



Words and the importance of a growing vocabulary at school

# Developing children's vocabulary

- There is much evidence that shows that vocabulary is tightly related to reading comprehension across the age span.
- A large and rich vocabulary is strongly related to reading proficiency and school achievement in general.
- The extent of a child's vocabulary at age 5 is a predictor of their reading comprehension at 16.

| Age (in years) | Vocabulary   |
|----------------|--|
| 1 to 1 ½       | Toddlers develop around a 20-word vocabulary during this time.   |
| 2              | By the time a child is 2 years old, he/she will have a 200–300-word vocabulary.  |
| 3              | Vocabulary grows to be about 900–1,000 words by the time a child is 3 years old.   |
| 4              | The typical 4-year-old child will have about a 1,500–1,600-word vocabulary.  |
| 5              | By the time a child reaches school age and heads to kindergarten, he/she will have between a 2,100- and 2,200-word vocabulary.   |
| 6              | The 6-year-old child typically has a 2,600 word expressive vocabulary (words he or she says), and a receptive vocabulary (words he or she understands) of 20,000–24,000 words. |
| 12             | By the time a child is 12 years old, he/she will understand (have a receptive vocabulary) of about 50,000 words.   |

# The three-tiers framework

## **Tier one**

- Most basic words (warm, dog, tired).
- Words which typically appear in oral conversations and so children are exposed to them at a high frequency from a very early age.
- Rarely require instructional teaching.

## **Tier three**

- Low frequency of use.
- Often limited to specific topics and domains (epidermis, photosynthesis).
- Best learned when specific need arises.

# The three-tiers framework

## Tier two

- High utility for mature language users.
- Characteristic of written text and found only infrequently in conversation, which means pupils are less likely to learn these independently, compared with tier one words.
- Rich knowledge of words in tier two can have a powerful impact on verbal functioning.
- Instruction directed to tier two words can be most productive.

## Identifying two tier words in text

Johnny Harrington was a kind master who treated his servants fairly. He was also a successful wool merchant, and his business required that he travel often. In his absence, his servants would tend to the fields and cattle and maintain the upkeep of his mansion. They performed their duties happily, for they felt fortunate to have such a benevolent and trusting master.

# Identifying two tier words in text

## Tier two words

merchant

required

tend

maintain

performed

fortunate

benevolent

## Pupils' likely expressions

salesperson

have to/need

take care of

keep going

did

lucky

kind

# Context Clues

- When learning new vocabulary, we can use context clues to find the meaning of a word.
- For example, in this sentence, can you find out what the made up word 'jhkrsl' might mean using the context?

Megan was very tired after school. Though she knew she should complete her math jhkrsl that was due the next day, she took a rest first.



The glunches were walking toward the house. Their antennae bobbed in anger. Each paw had a different weapon: swords, guns, bludgeons and truncheons.

What clues tell us what a glunch is?

# Glunch

More than one coming towards the house:

Plural ending –es

Verb indicates plurality.

Pronouns ‘their’ refers to more than one.

*Glunches* are capable of locomotion (walking) and have paws.

# Glunch

Because of what we know about anger and weapons and their use, and from past reading and experience, we can infer that the *glunches* may be about to attack.

Further, our knowledge of stories suggests that there may be some kind of battle or resolution to their anger.

We could also read passages prior to this passage to try to find out what motivated the *glunches* to anger.

1

A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to *crouched*?

Tick **one**.

balanced

squatted

trembled

pounced

---

1 mark

6

Gaby secured her feet and hands and climbed higher...

What does *secured her feet and hands* mean?

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1 mark

8

Look at the paragraph beginning: *She knew the universal rule...*

What does the word *universal* tell you about the rule?

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1 mark

11

*She resettled on the branch, considering her options.*

What does *considering her options* mean in this sentence?

Tick **one**.

thinking about what to do

changing her mind

looking at it from the cat's point of view

wishing her mother was there

1 mark

# 2016 Year 6 SATs – One paragraph

Unearthed

Drought

Freshwater oasis

Parched

Receding

Suffocation

Extinct

# SATs Reading Test 2018

Disguise  
Surroundings  
Densely  
Maturity  
Hibernate  
Territory  
Diminishing  
Poaching  
Vital  
Captivity  
Reserves

Scent  
Scold  
Enfold  
Lavishly  
Lame

Vividly

hobbled  
Circumstance  
Frail

Ancestors  
Chamber pot  
Generosity of space  
Poignant  
Bygone  
Spinster  
Guardian  
Remote  
Idly  
Recess  
Fashioned  
Debris  
Intensity  
Sense of justice

**Which of these words are used today?**

**Which of these words are 'old-fashioned'?**



# Grannie

I stayed with her when I was six then went  
To live elsewhere when I was eight years old.  
For ages I remembered her faint scent  
Of lavender, the way she'd never scold  
No matter what I'd done, and most of all  
The way her smile seemed, somehow, to enfold  
My whole world like a warm, protective shawl.

I knew that I was safe when she was near,  
She was so tall, so wide, so large, she would  
Stand mountainous between me and my fear,  
Yet oh, so gentle, and she understood  
Every hope and dream I ever had.  
She praised me lavishly when I was good,  
But never punished me when I was bad.

Years later war broke out and I became  
A soldier and was wounded while in France.  
Back home in hospital, still very lame,  
I realised suddenly that circumstance  
Had brought me close to that small town where she  
Was living still. And so I seized the chance  
To write and ask if she could visit me.

She came. And I still vividly recall  
The shock that I received when she appeared  
That dark cold day. Huge grannie was so small!  
A tiny, frail, old lady. It was weird.  
She hobbled through the ward to where I lay  
And drew quite close and, hesitating, peered.  
And then she smiled: and love lit up the day.

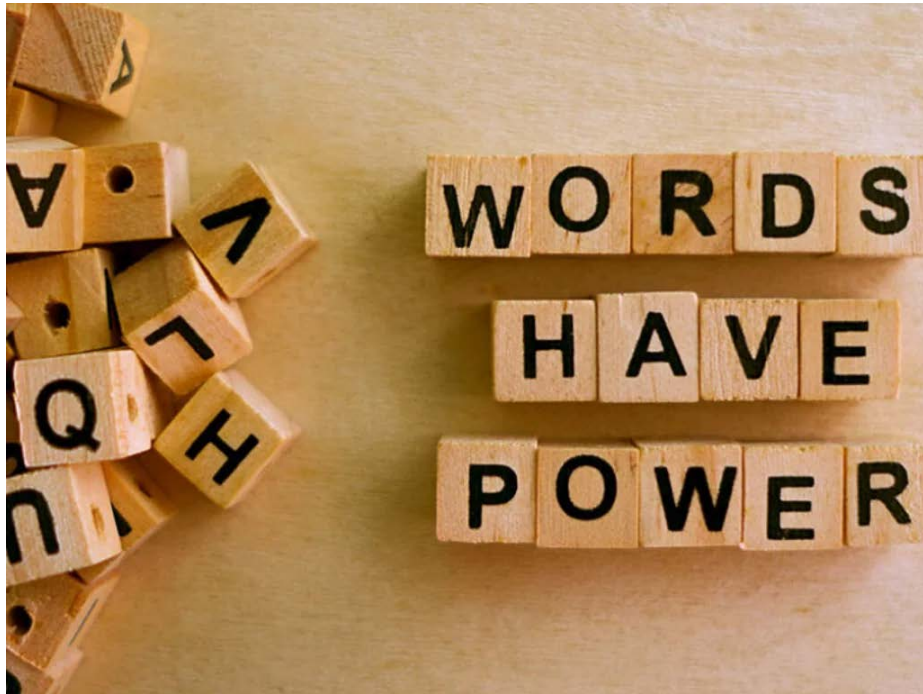
Think of words or phrases to describe the picture

Can you make a list of verbs – find a synonym for each

Can you make a list of adjectives – find a synonym for each



And now for some...



....fascinating word facts

# We hear 60,000 words a day!

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The most  
common letter in  
the English  
Language is...



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The most  
common  
consonant is...





More English words begin with this letter than any other...

Only 2 English words end in gry...

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**Dreamt** is the only word  
in the English Language  
ending in '**mt**'



One word in the English language reads the same if you turn it upside down



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When you write number words, one, two, three etc the first time you would write the letter b would be



# Crutch/Filler words



|            |   |            |   |
|------------|---|------------|---|
| Actually:  | 1 | Anyway:    | 0 |
| Basically: | 1 | I Mean:    | 0 |
| Like:      | 4 | Literally: | 0 |
| Okay:      | 0 | Right:     | 1 |
| So:        | 5 | Sorry:     | 0 |
| Totally:   | 0 | Whatever:  | 0 |
| You Know:  | 0 | Well:      | 0 |

# Weirdness of words/English

# OUGH

| <b>rough</b>       | <b>uff</b>   |
|--------------------|--------------|
| <b>dough</b>       | <b>oh</b>    |
| <b>thought</b>     | <b>Aw/or</b> |
| <b>plough</b>      | <b>ow</b>    |
| <b>through</b>     | <b>oo</b>    |
| <b>Scarborough</b> | <b>u</b>     |
| <b>coughed</b>     | <b>off</b>   |

# Why Word Up?

- Expanding our knowledge of words
- Using better words / extending vocabulary
- Being excellent speakers
- Loving reading
- Having a better understanding
- Making our writing better and better and better
- Remembering and Applying
- Developing our knowledge of the world
- Remembering facts about the world



Fun ways to develop word knowledge and memory to try at home



- 5 types of transport
  - 5 types of flower
  - 5 occupations

Fun ways to develop word knowledge and memory to try at home

## SAME LETTER LINK

pencil | letter | ruler | rubber | ring | grape

|            |   |   |   |   |   |
|------------|---|---|---|---|---|
| Actually:  | 1 |   |   |   |   |
| Basically: | 1 | 4 |   |   |   |
| Like:      |   |   | 0 | 5 |   |
| Okay:      |   |   |   |   |   |
| So:        |   |   |   |   |   |
| Totally:   |   |   |   |   | 0 |
| You know:  |   |   |   |   | 0 |
| Anyway:    |   |   |   |   |   |
| I mean:    |   |   |   |   |   |
| Literally: |   |   |   |   |   |
| Right:     |   |   |   |   | 1 |
| Sorry:     |   |   |   |   | 0 |
| Whatever:  |   |   |   |   | 0 |
| Well:      |   |   |   |   | 0 |

# Fun ways to develop word knowledge and memory to try at home

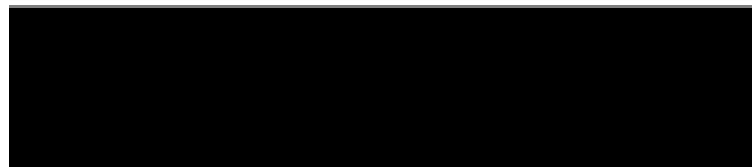
## I'M GOING ON A TRIP

- I'm going on a trip to France and I need to pack...
- A map
- A map and a sandwich
- A map, a sandwich and a first aid kit
- A map, a sandwich, a first aid kit and ...



Fun ways to develop word knowledge and memory to try at home

## ROUND THE WORLD ALPHABET



- Algeria
- Belgium
- Columbia
  - D...
  - E...

Fun ways to develop word knowledge and  
memory to try at home

**HOW MANY WORDS?**

Carpet

Car

pet

pat

are

...

# 36 words!

- pet (but not pets)

carp  
rep  
pat

car  
par  
pear  
pate

care  
pare  
pert  
at

peat  
per  
pea  
eat

tea

era

are

ear

cap

cape

rap

reap

race

ace

acre

act

ape

aper

apt

trap

tap

tarp

The **MORE** that you  
**READ**, the  
you will **KNOW**.  
The **MORE** that you  
**Learn**, the more places  
you'll **GO**.

Dr. Seuss

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