

Mentor interaction: Developing pupils' vocabulary

Teaching vocabulary will be the focus of your next mentor interaction.



Over to you!

To prepare for this, think carefully about a topic you are teaching or are about to teach. Identify Tier 2 and/or Tier 3 vocabulary that needs to be taught to support learning. Below is a quick reminder of what Tier 2 and 3 vocabulary words are:

- **Tier 2 vocabulary** - words that you could expose pupils to as part of a whole-school approach to developing language
- **Tier 3 vocabulary** - subject specific words that pupils need to be explicitly taught to access the topic being taught.

When identifying key vocabulary to teach for a certain topic or concept, try to identify words that:

- **pupils must know in order to understand the key concepts or material they encounter**
- **pupils are unlikely to be aware of**
- **can't easily be inferred**

It may be helpful to talk to a colleague who has taught the topic or concept before and can share their experience with you.

Record the vocabulary you wish to teach using the assignment tool and submit it to your mentor. You will discuss how to teach this with your mentor during your next interaction and may be observed teaching vocabulary in the following mentor interaction.

Before you begin, it might be helpful to have a look at this [downloadable table](#), which contains a list of Tier 1, 2 and 3 vocabulary used in a Year 4 English unit. Although these words are subject and phase specific, they can help to provide a guide of how Tier 1, 2 and 3 vocabulary differ.