

## Developing vocabulary and closing the 'word gap'

### Key Elements of effective practice

#### **Starting intervention as early as possible**

- ✓ Parents encouraged to talk to children' activity modelled
- ✓ Parents encouraged to read to their children; activity modelled; suitable books provided
- ✓ Targeting from earliest provision

#### **Extensive direct teaching of vocabulary**

- ✓ Planned as well as incidental
- ✓ Main focus on 'tier 2' words (words not common in everyday speech but often found in good quality children's books)
- ✓ New words used many times
- ✓ New words used in different contexts
- ✓ Opportunities for teacher-child/children talk maximised
- ✓ Teacher talk deliberately uses new words
- ✓ Children encouraged to use new words; success rewarded
- ✓ Children helped to refine meaning over time
- ✓ Vocabulary and oral comprehension discreetly but regularly assessed
- ✓ Intensive support provided for weakest children; dedicated talk time with an adult
- ✓ Speech therapy support provided where appropriate
- ❖ No 'interrogation' or 'testing'
- ❖ No pressure on children

#### **Vocabulary developed through sharing books and reading to children**

- ✓ Books carefully selected to stretch vocabulary without overextending
- ✓ Lively discussion of vocabulary and meaning
- ✓ Tied in with direct teaching
- ❖ No excessive interruptions or interrogation to hamper enjoyment

#### **Children effectively taught to read as early as possible**

- ✓ SSP
- ✓ As children master decoding, there is increasing teaching of vocabulary and comprehension through their own reading
- ✓ Independent reading encouraged as soon as fluent
- ✓ Reading for pleasure encouraged
- ❖ No excessive interruption or interrogation to hamper fluency
- ❖ Vocabulary development/ comprehension not confused with word reading