

Sequence for Explicitly Teaching New Vocabulary

This sequence is designed to support practitioners when introducing new vocabulary. It is structured to provide clear modelling with call and response from children. Consider which steps are most useful according to the focus word.

Carefully select focus words which need explicit teaching, e.g. <i>prior to reading, in the wider curriculum etc.</i> These may be Tier 2 or Tier 3 words.	
1.	Teacher looks at the focus word on a word card without revealing it to the class. Teacher models saying the word clearly and asks children to repeat the word orally, several times, using my turn, your turn, our turn.
2.	Teacher displays the word for the children and includes a visual, to aid meaning. Teacher models reading the word before inviting children to do the same. Use my turn, your turn, our turn. Children repeat the word several times using a range of voices, e.g. <i>loudly, quietly, whispered.</i>
3.	Teacher claps the syllables within the word and repeats several times with the children joining in using my turn, your turn, our turn. Segment phonemes and examine spelling links for the word if required.
4.	Teacher poses questions, e.g. <i>Have you heard the word before? Where? When?</i> Make connections with the word in different contexts. Discuss the word meaning (use a dictionary definition if needed). Examine synonyms to aid meaning.
5.	Teacher supports categorising the word, e.g. <i>building on connections in context.</i> Explore and discuss a potential category using a 'Web of Vocabulary/Web of Associations' e.g. <i>emotions, settings, buildings, kitchen utensils, transport, vegetables etc.</i>
6.	Teacher models writing the word and invites children to do the same.
7.	Teacher models orally composing and writing a sentence with the word used appropriately in context and invites children to do the same.
8.	Place the word in a vocabulary jar/word pot/working wall for constant reference and to support sticky learning.