



ST LAWRENCE'S RC PRIMARY SCHOOL: EARLY YEARS VOCABULARY DEVELOPMENT PLAN 2021- 22

Vocabulary Research

Reading/CPD Opportunities for Staff

<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches>

<https://www.aft.org/periodical/american-educator/spring-2001/teaching-vocabulary>

Teacher centred research

Jeanne Chall (2000) presented a summary of research supporting the effectiveness of "teacher centered" approaches to education. The information reviewed here similarly points to the need for more planned (but contextualized) introduction of vocabulary. Specifically, increased teacher-centered vocabulary work should include the deliberate introduction of a wider range of vocabulary in the early primary years through oral sources (most children are limited in what they can read at this age level).

<https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/>

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development final.pdf>

Episode 13 Closing the Vocabulary Gap with Alex Quigley:

Reading

Talk

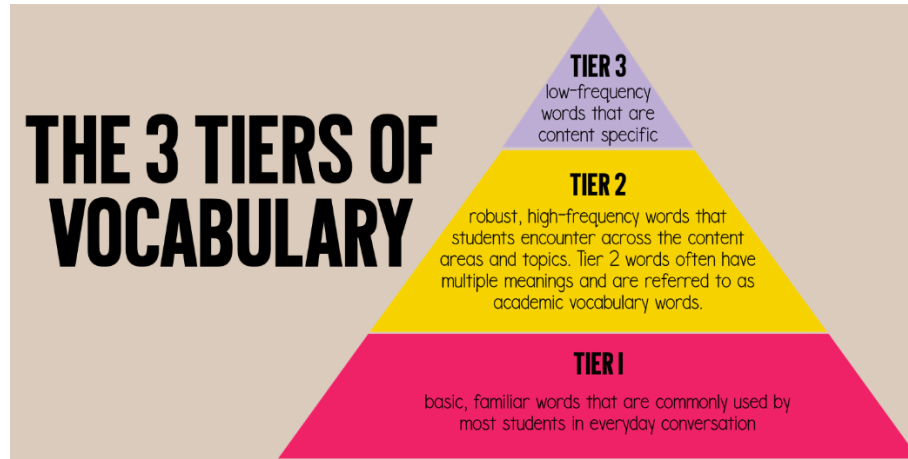
Explicit teaching

Pre- teach vocabulary

Word depth and word awareness not just how many words e.g. work break has 76 meanings connection between words

<https://www.youtube.com/watch?v=dfgxaBgLhwE>

Three Tiers of Vocabulary



<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>

Communication and Language approaches

Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children in across range of pre-school and early years settings. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.

Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'.

Importance of Stories

<https://help-for-early-years-providers.education.gov.uk/understanding-the-world/widening-vocabulary>



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Completed Partially completed			
<u>Objective</u>	<u>Actions</u>	<u>Success</u>	<u>Evaluation</u>
<p>To create a teaching and learning environment and strategies to promote and improve vocabulary and create a language rich environment.</p>	<ul style="list-style-type: none"> • Create reading spine of quality texts for each year group that promotes our school's diversity. • Curiosity cubes in classrooms to develop pupil's communication and language skills and curiosity. These will be used to develop children's questioning skills and vocabulary within continuous provision. • Introduce word of the week (linked to theme) and display in class. (Reception evidence) • Include pupil voice and vocabulary focus words on class display. • Plan to introduce new words in context and teach new vocabulary as part of teaching and learning including the pre-teaching of vocabulary. • Nursery daily communication and language teaching input planned and delivered by teacher. • Ensure repetition of vocabulary to embed new words. Return to words in different contexts and 	<ul style="list-style-type: none"> • Children will have a bank of stories that they know and remember well which will increase their vocabulary, story language and confidence. • Children will be able to ask and answer questions appropriately. • Children will wonder and show curiosity and have the vocabulary needed to express this. • Children's vocabulary is increase. 	<p>Reading spine created with 16 core books in each class. These books are read regularly to the children and support their language development. It is evident that this is having an impact in communication and language skills.</p> <p>Curiosity cubes introduced. Further worked needed to continue to develop.</p> <p>Reception have introduced word of the week linked to curriculum learning. Support Nursery to implement next year.</p> <p>Pupil voice recorded on over-arching theme displays.</p> <p>Vocabulary on medium term and weekly plans.</p> <p>Nursery plan for communication and language daily sessions.</p>



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	<p>use time effectively to promote language and vocabulary e.g. transition times.</p> <ul style="list-style-type: none">• Develop role play to include real objects. Look for opportunities to have a role-play in the outdoor area in addition to the home corner.• Ensure that our curriculum provides real experiences for our pupils so that they are able to use new vocabulary in context for example chicks in spring and real objects such as flowers for observational paintings.• Use quality texts to deliver our curriculum. Literacy and over-arching themes for understanding the world. Core vocabulary to be recorded on plans.• Work a team to plan reflectively for language opportunities and next steps for pupils including the sharing of vocabulary that we wish to promote in play. Early Years CPD to support the implementation of this.• Early Years CPD Quality Interactions and vocabulary Spring 1• Involve parents in language and vocabulary development through talking homework using Tapestry/Dojo from the Spring term.	<ul style="list-style-type: none">• Pupil's voice is valued in the Early Years.• Parent's are involved in pupil's learning.	<p>Further work is needed to consider how we reinforce new vocabulary in different context to ensure it is retained by pupils.</p> <p>Next year we need to continue to work on the development of our learning environment including role-play opportunities.</p> <p>This year the children have experienced a range of new experiences including chicks, butterflies, growing plants and a range of sensory experiences using real objects.</p> <p>All Early Years staff have completed CPD for communication and language and quality interactions.</p> <p>Weekly class updates and talking homework on class dojo have been introduced to involve parents in the learning journey.</p> <p>Impact (Data)</p> <ul style="list-style-type: none">• Reception - Within the prime areas of communication and
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			<p>language 80% of pupils are expected in both strands compared to 56% (listening, attention and understanding) and 48% (speaking) at baseline. There are no significant gaps in groups and PP pupil's attainment is slightly higher than the other groups.</p> <ul style="list-style-type: none">• Nursery - Within communication and language of learning 70% of pupils are on track in listening and attention with the attainment gap evident for boys and PP and 65% in speaking with attainment gaps for EAL pupils. Progress from baseline is evident in both strands.
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To develop our communication and Language approaches in the Early Years.

Key points for staff to implement in our practice:

- Take every opportunity to support children's spoken language development including daily routines, singing, and during child-led and adult-led play.
- Comment on what children are doing with new vocabulary added.
- Question children sensitively encouraging them to elaborate.
- Read stories, non-fiction, rhymes and poems frequently to children and engage in related discussion.
- Develop emotional literacy skills so that children have the vocabulary to talk about how they and others are feeling.
- Carefully consider how you will support quiet children and those who speak English as an additional language and SEND pupils for example use of visuals.
- **Staff CPD Quality interactions and vocabulary (TB Spring Term)**

- Children have the time and space to interact with each other both one-to-one and in groups
- Our Pedagogy Fosters children's curiosity
- Children to share their own ideas and feelings.
- Promotes the learning of new vocabulary and more complex forms of language.
- Pupils vocabulary increases.
- Pupils are confident talkers.

Early Years CPD for the whole team and communication and language curriculum plan have upskilled staff. No monitoring of impact has been completed. This is something that I wish to explore next year as part of the Early Years action plan.



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<p>To implement communication and language interventions to close the gap for pupils who are not on track for age-related expectations.</p>	<ul style="list-style-type: none">• Targeted interventions to be planned in termly pupil progress meetings e.g. Talk Boost.• Speech and Language referrals as and when appropriate for individual pupils.• Individual and groups next steps are discussed as a team and play interventions put in place through reflective planning.	<ul style="list-style-type: none">• Pupils individual needs are met.• Pupils make accelerated progress.• The percentage of pupils on track for communication and language increases.	<p>Talk Boost delivered by Mrs O Hara for Reception pupils in the Spring term.</p> <p>Termly pupil progress meeting to discuss pupils who are not on track to meet age related expectations. Curriculum adaptations and interventions planned to support pupils.</p>
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