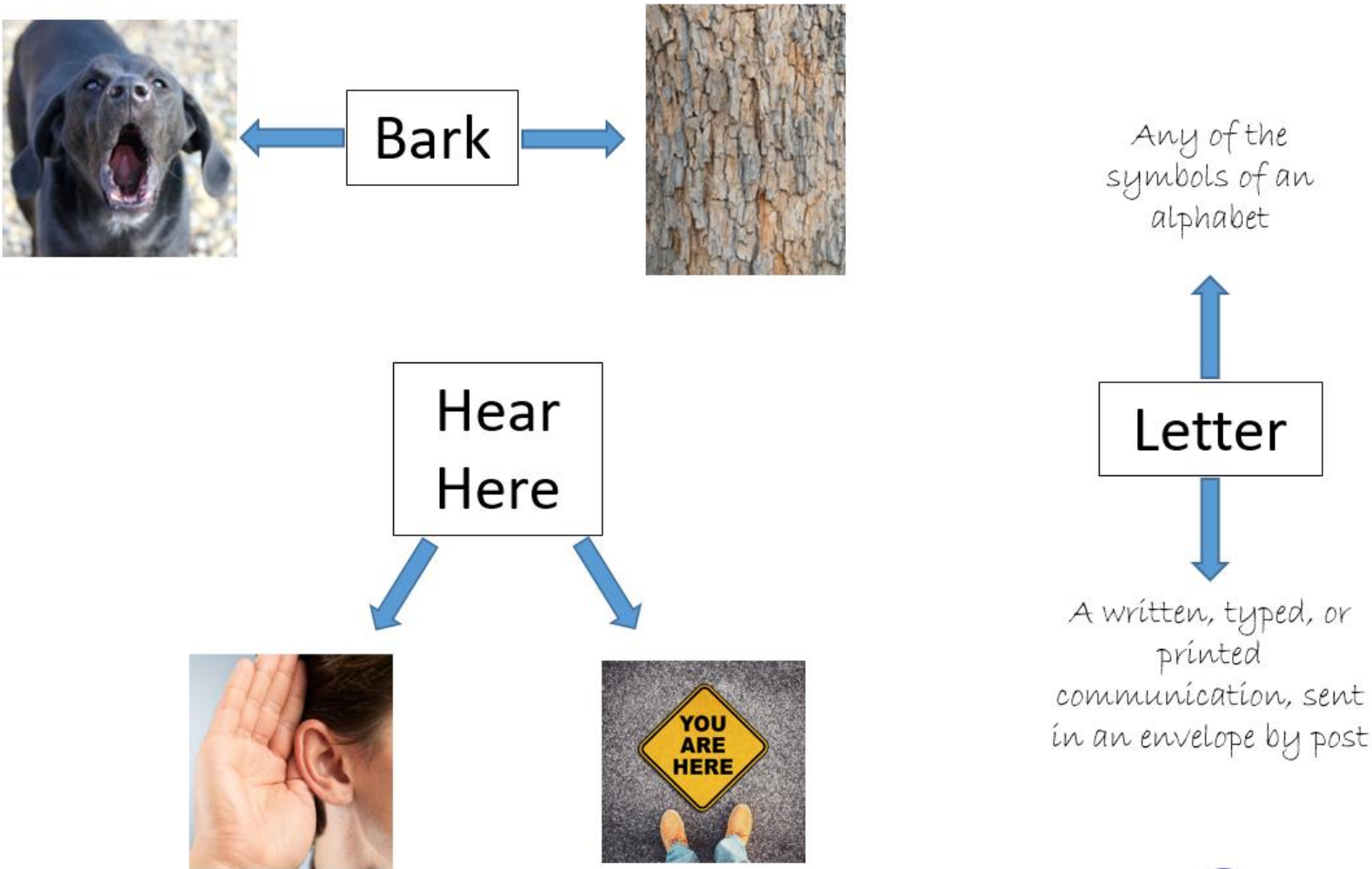
Vocabulary

How can we support effective vocabulary learning?

- Children need to be exposed to new words many times and in different contexts, in order to help them learn and use vocabulary.

- Children need to learn words through a variety of senses - seeing, feeling, hearing, saying and experiencing things associated with the word

- Children need to hear words in a meaningful context used alongside related vocabulary e.g. while a child is playing with a ball, they might here the words "ball" "throw" "roll" "bounce" "catch" "kick" "round" "smooth"

- Children need to learn about the meaning of words (semantics - what it looks like, what it does, where you find it, what it makes you think of, what group/category does it belong to?)

- Children also need to learn about he sound structure of words (phonics – how many syllables, initial/final sound, does it rhyme with anything? etc)

Indicators of Difficulty with Vocabulary:

- Limited understanding or misunderstanding of spoken instructions/information/questions.
- Getting stuck on words, using the wrong words.
- Difficulties expressing their thoughts, feelings and preferences quickly and accurately.
- Use of fillers and hesitations, um/err, as well as "empty" words, such as "Thingy" "That".
- Attempts to compensate, e.g. using gestures instead of words to express ideas.
- Frustration at not being able to remember the word; avoidance of speaking situations.

What approaches help children in this area?

- Targeting the most meaningful and useful words for the child.
- Use a multi-sensory approach to teaching new words.
- Repetition is key - repeat words many times in a variety of contexts and situations.
- Pre-teaching new words before they are introduced in learning activities, and revisiting previously taught vocabulary.
- Exploring the meaning and phonics of words in more depth.
- Ensuring that the child understands the core (basic) vocabulary before teaching them topic specific (specialist) vocabulary. For example: Ancient Egypt - make sure the child understands 'sand', 'hot', 'camel', 'country', 'old' before trying to teach more complex words such as 'pharaoh', 'pyramid', 'desert', 'historic'.

Effective vocabulary teaching—strategies for the classroom

- Children need to understand a new word before they can be expected to use it in their spoken language or written work.

- Encourage children to check their own understanding of new words - do they know nothing, a little bit or a lot about the target word?

- Introduce 'word of the day'- this should be a word that is relevant for learning activities that day.

- Select a range of vocabulary to focus on - verbs, concepts, adjectives, etc.

- Make learning visual - e.g. use pictures when introducing/revisiting words.

- Encourage active vocabulary learning. Encourage children to tell you as much as they can about the word - or can they guess what the word means?

- Explain the meaning of the word with a simple definition which includes e.g. appearance, location, function, category, attributes, what it is made up of etc.

- Use targeted vocabulary in different sentences and different contexts.

- Draw attention to the phonic properties of target vocabulary e.g. number of syllables, rhyming words, initial/final sound.

- If a child struggles to think of a word, give them a prompt or a clue about its meaning (e.g. 'what does it look like?') or its phonics (e.g. 'what sound does it start with?')

Image result for word of the day'
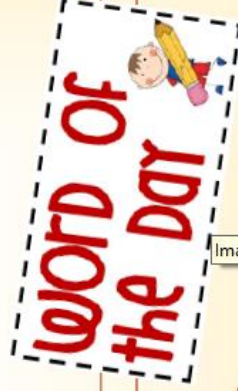
Additional Resources

- Twinkl online - concept cards

- Blacksheep Press resources e.g. Language Land - speech and language programme (available to purchase); Barrier game worksheets

- 100% concepts: Building blocks of essential language vocabulary by Winslow Resources.

- Word Aware by Stephen Parsons and Anna Branagan

- Roads to Language - STASS publications

VOCAB - 01

Vocabulary

Five-minute vocabulary games—KS1/2

These games are fun opportunities for children to encourage children to become more 'word aware.' It is useful for words to be introduced in topic-based themes which are relevant to the child's curriculum, rather than random word sets.

Activities to try:

⇒ 'I spy' with meaning clues Play I spy but give a clue about its meaning. 'I spy a building with books in', 'I spy some weather that's wet', 'I spy some kitchen equipment that's sharp. 'Keep giving clues until the child can identify the word.

⇒ 'Lucky Dip' - child picks a word and explains what they know about it

⇒ 'Name three things' In a group throw a bean bag in a circle, and ask each person to say 3 girls names/3colours/3 lunch foods, etc.

⇒ 'Guess my word' – child picks a word and talks about it without saying the word. Rest of the group have to guess the word as quickly as possible

⇒ Similarities and differences. Put two pictures down and see if the child can tell you something that is the same about them and then something that is different. Make this game harder by choosing words that are very similar in meaning.

⇒ What does it make you think of? If you say a word can the child think of an associated word, eg. "cat" – dog, whiskers or kitten.

⇒ Think of opposite words. Can the child think up a word with the opposite meaning to the one that you say. Eg. "Stop" – "Go".

⇒ Think of a similar word Give the child a word and see how many words they can think of which have the same or a very similar meaning. Eg. BIG – huge, large, enormous. Talk about the different words and how you might use them.
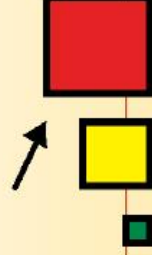
Measuring progress: Improved understanding or recall of targeted vocabulary.—Increased ability to supply accurate information about a word, e.g. its meaning or phonic structure.