

Identifying and teaching vocabulary

In Module 5 we looked at how every teacher can improve pupils' literacy by explicitly teaching reading, writing and oral language skills. One part of this is teaching vocabulary.

Every subject has unfamiliar vocabulary that needs to be taught to ensure pupils can access the curriculum and explain their emerging thinking and ideas. From a subject point of view, pupils' literacy is best developed by focusing on **high-utility** words (the words that are most useful to know in our subject area) and **high-frequency** words (the words that are used most frequently).

We also need to teach pupils Tier 3 subject specific vocabulary like "tectonic plates", "magnitude", or "subduction" in geography, and Tier 2 academic vocabulary like "criticise", "analyse" and "therefore" - or with younger children what we might think of as 'wow words' like "exaggerate", "glean" or "mysteriously".

Identifying and teaching this vocabulary as part of the scheme of work is critical for successful learning. Therefore, identifying vocabulary that may need to be taught and considering where this would best sit within the sequence of work is an activity that you should invest time in early on in the planning stage.