

Teaching Language

S Peake

2020

Language Research

“You cannot write it if you cannot say it; you cannot say it if you haven't heard it” Pie Corbett 2015

- Poor vocabulary is the *primary cause* of academic failure of disadvantaged children.
- DA pupils show declining reading comprehension as their limited vocabulary starts to constraint more of what they understand.
- From birth- 2 years children of professional families spoke **32 million more** words to their children than children from disadvantaged backgrounds.
- A child at 5 years old with poor language skills is 11 times *less* likely to achieve A.R.E in MATHS at year 6



Put simply, the word rich get richer, but the word poor get poorer.

What can we do?

- By explicitly teaching around 300 to 400 words a year we can foster an annual growth of 3000-4000 words!
- With ANY subject, we begin with words. It must be our focus in **all subjects**.
- Language and vocabulary needs to be *taught* it needs to be organised, cumulative

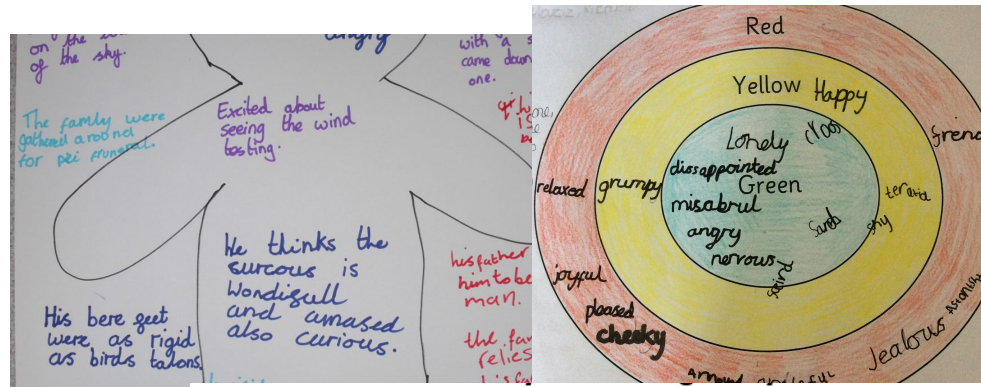


Woodgate



- Role on the wall
- Zone of relevance
- Brain storms
- Thesaurus/ dictionary work
- Definitions during GR
- GR session 1 activities
- Working walls
- Word mats
- Talk cards

.....and many more!



	2A					Short. Quick. Fast.
	Verb, 			BOYS	Like a...	a a a
	List		?		ly	!

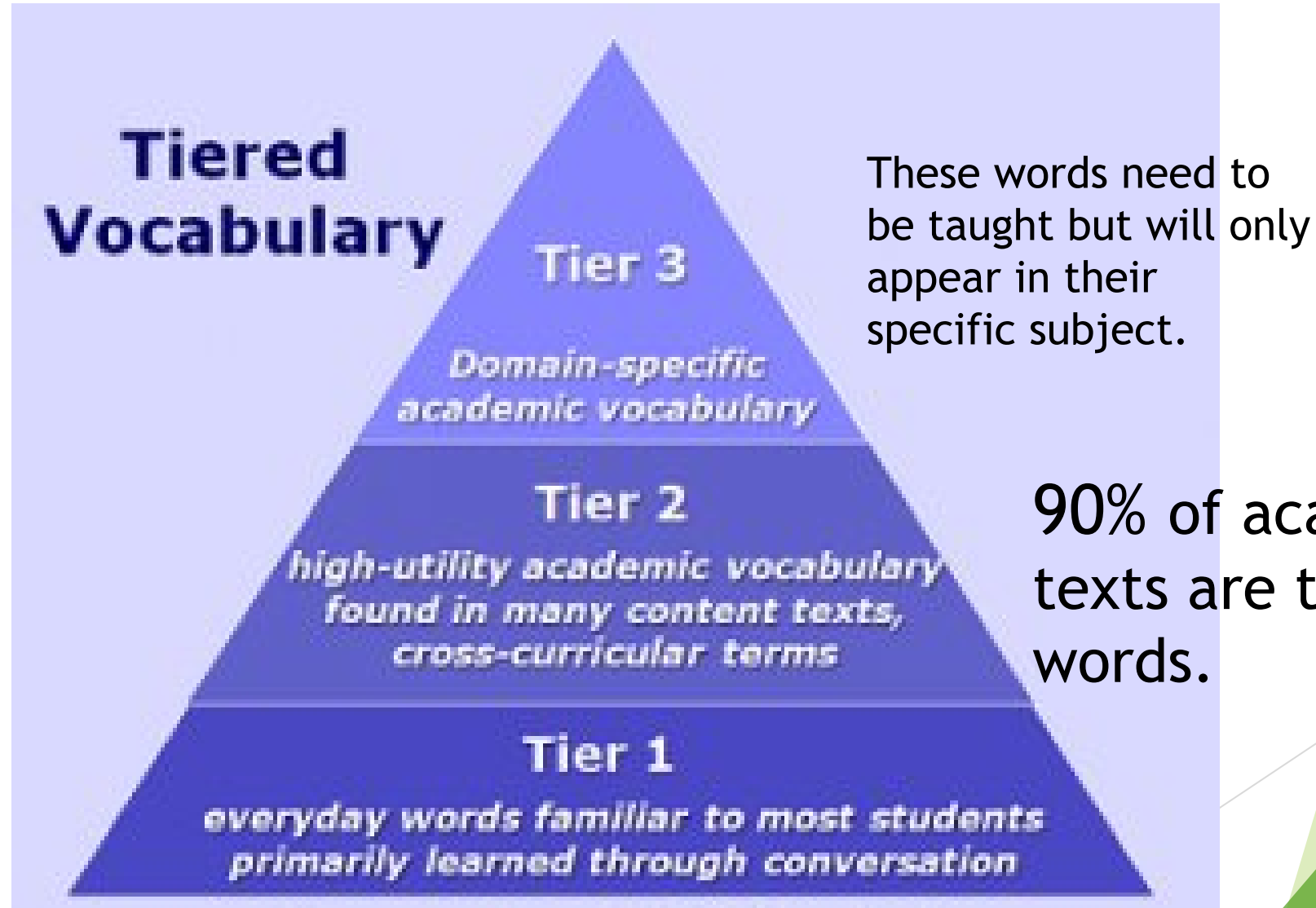


This has already had a huge impact on our children's reading and vocabulary.

Now it's time to be even more direct and explicit in our teaching of language.

We must try to fill the gaps!

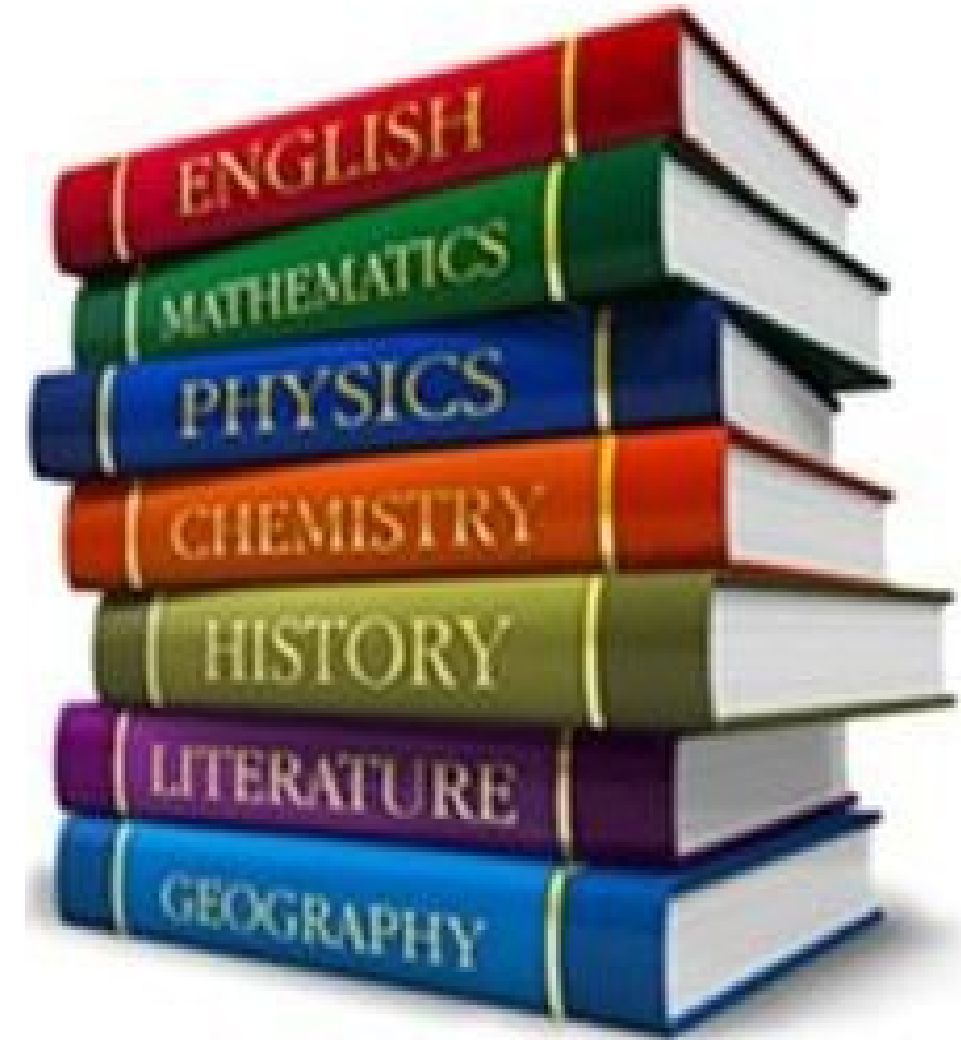
Which words do we need to teach?



approach
derive
distribute
correspond
adjacent
alternate
variable
acquire
secure

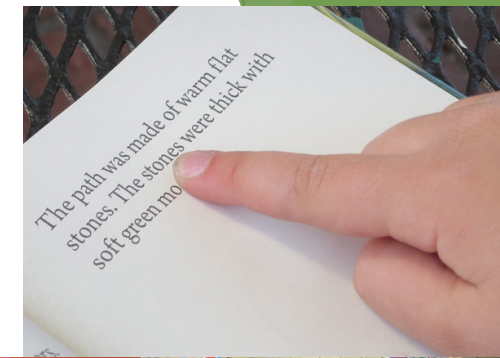
conduct
consume
exclude
proportion
react
contribute
coordinate
sequence
parallel

approximate
predict
emerge
contrast
retain
concentrate
impose
generate
capacity



How do we teach new vocabulary?

Show Show children the word
in context.



Tell Tell them the word,
explain what it means.



Drip Drop the word in along with its tier 1
equivalent. Use it regularly, eventually
wean them off the tier 1 version.



Can you show
me how you
did it?

Can you
demonstrate
how you did
it? Show me!

Teach What we need to do more of!

Demonstrate
how you did
that please.

Plan for the perfect answer.

What did the mouse do to the Gruffalo?

The mouse played **a trick** on the Gruffalo. He made the Gruffalo **think** he was so **bad** that all the other animals in the forest were **scared** of him.

The mouse **deceived** the Gruffalo. He made the Gruffalo **believe** that he was so **dangerous** that all the other animals in the forest were **afraid** of him.

Would you show, tell, drip or teach these words?

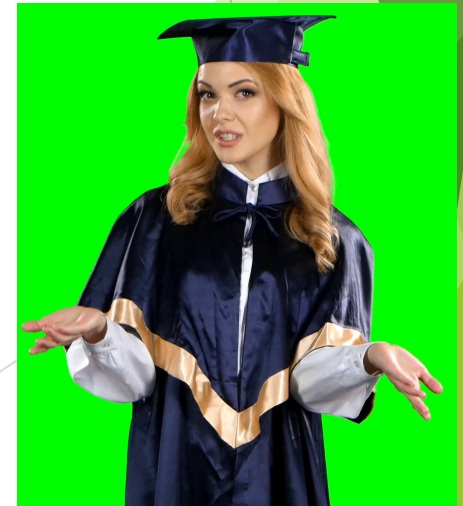
Word	Method
deceived	teach
believe	drip
dangerous	show tell
afraid	drip

A number with 7 ones will always be greater than a number with 5 ones. TRUE OR FALSE?

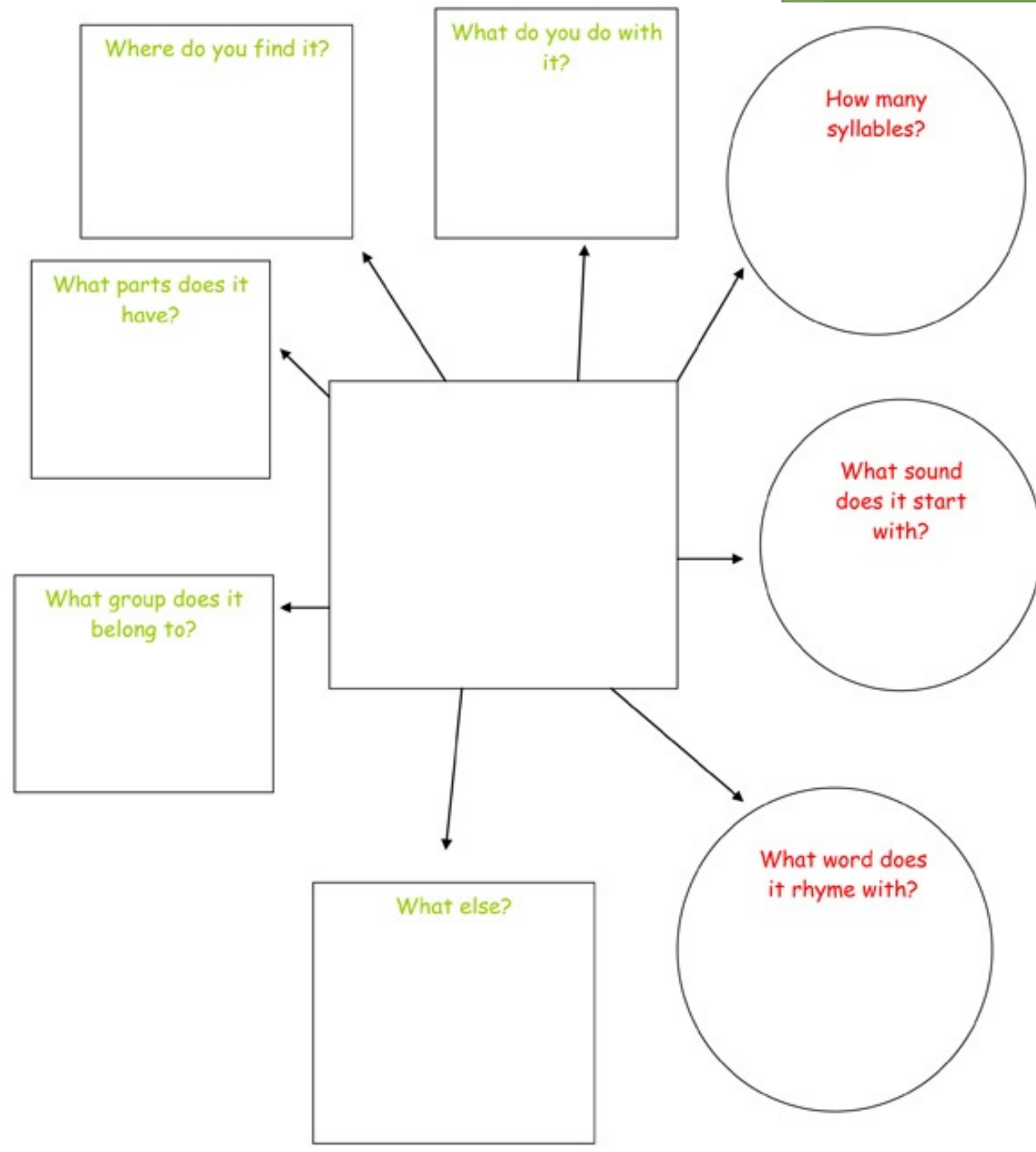
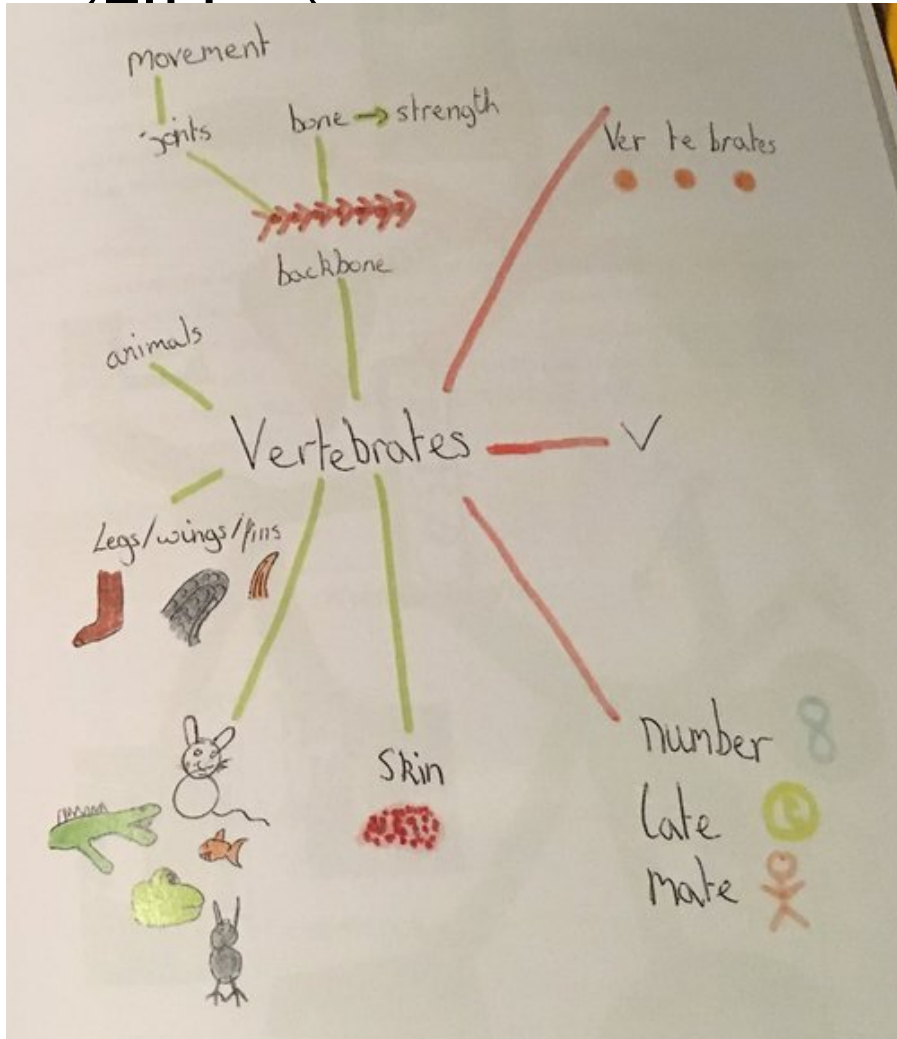


False because 37 and 27 (which have 7 ones) are smaller than 55 which has five ones. Because 55 has more tens. When you have two numbers it doesn't matter about the ones if the tens are bigger.

False, for **example** 37 and 27 (which have 7 ones) are both smaller than 55 which has five ones. This is because 55 has a **greater amount** of tens. When **ordering** two numbers, the ones **digit** is of no **consequence** if the tens digit has a higher **value**.



Word maps



Four squares

Adult dictates the word to be taught. Describe/ explain the word.	Child discusses and writes examples.
Child writes synonyms.	Child writes non examples or antonyms.

Domain A and B

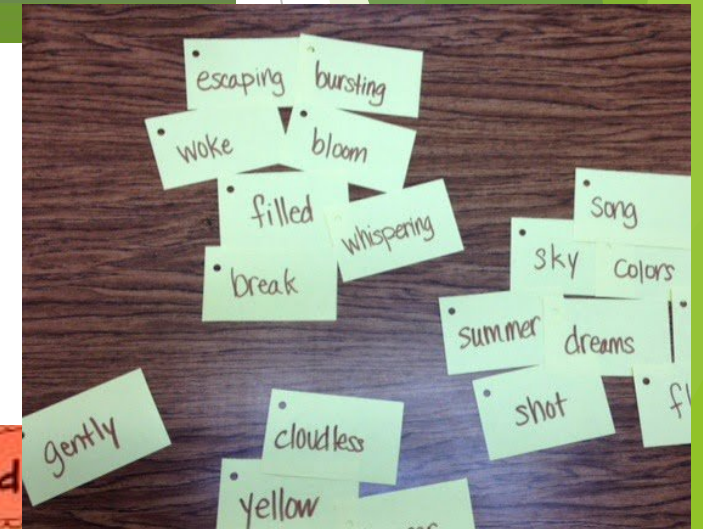
Find it in the text and write the sentence it is in.	What do you think it means in the context of this text?	
Find it in the dictionary and write down the definitions. Can it have more than one meaning?	Synonyms	Antonyms

List, group, label

1. Make a list of vocabulary associated with a hospital.

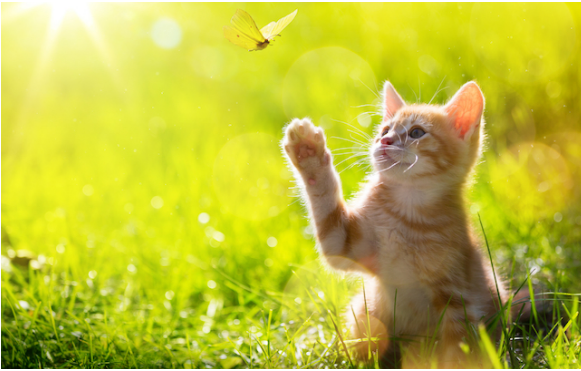
2. Now group the words.

3. Make titles for your categories.

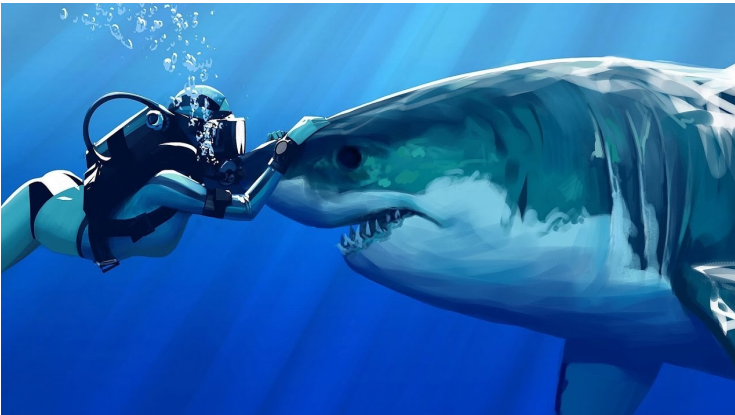


Would you rather?

Would you rather **confine** a butterfly or a cat?

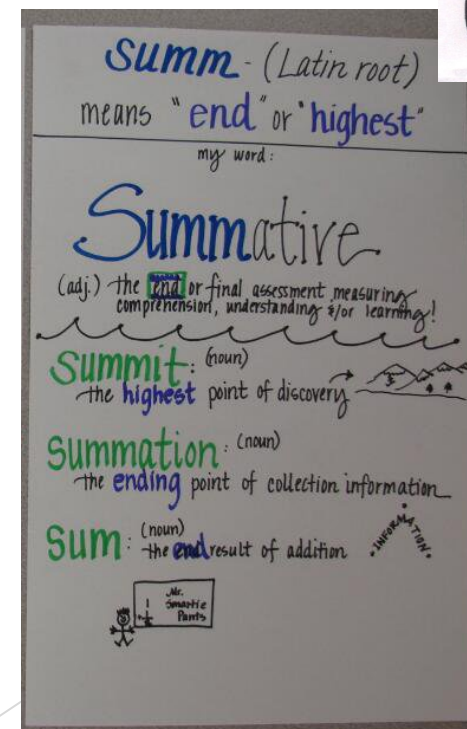
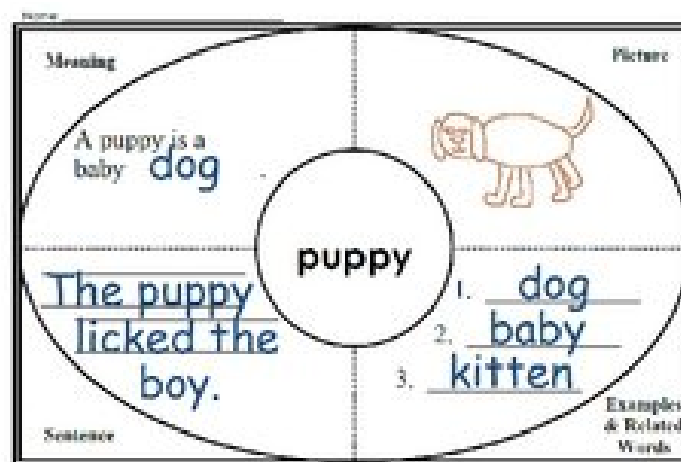
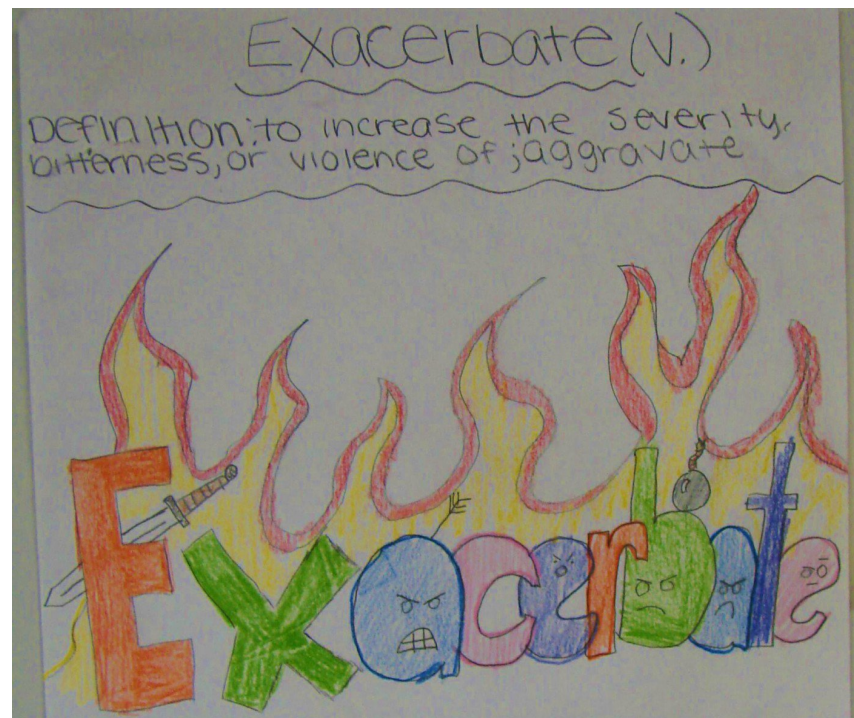


Would you rather **interact** with a shark or a puppy?



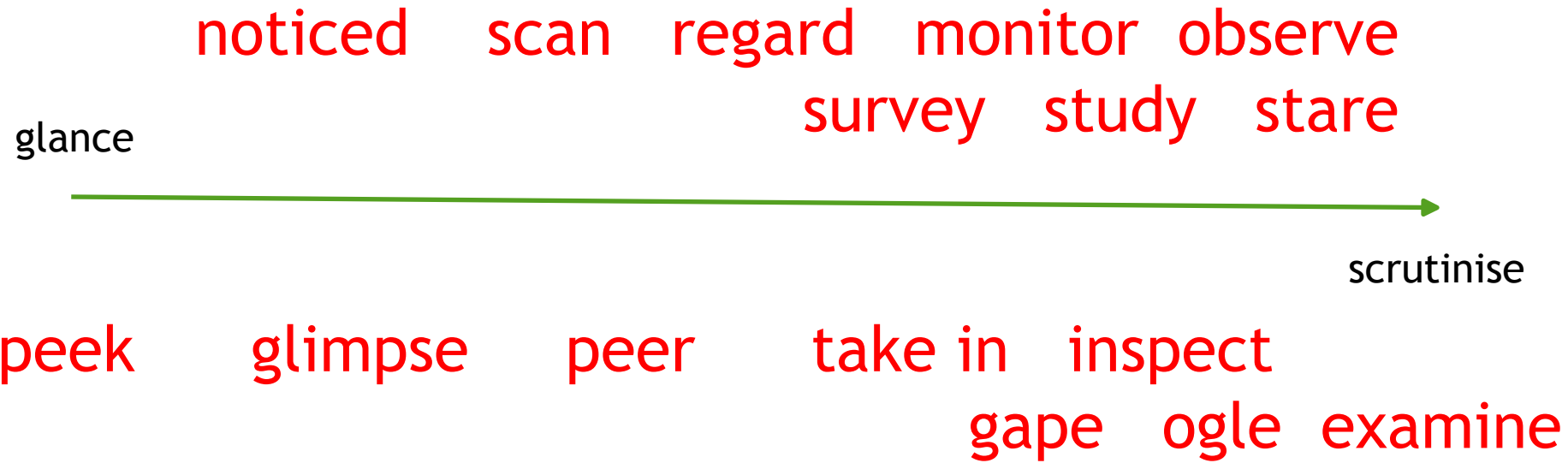
Clue posters

Multiplication



Continuum challenge

To look



Have a go with

To walk

Language in the classroom

Tier 1	Tier 2
get	
look	
talk	