

Pre-Teaching Vocabulary

Using visual prompts to teach independent word learning in children



Where do we find it?



Is it a short, medium or long word?




What category? What do you already know?




a t k 

What sound does it begin with?



What does it look like?



Draw a picture

Pip St. John

What Works Edition, April 2019

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How to Reference

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Pre-Teaching Vocabulary

1. Introduction

This chapter will introduce the Pre-Teaching Vocabulary (PTV) method of word learning. In it, you will learn:

Why to use PTV

What PTV is

How PTV works

The resources you need for PTV (and where to get them)

How PTV was developed

How to use this book

Language skills are vital for children

The connection between a child's level of vocabulary and their future academic and life-long achievements has been clearly established. It is therefore vital that educators can find ways in which word learning can be supported effectively in children with reduced vocabularies.

Why PTV?

Pre-Teaching Vocabulary (PTV) provides a structured and principled approach for teaching children how to learn new words. It is particularly effective for teaching children with speech, language and communication needs (SLCN).

PTV aims to support existing teaching methods for word learning and to hone and develop teachers' existing vocabulary learning strategies. It provides teachers and children with a practical framework upon which to develop critical thinking skills and tools for independent word learning.

PTV encourages a focus on the key 'goldilocks' words needed by children to effectively understand the topics in their classroom. It helps reinforce the importance of developing word knowledge to improve and enhance listening and future reading comprehension.

What is PTV?

PTV is a vocabulary teaching methodology that uses symbols and pictures from InPrint 3 (www.widgit.com) on visual prompt cards to support teaching children how to learn new words.

Teachers are provided with a range of prompts that support all aspects of word learning (both phonological and semantic). The resources are specialised for whole class, small group and individual settings, and for the use of permanent and temporary classroom displays. PTV resources are designed to encourage children's ability to learn words independently.

How PTV works:

Symbols and pictures encourage children to think about the different features of a word, which taps into their semantic, phonological and perceptual word knowledge.

Visual prompt cards are presented in a variety of formats, including A4 for use on the classroom wall, A5 for use in games and an adult prompt for teachers. These prompts help reinforce word learning throughout the classroom.

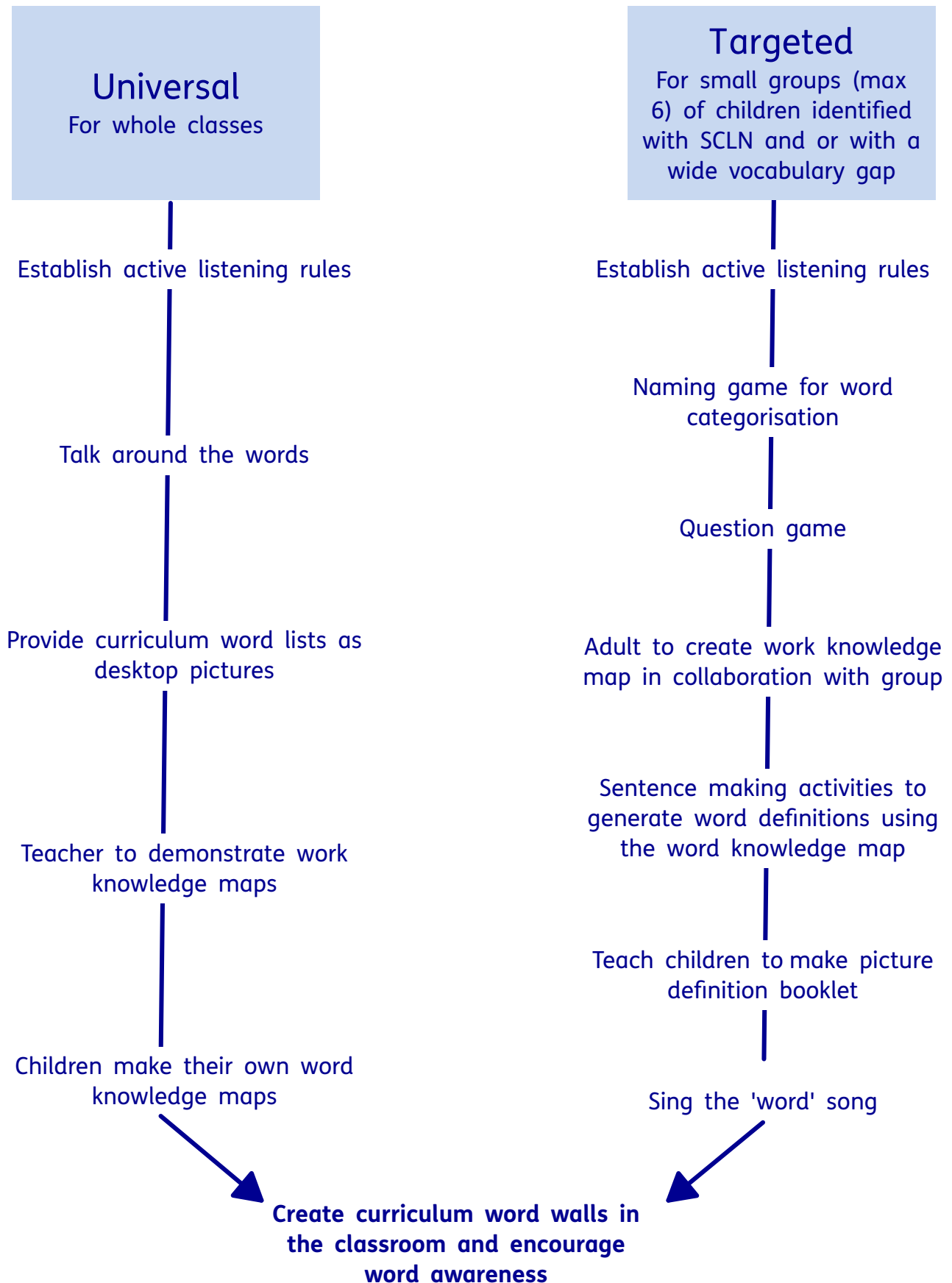
PTV principles are applied both across the whole class and in small, targeted intervention groups to support children's exposure to new words and their comprehension.

PTV includes mechanisms to evaluate the outcome of intervention by using a word learning score (WLS) procedure.



The PTV Method: Overview

PTV was designed to be used both universally for a whole class, and through a series of targeted, small-group specialist sessions.



PTV resources:

This PTV guide contains instructions on how to access all the resources necessary to implement PTV. A PTV resource pack is available for free for InPrint 3 at www.widgit.com.

How PTV was developed:

The Pre-Teaching Vocabulary resource has been designed following many years of practical class-based work with children of all abilities and age ranges, in collaboration with specialist speech and language therapists, community speech and language therapists and teachers.

Evaluation studies have shown that PTV is highly effective for children with speech, language and communication needs (SLCN) and for those with out-of-age related performance in terms of word knowledge and comprehension skills.

The principles of this Pre-Teaching Vocabulary resource lie firmly rooted in evidence-based practice. A synthesis and amalgamation of the key principles of vocabulary teaching and learning were carried out by the author as part of an MSc in Language and Communication Impairment in Children at The University of Sheffield in 2010.

The academic basis of the Pre-Teaching Vocabulary approach was published in the journal Child Language Teaching and Therapy in October 2014. The full reference is St. John, P.A. and Vance, M. (2014) "Evaluation of a principled approach to vocabulary learning in mainstream classes" Child Language Teaching and Therapy Vol. 30(3) 255-271.

The connection between a child's level of vocabulary and their future academic and life-long achievements is clearly established. It is therefore important to find ways in which word learning can be supported effectively in children with reduced vocabularies. As a result, this study investigated whether a small group daily word-learning programme delivered by the class teacher could cause an improvement in word learning in young children.

The study provided preliminary evidence that a structured, small group approach to vocabulary teaching can have an impact on word learning in pupils aged 5-6 years with language difficulties. The participating teachers in the study also reported increased knowledge and understanding of vocabulary teaching and learning.

This primary PTV research was added to The Communication Trust "What Works" database in April 2014 (<http://www.thecommunicationtrust.org.uk/whatworks>)

What users say about PTV:

- *"I thought it would just be for children with SEN, but I think it would be really useful for whole class vocabulary."*
(KS1/2 teacher)
- *"Why didn't I know about this before? – not just for SEN children – we could use the activities as part of a guided reading session."*
(KS2 teacher)
- *"I have never been shown how to teach vocabulary and yet it is so important, especially how to work with a small group to help them learn how to learn new words & improve their vocabulary."*
(KS1 teacher)
- *"Fabulous to hear of practical intervention grounded in theory. I shall introduce this on Monday."*
(Foundation Stage teacher)
- *"Step 1 works well with all reception children and I use the word wheel as an adult prompt throughout continuous provision."*
- *"Brilliant. Makes so much sense. Just what I've been looking for for years."*
- *"Very practical ideas—will be able to use both at base in mainstream, and in SRP and outreach."*



The
University
Of
Sheffield.



How to use this book:

This booklet, alongside the supporting materials available from the [Widgit.com](https://www.widgit.com) website and my website (pipstjohn.co.uk), provides everything you need to set up the PTV learning method in your classroom.

PTV is a principled approach that aims to develop independent word learning skills for all children, and especially those with speech, language and communication needs (SLCN).

This booklet is written in six sections. Chapter 2 gives an overview of PTV and how to use it. Foundation Stage techniques can be found in Chapter 3. From here, practitioners can select their main area of vocabulary focus. You may wish to concentrate on developing whole class vocabulary teaching and learning—as recommended in Teachers' Standards—(Chapter 4), or work on small, targeted group sessions to boost word learning (Chapter 5). Ideally, you would deliver both universal and specialist vocabulary teaching concurrently.

The approach in this booklet can be used across Foundation Stage to upper Key Stage 2, and for children with SLCN/SEND in Key Stage 3.

It is important that you track children's progress, so this is covered in depth in Chapter 6. There are four main ways of doing this. PTV has two integrated record sheets (one for foundation, one for KS1 and above) and the informal Word Learning Score. You may also wish to use a commercially produced Receptive Vocabulary Assessment. I recommend the BPVS 2nd Edition. This has the capacity to measure progress more successfully than the newer 3rd Edition. This is because the vocabulary age equivalents used in the second edition start from 2.04 years, as compared to 3.09 years in the third. This means the test is more sensitive for learners at the lower end of the age spectrum.

If required, the resources and prompt cards will be updated/modified as and when required on the Widgit and my website.

Pre-Teaching Vocabulary

2. What to do

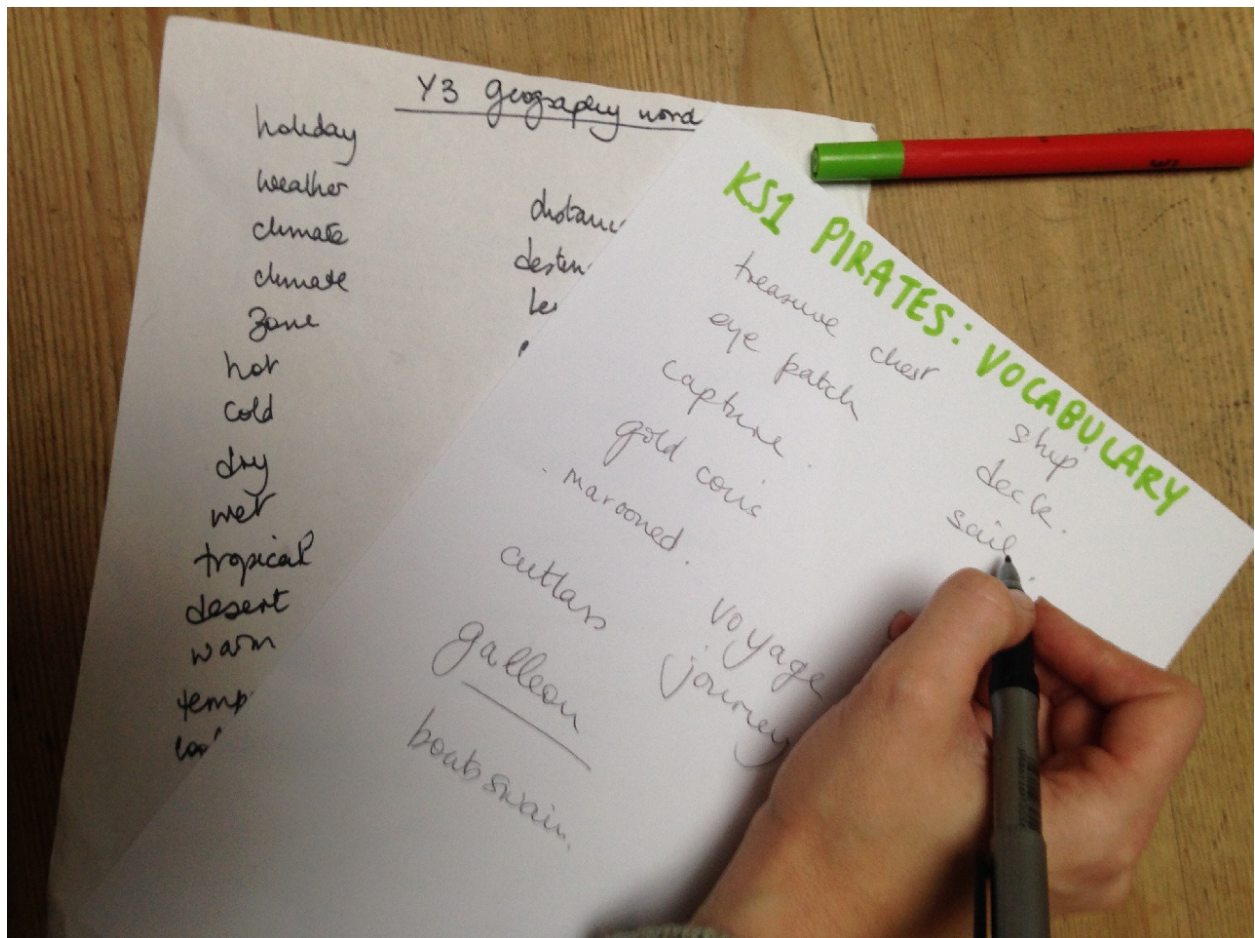
In this chapter you will find the basic building blocks of the PTV method.

- 2.1 Think about which words
- 2.2 Visualise your word
- 2.3 PTV Prompt cards and use of symbols
- 2.4 Overview of prompts for different stages
 - 2.4.1 Foundation / Reception Stage
 - 2.4.2 Key Stage 1 & beyond
- 2.5 Word wheels

2.1 Think about which words

First, you need to establish which words you want to concentrate on in vocabulary development.

Step 1: Choose one curriculum topic area and select a range of words that the children will need to know – this selection will probably draw from the National Curriculum scheme of work. These words should be appropriate for your children and include the relevant verbs / action words. You can later extend your use of PTV across different curriculum areas.



Selecting words for the KS1 topic "Pirates"

Step 2: Divide the words into the 3 categories below using the idea of 'tiers' – these are levels of words based on usage and complexity. Parsons & Branagan 2014 call tier 1, 2 and 3 words "anchor words", "goldilocks words" and "step on words".

Word categories for PTV		
Tier 1	Tier 2	Tier 3
'Anchor' words	'Goldilocks' words	'Step on' words
Basic words commonly used in spoken language	Words that expand a child's general vocabulary.	Specialist words that are used in the context of a theme or topic.
School, home, car, bed, happy, boy, hamburger, clock, hello, food, sister, ball, train station.	Warm, darker, nearly, remarkable, mischievous, awe, light, insist, admire, compare, gentle, obstacle, sarcastic, meticulous.	Metamorphosis, symmetrical, peninsula, parallel, photosynthesis, archaeologist.

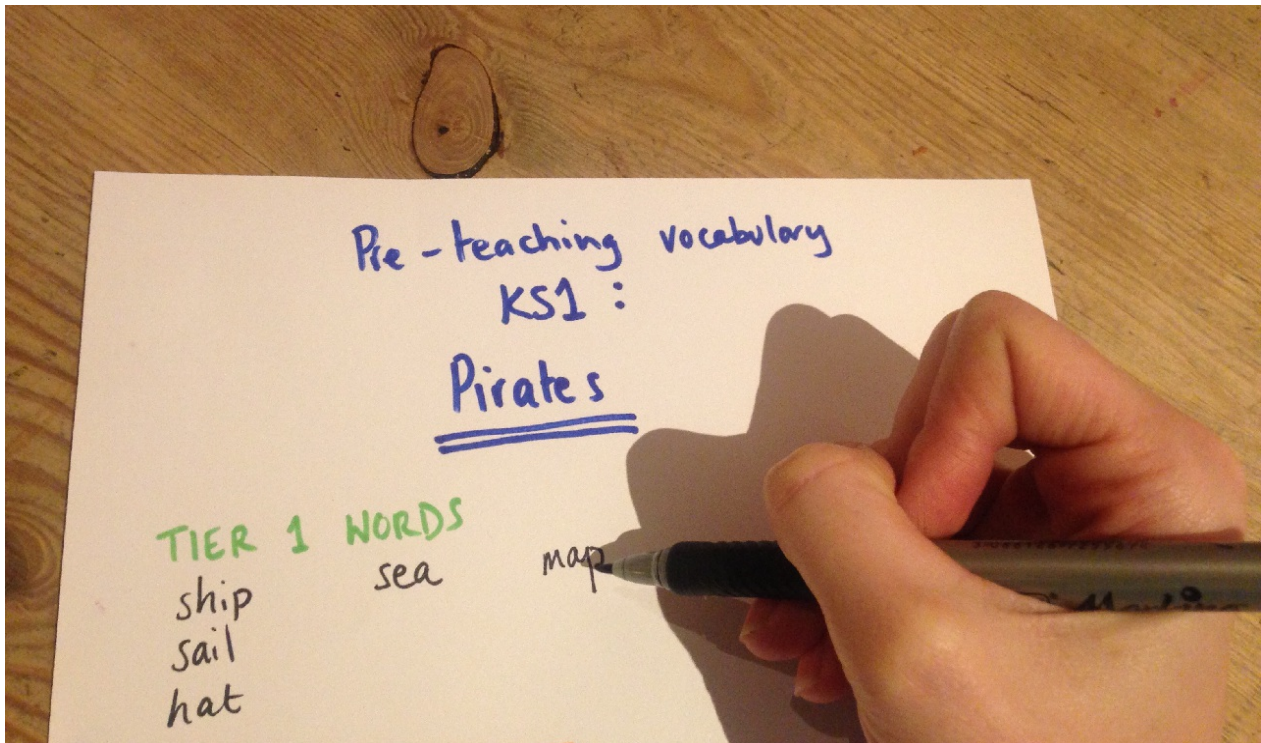


Dividing words for the KS1 topic "Pirates" into tier 1, 2 and 3

Step 3: Focus in. Working on the Tier 2 ("Goldilocks") words can make the biggest difference to children's understanding of a topic. However, avoid words that are similar to one another as these can complicate a child's learning (e.g. teach only the root "digest" rather than "digest", "digestive" and "digestion" together; also try to avoid teaching words with a very similar meaning, such as "impartial" and "unbiased", together), and be sure to clarify words that are both verbs and nouns (such as "brush").

Tier 1 (or 'anchor') words:

These are **basic words commonly used in spoken language.**



Identifying tier 1 words for the KS1 topic "Pirates"

Tier 1 words are heard frequently in numerous contexts and often reinforced by non-verbal gestures and signs. Tier 1 words rarely require explicit explanation and teaching in school. However, it cannot always be assumed that this type of word is frequently heard in the home.

For example: *bed, happy, boy, hamburger, clock, hello, food, sister, ball, train station and toy.*

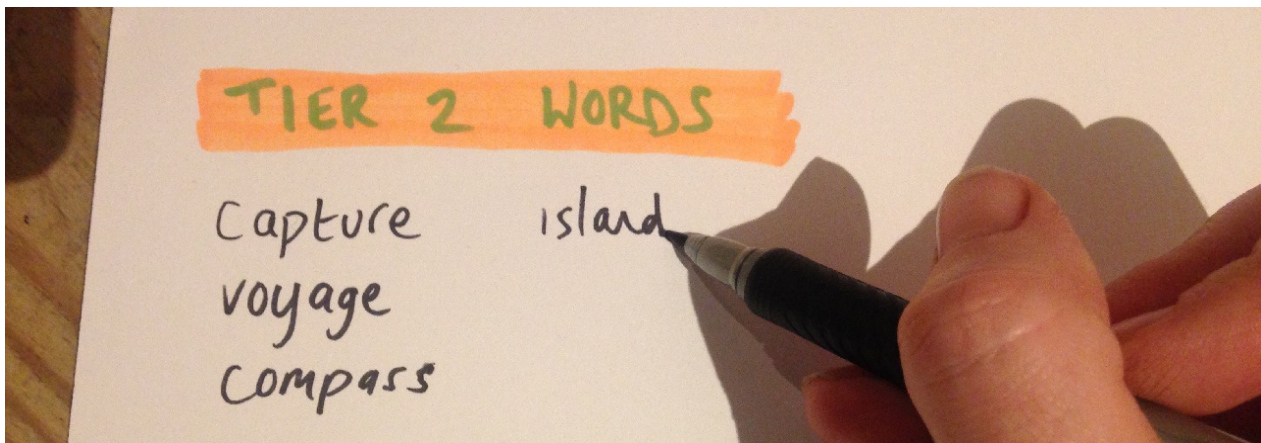
Tier 2 (or 'Goldilocks') words:

These are **words that expand a child's general vocabulary.**

Tier 2 words are not considered to be 'common' words and often appear in specialist situations rather than in everyday conversation. They are not too easy, not too hard, but just 'right' to enhance a child's understanding, and are as such known as 'Goldilocks' words. They are likely to be regularly encountered, and the average adult has a good number of them in their vocabulary.

These words are often not the most basic way to express an idea; instead they represent the more sophisticated vocabulary of the written word. They are vivid verbs, adjectives, adverbs and specific or abstract nouns: the very words that aid reading comprehension and can have an impact on the quality of the spoken and written language of children.

To gain the most benefit from PTV, when choosing your words think about focusing on the multi-use, curriculum spanning Tier 2 'Goldilocks' words. These will enable children to apply their vocabulary learning across subjects and increase their word retention.



Tier 2 words for "Pirates". These 'Goldilocks words should be the focus of vocabulary teaching

For example: *warm, darker, nearly, remarkable, mischievous, awe, light, insist, admire, compare, gentle, obstacle, sarcastic, meticulous.*

Suggestions for selecting Goldilocks words:

Conceptual understanding: do the children already have ways to express the concepts? Would they be able to explain these words using the words they know already?

Instructional potential: can the words be worked with in a variety of ways so that children can build rich representations of them and make connections to other words and concepts?

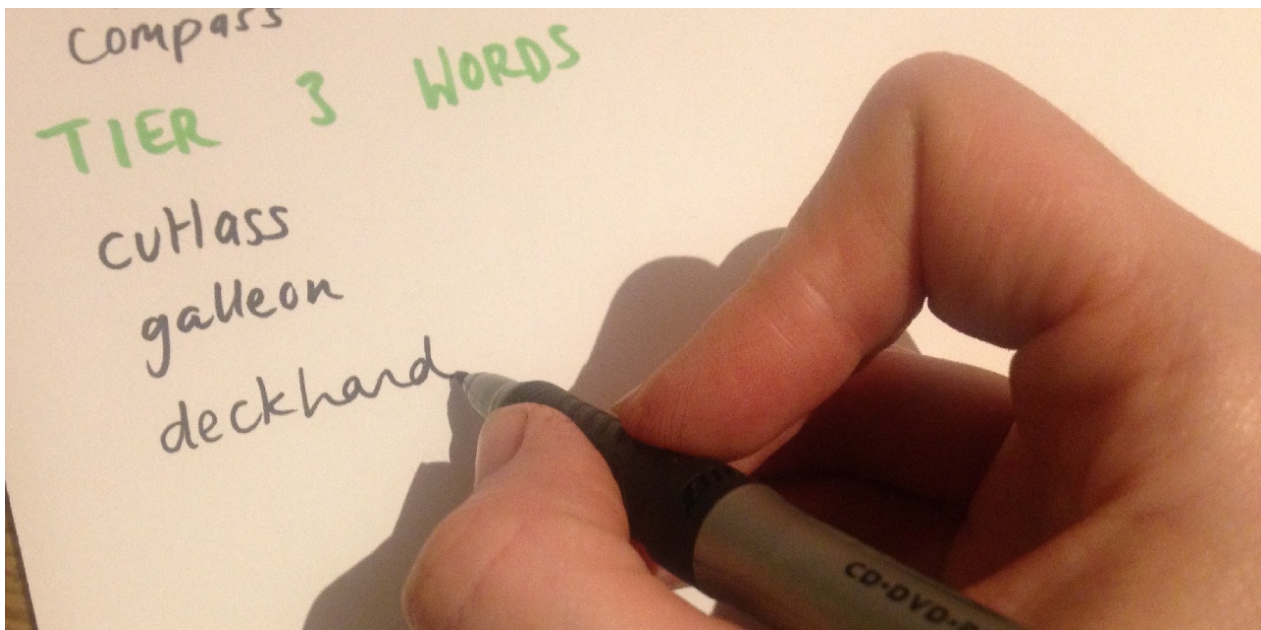
Importance and utility: Are the words characteristic of confident language users, and do they appear across areas of learning?

Tier 3 (or "step on") words:

These are **specialist words that are used in the context of a theme or topic.**

Tier 3 words appear in more specialist situations and rarely in general use in everyday conversation. They tend to be limited to specific domains and subject areas (science, mathematics etc.) and are central to building the knowledge and conceptual understanding of the subject or content. This subject specific vocabulary must be taught as they are the key words of the curriculum area. However, they do not have the same wide application as Goldilocks words.

For example: *location, metamorphosis, symmetrical, peninsula, parallel, photosynthesis and archaeologist.*



Identifying more advanced tier 3 words for the KS1 topic "Pirates"

Further Reading For more on Goldilocks words, see:

Beck, I.L. McKeown, M.G. & Kucan. L. (2002) *Bringing words to life: Robust Vocabulary Instruction*. New York: Guilford Press.

Parsons, S. & Branagan, A. (2016) *Word Aware 2: teaching vocabulary in the early years*. Speechmark.

Parsons, S. & Branagan, A. (2014) *Word Aware: teaching vocabulary across the day, across the curriculum*. Speechmark.

2.2 Create a visual representation of your words

Once you have selected the vocabulary words you wish to focus on, you need to create a collection of pictures (and if possible, real artefacts) to represent these words. Use the picture focus to be a word detective and investigate / talk around the word using the prompt cards.

It's best to store these pictures digitally, so the same picture can be used across the range of PTV teaching activities. Be sure to store your pictures systematically. Ideally each file should be named with the word itself (it's much easier to find `voyage.jpg` than `IMG3607.jpg`!).



Photos for the KS2 topic "World War II". Clockwise from top left: tank, leader, ration, evacuate, medal, army, shelter, air raid.

Note: if you're using Google Images to find pictures, be sure to copy the full size image, rather than the initial thumbnail. This will ensure the images are good quality and not pixelated if large sizes are used in class displays.

2.3 PTV prompt cards

After deciding on the vocabulary you want to teach, you then need a set of **vocabulary prompt cards**. The same set of cards can be used to help children learn each of your targeted vocabulary words. The number of prompt cards you need depends on the level at which you are teaching, and the level of comprehension you hope to achieve with your students.

This PTV resource pack includes a range of prompt cards that can be used from Foundation Stage to KS1, KS2 and KS3. All the PTV prompt cards are included in the PTV Resources Pack. These will be updated with additional prompts as and when needed.

The PTV Resource is available for free at www.widgit.com. To find, search for 'Pre-Teaching Vocabulary'. The PTV Resources Pack requires Widgit's InPrint 3 software to open.

What is a prompt card?

The purpose of the prompt cards is to encourage children to think like word detectives.

Used together, they provide a systematic process that children can use to explore the meaning and structure of new words. With repetition, this process can be internalised and independently used by a child when encountering any new word into the future.

Each vocabulary prompt card asks a key question for word knowledge. There are six basic questions, each one of which identifies a fundamental aspect of word knowledge, which can be used from reception or even nursery age, and children with SEND (step 1).

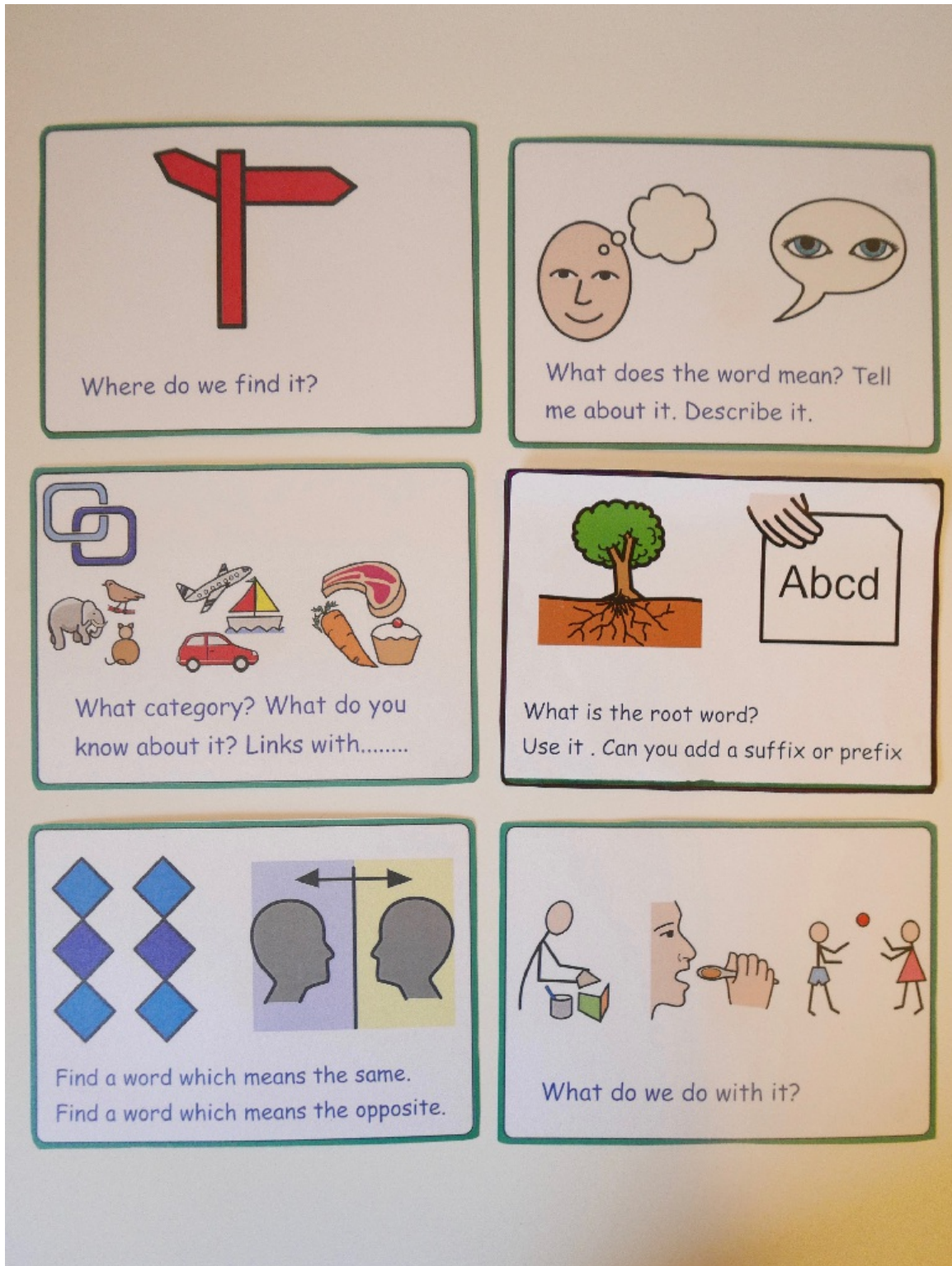


These six fundamentals are then built upon by four further questions that demand a higher level of comprehension (step 2), and three final questions for step 3. These questions are targeted towards KS1 and above (see section 2.4).

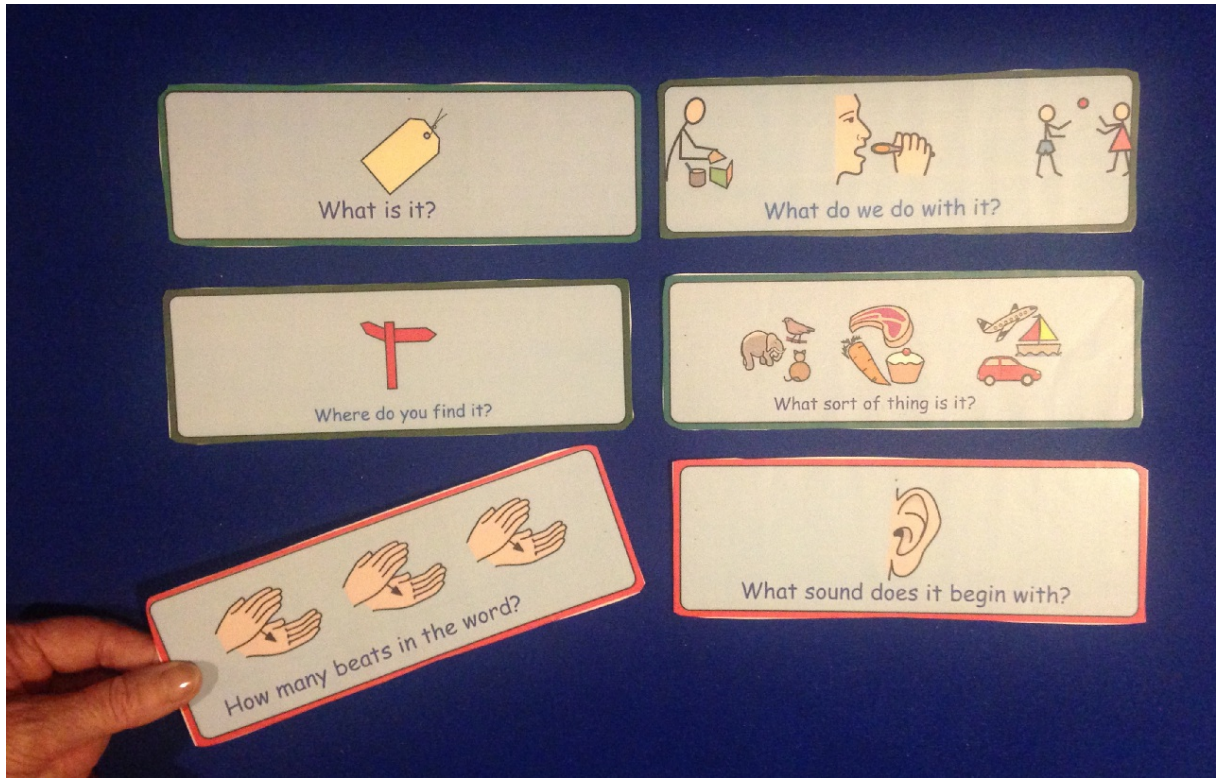
The design of the prompt cards uses colour coding and symbols to identify key aspects of word knowledge.

2016 update: root word

Originally, there were only twelve prompt cards (six basic cards for step 1, then six further cards for steps 2 and 3). As of 2016, in response to Government grammar directives, I have now added a new prompt card to step 2 and 3. This focuses on the linguistic root of a word. Teachers familiar with the pre-2016 PTV method should note the addition of the new prompt.



Additional step 2 and 3 prompt cards with new "root word" prompt shown centre right.



The step 1 vocabulary prompts. These small prompt cards are designed for small group work.



Vocabulary prompts on display in a classroom.

2.3.1 Colour coding

This pre-teaching vocabulary strategy incorporates the following areas:

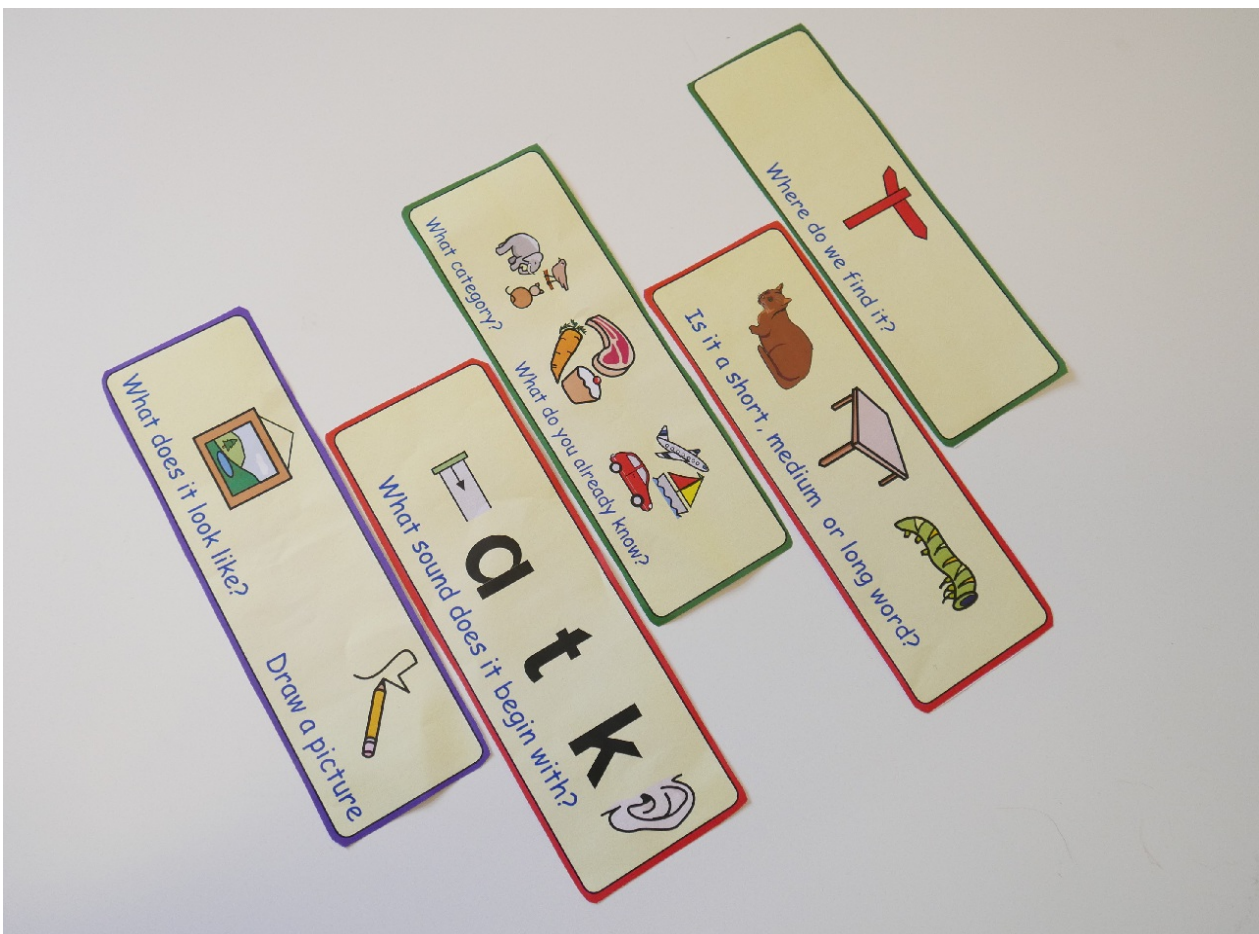
- Word knowledge
- Phonological awareness
- Kinaesthetic / visualisation

These learning areas are colour coded on the prompts for clarity.

Word knowledge prompts are **"Green for what it means"** green means a focus on the **semantic characteristics** of word.

Phonological awareness prompts are **"Red for what is said"** red means a focus on the **phonological characteristics** of word.

Kinaesthetic or visualisation prompts are **purple**. Purple means a focus on actions and images that represent the word. This category can be extended to also include other non-semantic or non-phonological word information, such as grammar and syntax.



2.3.2 Use of symbols

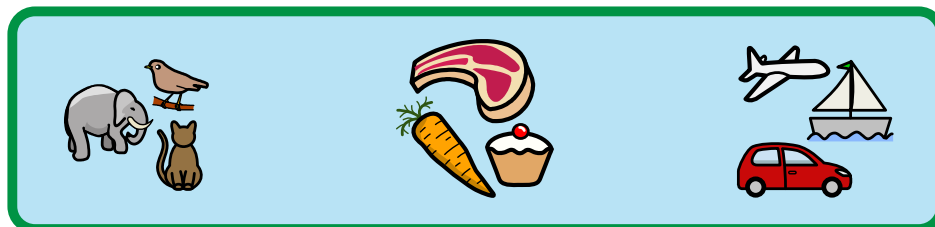
The PTV prompt cards use Widgeo symbols. Widgeo have pioneered the use of symbols in learning and communication for over 30 years. Their symbols are used around the world in teaching materials in print, onscreen and online. InPrint 3, a Widgeo product, is a desktop publishing programme which can easily be used for creating picture / symbol-supported resources for printing. www.widgeo.com

The CIP Widgeo symbols used on prompt cards aren't selected as direct iconic representations, but as aids to guide children's thinking about words and their linguistic features.



"What do we do with it?" prompt card (FUNCTION of a word):

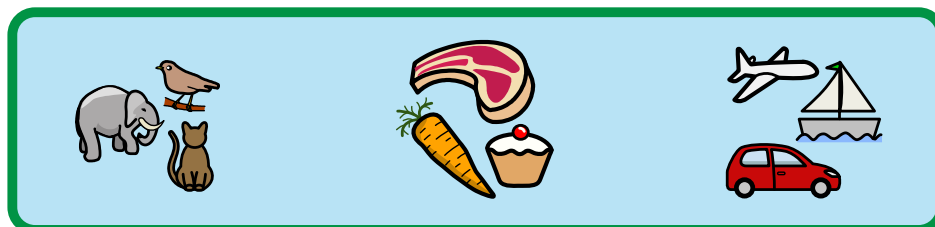
Do we make it? Do we eat it? Do we play with it? What parts does it have?
(Note green border for focus on **semantic characteristics** of word)



"What sort of thing is it?" prompt card (CATEGORY of the word):

Is it an animal? Do we eat it? Do we travel in it?

(Note green border for focus on **semantic characteristics** of word)



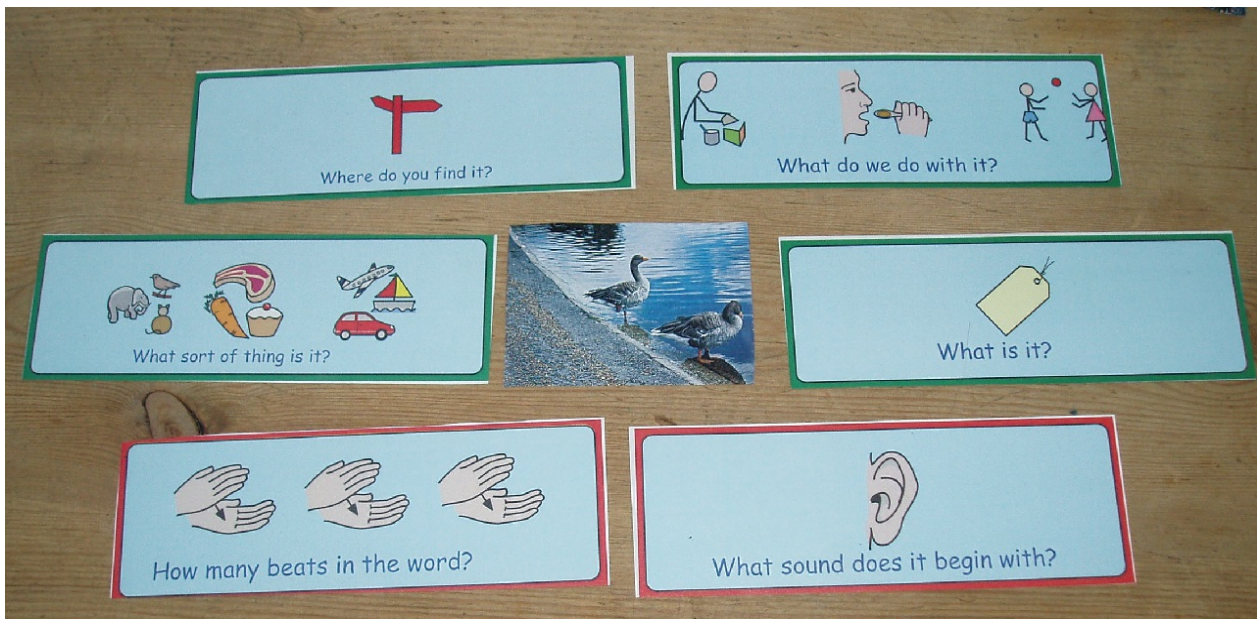
"Is it a short, medium or long word?" prompt card (SIZE of word):

Is it the same size as the word cat / table / caterpillar?

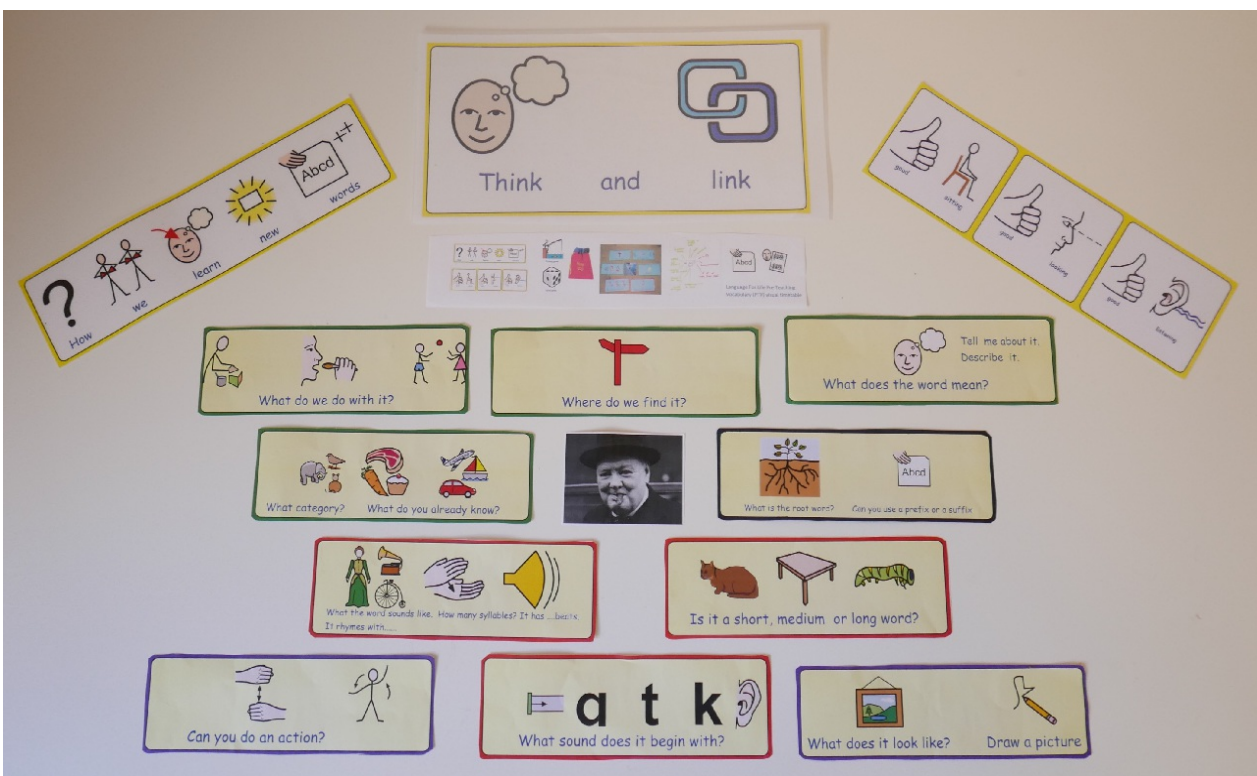
(Note red border for focus on **phonological characteristics** of word)

To use, display the prompt cards with your word photos

The PTV prompt cards are designed to be used in conjunction with the visual representations of the words to promote **whole brain, multi-sensory learning**. Simply display the vocabulary prompt cards alongside the visual representation created in section 2.2.



The Step 1 prompts, here being used for the word "fowl".

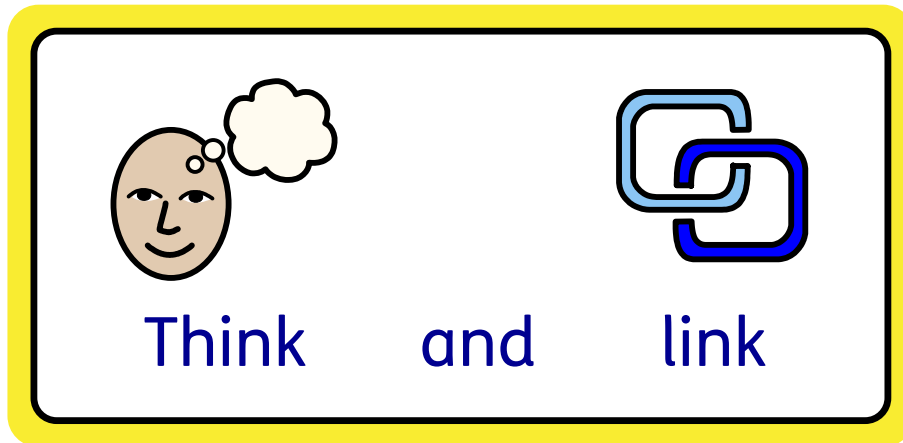


The step 2 prompts shown in action with other visual supports.

2.3.3 Supporting prompts

Alongside the vocabulary prompts, there are two **supporting prompt cards** that can be integrated into word learning displays to encourage important aspects of vocabulary learning. These are "**think and link**" and the "**visual timetable**".

Think and Link



This prompt is used to model / act out the importance of thinking around a word (especially when it's new) to encourage children to pause and try to gather any other ideas / information they may know about the word – and explore how to link it with other words in a topic area. This linking is essential for robust word storage and word retrieval.

You can also encourage linking by using a gesture, such as touching your head and then grasping the fingers of both hands together.

Visual Timeline

Language For Life Reception Vocabulary Box visual timetable



The PTV visual timeline provides a pictorial sequence of the structure of all activities that will be undertaken during a session. A visual timeline is a pictorial account of a task or a child's routine throughout the day, or in this case, the activity.

A visual timeline can be used individually with children or as part of a whole group setting. Visual timelines can be used to support children in a number of ways. For example, children with difficulty understanding language may benefit from visual timelines because of the extra processing time they allow.



There are three visual timelines (one for reception, one for making word knowledge maps, and one for sentence making picture definitions) included in the PTV resource pack.

Visual support strategies such as visual timelines allow children more time to process information. Information in working memory is easily lost through distraction or overload. If there are no external reminders of what they need to be thinking about, and the original verbal instruction has been forgotten, children might guess, become distracted, or give up.

Many children learn better when supported with visual pictures because they tend to be visual learners. Therefore, visual timetables can maximise a child's strengths to support other areas of development that are perhaps more difficult. Some suggest that using symbols and visual timelines as part of a multisensory teaching approach helps children behave well, develop literacy, be motivated, remind and reinforce concepts they know and lead to more independence. The extra visual support can be useful to children who are learning English as an additional Language.

2.4 Overview of PTV prompts for different stages

This table summarises the use of prompt cards at Nursery, Reception, and Key Stage 1 and 2, the methods for which are described more fully in the following sections.

Nursery*	Reception (Chapter 3)	Pre Teaching Vocabulary KS 1 and 2 (Chapters 4 & 5)
<p>4 prompt cards:</p> <p><i>(Black frame / white background)</i></p> <ul style="list-style-type: none"> • Name • Function • Location • Category 	<p>6 prompt cards:</p> <p><i>(Black frame/white background)</i></p> <ul style="list-style-type: none"> • Name • Function • Location • Category • Syllables • Beginning sound 	<p>6, 10 and 13 prompt cards:</p> <p><i>(Green & red frame / blue background)</i></p> <ul style="list-style-type: none"> • Name • Function • Location • Category • Syllables • Beginning sound <p><i>Step 2 (10 prompt cards green, red and purple frame yellow background)</i></p> <ul style="list-style-type: none"> • Name • Function • Location • Category • Root Word • Syllables / rhyming • Beginning sound • Word size • Action • Draw a picture <p><i>Step 3 (13 prompts cards green, red & purple frame white background)</i></p> <ul style="list-style-type: none"> • Name • Function • Location • Category • Root Word • Syllables / rhyming • Beginning sound • Word size • Action • Draw a picture • Put the word in a sentence • Visualize • Synonyms /Antonyms

2.4.1 Foundation/ Reception stage prompts

These are six prompt cards for word learning at reception/foundation stage. These are:

Name: What is it?

Function: What do we do with it?

Location: Where do you find it?

Category: What sort of thing is it?

Syllables: How many beats to the word?

Beginning Sound: What sound does it begin with?

These have a white background and black edges. They do not use colours to differentiate between semantic and phonological information, as children of this age are typically not developmentally ready for such abstract conceptualisations.



The six foundation stage prompts, being used to help children learn the word "acorn".

2.4.2 Key Stage 1 & beyond

For Key Stage 1 and beyond, the PTV prompt cards are differentiated into three steps, each with a different coloured background (blue for the first step, which is the same as the reception/foundation prompts; yellow for the second step; and white for the third). The steps build progressively upon each other and are interlinked.

By using 3 different colours, the cards give the child a sense of achievement and help them feel they are moving on in their learning. This also provides 3 levels of differentiation that can be used across a mainstream classroom to engage all learners at whatever level they may be.

The borders of the PTV prompt cards are also coloured, in green, red or purple. These are "green for what it means" and "red for what is said" to reinforce the semantic and phonological storage of the word. Purple frames represent the kinaesthetic characteristics of the word: can you see it? Is there an action?

Using PTV visual prompt cards

Pre-teaching of curriculum vocabulary using prompt cards can be done in various ways:

- 1. Individual/specialist:** using prompt cards over a 10 to 15 minute session.
- 2. Small group targeted / guided reading / guided talking session:** using prompt cards over a 15 minute session.
- 3. Whole Class / Universal:** a 5 minute session can be integrated into the introduction to any lesson or learning opportunity when new and recently acquired vocabulary is being used. Use A5 washing line or A4 display cards.

Step 1: 6 prompt cards with blue background

Step 1 is the very basic scaffold for learning the different features needed to consider when learning a new word.



Step 1 PTV prompts for the word "pour".

Name: What is it?

Function: What do we do with it?

Location: Where do you find it?

Category: What sort of thing is it?

Syllables: How many beats to the word?

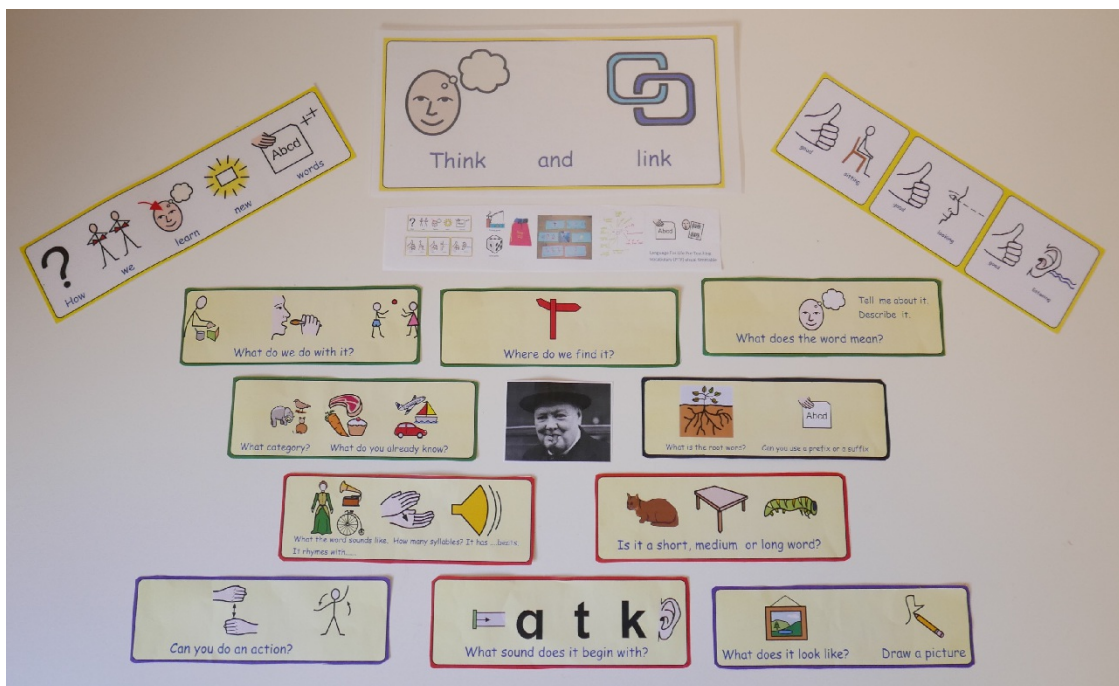
Beginning Sound: What sound does it begin with?

Step 2: 10 prompt cards with yellow background

Step 2 incorporates the original 6 PTV prompts with 4 more word learning features to consider when learning a new word: **word size, action and drawing a picture**.

Once the children are comfortable in using these 6 cards start to gradually introduce the yellow Step 2 cards. I recommend using the size and rhyming cards first (red edged – red for what is said). As soon as you can, swap all the blue cards for yellow ones as this will build in success and the children may see themselves moving on in their learning.

The change to a yellow background is deliberate; it shows children how they are increasing their skills when learning a new word (and hopefully a sense of achievement in their progress) and also provides teachers and adults a level of differentiation in developing their children's thinking skills.



Step 2 PTV prompts for the word "leader"

Questions to ask:

1. What does the word mean? Tell me about it. Describe it.
2. What do we do with it? What parts?
3. Where do we find it?
4. What category? What do you already know? What does it link with?
5. What is the root word? Can you use a suffix or a prefix?
6. What does the word sound like? How many beats does it have? What does it rhyme with?
7. What sound does it begin with?
8. Is it a short, medium or long word?
9. Can you do an action?
10. What does it look like? Can you draw a picture?

Step 3: 12 prompt cards with white background

Step 3 incorporates 3 more word learning features to consider when learning a new word: **synonyms, visualisation and putting the word in a sentence.**

The change to a white background is deliberate; it shows children how they are increasing their skills when learning a new word (and hopefully a sense of achievement in their progress) and also provides teachers and adults a higher and more advanced level of differentiation in developing their children's thinking skills.

If children are working at the level of comprehension necessary for step 3, they will usually not be part of a small or targeted group, as their word learning will be good. Step 3 prompts are thus primarily for whole class teaching.



Questions to ask:

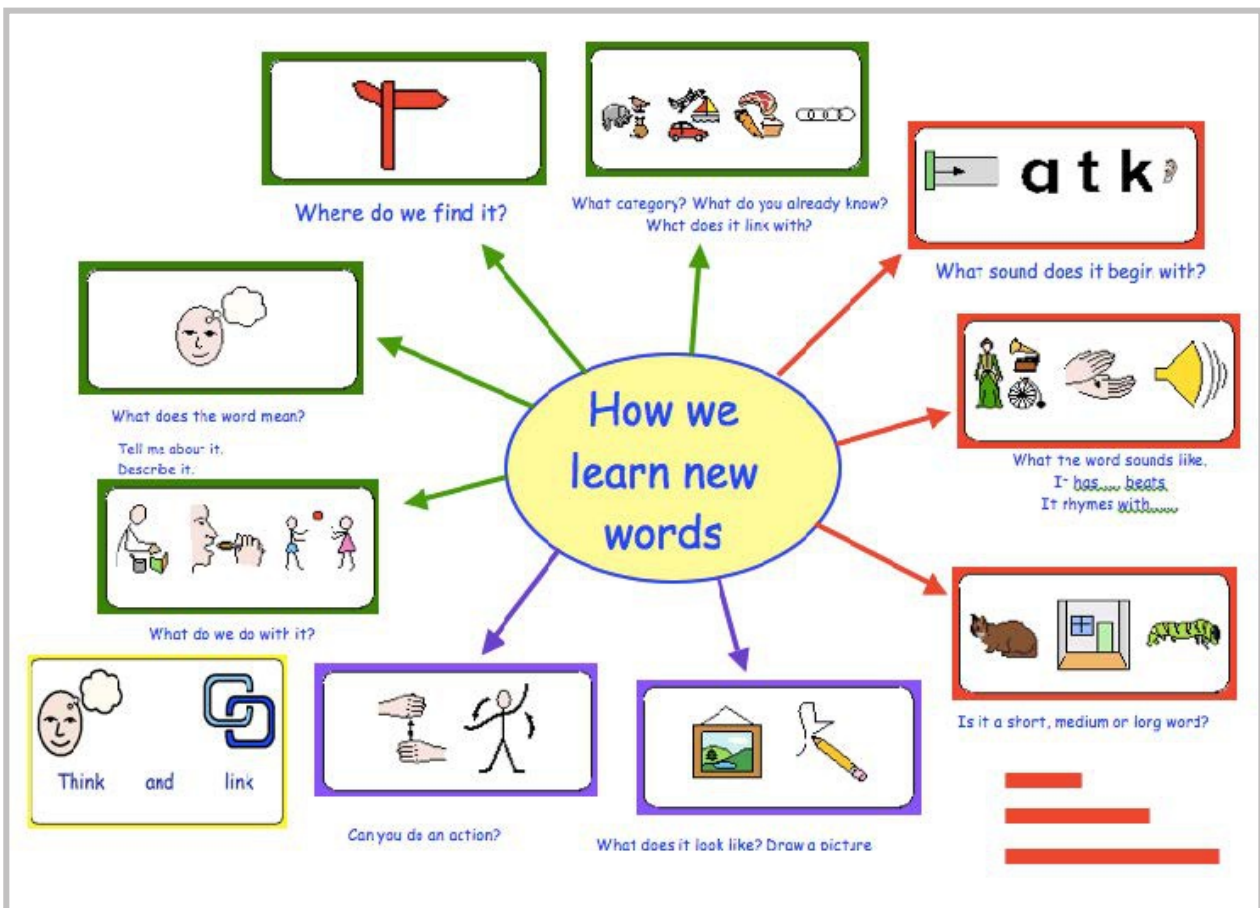
1. What does the word mean? Tell me about it. Describe it.
2. What do we do with it? What parts?
3. Where do we find it?
4. What category? What do you already know? What does it link with?
5. What is the root word? Can you use a suffix or a prefix?
6. Can you find a word with the same meaning? Can you find a word with the opposite meaning?
7. What does the word sound like? How many beats does it have? What does it rhyme with?
8. What sound does it begin with?
9. Is it a short, medium or long word?
10. Can you do an action?
11. What does it look like? Can you draw a picture?
12. Can you picture it in your head?
13. Can you put the word in a sentence?

As an extension activity, children can further explore their word knowledge and think about other things they may know about the word, such as grammar (is it a verb, noun, adjective?).

2.5 PTV Word Wheels

Word Wheels are a smaller, desktop version of the larger class prompts. The prompts are arranged in a wheel formation on a single document to allow children to make notes about what they know about a word.

Word Wheels are *aide memoires* for teachers to use to scaffold the way they talk about topic words within both whole class delivery and conversations with children in order to develop and extend exposure to a word.



A Word Wheel: all the prompts are included on a single sheet for easy desktop reference.

Pre-Teaching Vocabulary

3. PTV For Foundation Stage (Nursery and Reception)

In this chapter you will find activities that can be used to teach vocabulary at foundation stage.

3.1 The reception vocabulary box

3.1.1 Positional activity

3.1.2 Topic word games (naming game, dice game, fishing game, question game)

3.1.3 Word song

3.2 Progress recording

The Vocabulary Box should contain the following:

- Listening Rules prompt cards
 - Good sitting
 - Good looking
 - Good listening
 - Sit-look-listen picture strip
- Visual timetable
- Number related resources (magnetic numbers initially 1 to 6 and board, two red boxes one big and one little, dice envelopes)
- Big and little coloured boxes
- Dice pockets
- Big and little dice
- Feely bag
- Magnetic fishing rod
- Paper clips
- Small box for fishing in
- Yellow teddy
- Big and little coloured spots (reward stickers)
- Vocabulary prompt pictures (Black edged white background)
 - What do you do with it?
 - Where do you find it?
 - What sort of thing is it?
 - What is it called?
 - Clap the beats in the word
 - What sound does it begin with?
- Class based topic pictures and games for developing vocabulary (including verbs)



The visual timeline (see page 42) is displayed to communicate the structure of the sessions

Reception Vocabulary Box Group Script

Each week:

- Introduce one of the listening rules.
- Daily 10 to 15 minute intervention using the 3 activities/ games (positional, topic word naming and question games) with a group of targeted children (maximum 6)

Stickers:

Use plain coloured circles. Alternate between 'big' stickers one day and 'little' stickers the next day so that you get the opportunity to say things like "You can have a little blue sticker."

In the later weeks of the intervention you can ask the children which sticker they want i.e. "Please may I have a big/little red/blue sticker."

Each day:

- Introduce the listening rule for the week.
- Tell the children that they will get a sticker if they remember to use that rule during the games today.

3.1.1 Vocabulary box games: positional activity



Positional activity: numbers can be positioned on, under or inside the big and little boxes.

- Place the numbers 1-6 on a magnetic board in the correct sequence.
- Show each child the number board and ask them to take off the number that you say.
- When every child has a number, introduce one red 'position' box and say that you are going to tell them where to put the number. (Introduce size contrast big /little boxes by week 5/6, earlier if the children show a secure understanding of the prepositions)
- Say that you might ask them to put it 'in', 'on' or 'under' the box (demonstrate each place as you say it).
- Place the box in front of the first child with the open end facing towards them.
- Say "Listen carefully and I'll tell you where to put your number."
- Let each child have a turn and vary the instructions randomly so that some get 'in', some 'on' and some 'under'.
- As the sessions develop and the children are secure with 'in', 'on' and 'under' you can extend the prepositions to include 'next to', 'behind' and 'in front of.' Again depending on children's understanding of big and little you may need to use one box when introducing the new positional vocabulary.

3.1.2 Reception vocabulary box games: topic word activities

Using the particular category (or categories) being targeted that week, play the following games. The games should be played in the following order: first, a naming game (dice or fishing) then the question game. This is because the naming games deal with categories, which should be introduced first, and the question games with specifics, which build upon category knowledge.

Similar games can also be used for KS1 and beyond, but in reception we do not over emphasise the difference between semantic or phonological features of words.

Naming games: dice & fishing games to reinforce category

Depending on the size of the group (maximum 6) choose the appropriate number of pictures / photographs to use in the PTV session. Use these selected pictures for every session, generating if appropriate a word knowledge map and picture definition. At all times making explicit links with all the other topic words and reinforcing the topic category.

Once you feel the group 'know' the word replace it with another of the selected Tier 2 words –replace no more than 2 pictures at one time to support explicit links between the category words and consolidate learning.

Put all the topic pictures / photographs on the table and say:

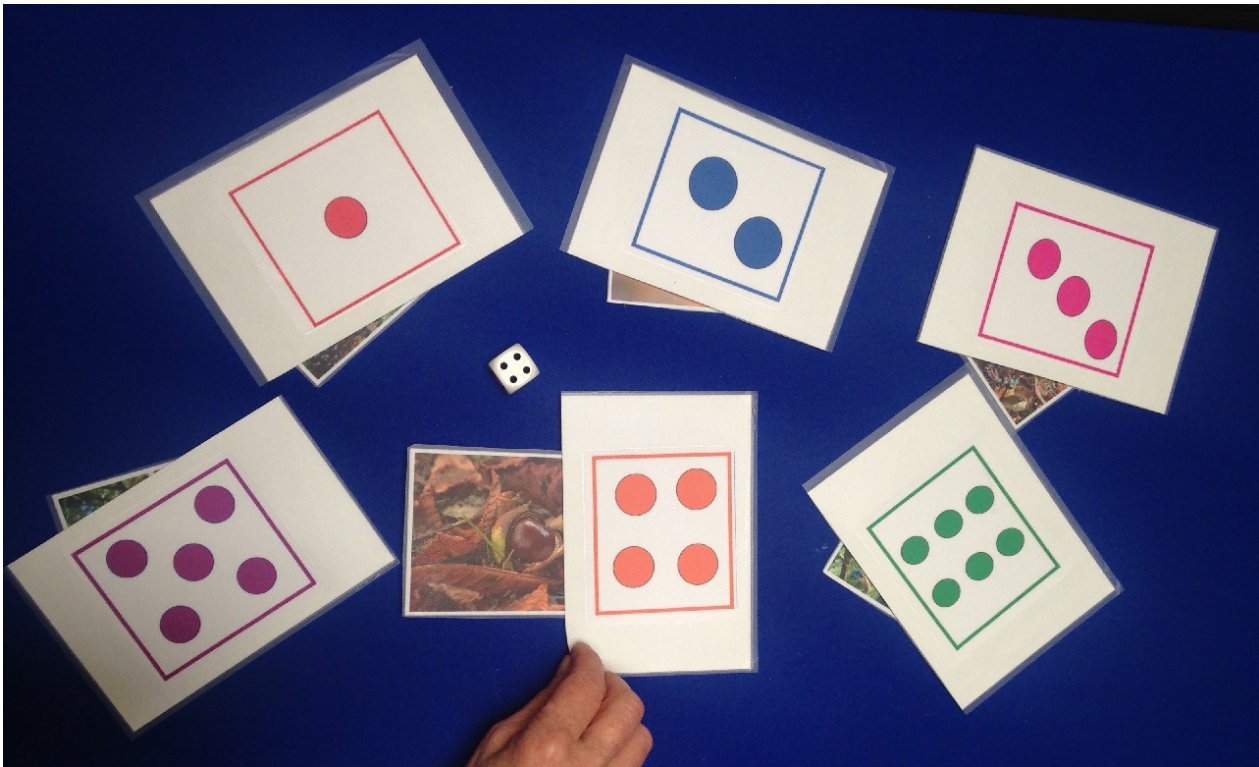
"In [animals and insects/people who help us/festivals/any other category] we need to learn all these new words."

Show each of the pictures in turn saying:

"This is the picture to help you learn the word [autumn/nurse/Diwali/any other word]."

Then either place the picture in the dice envelope or put a paper clip on the picture and play one of the two naming games, either the dice or fishing game.

Dice Game for naming topic nouns and verbs



Throughout the game use both the key word and category as often as possible to increase exposure to the word.

After placing 'key word cards' or pictures in the envelopes labelled with dice numbers say to the first child:

"Roll the dice for an [animals and insects/people who help us/festivals/any other category] word."

Then ask child to take out one picture from the envelope and say

"You've got [autumn/nurse/Diwali/any other word]."

Pause to give the child time to respond but if they don't, or wrongly name the item, say "It's..." so that you are prompting for the article and the word. Further prompt with initial letter sounds and if they cannot give you the word, then say the word using both the key word and category.

Leave the picture on the table. Repeat the requests with the other members in the group, each taking turns to throw the dice and take a picture out of the envelope with the same number on it. Adult to maximize exposure to key word and category at all times.

Fishing Game for naming topic nouns and verbs



Throughout the game use both the key word and category as often as possible to increase exposure to the word.

After introducing the category, putting a paper clip on each picture, place on the table picture side down.

Give the first child a magnetic fishing rod and let each child have a turn to fish for a picture, saying:

"Fish for an [animals and insects/people who help us/festivals/any other category] word."

Then ask child to fish for one picture and say:

"You've got [autumn/nurse/Diwali/any other word]."

Pause to give the child time to respond but if they don't, or wrongly name the item say "It's..." so that you are prompting for the article + the word. Further prompt with initial letter sounds and if they cannot give you the word, then say the word using both the key word and category.

Leave the picture on the table. Throughout the game use both the key word and category as often as possible to increase exposure to the word. Repeat the requests with the other members in the group, each taking turns to fish for the topic pictures.

After all the pictures have been used say to the children, "Now I'm going to collect all the [animals and insects/people who help us/festivals/any other category] words into my 'question' bag. Look at all the pictures. Who's got [autumn/nurse/Diwali/any other word]?"

As the child gives you the picture ask them to name it again. "You've got..." thereby ensuring disguised repetition and use of both receptive and expressive spoken vocabulary.

After playing either the dice or fishing naming game, you can then progress to the "Word Detective" question game.

"Word Detective" question game

This uses the question prompt cards, Feely Bag and objects related to the topic.



- Give the feely bag (containing one object/picture) to one of the children. Show the child the first question card and ask them to name the object by saying **"What is it?"** pause, then provide the name if not known.
- Ask them to pass the item/object to the child next to them and then you ask that child the question **"What do we do with it?"** (if it is appropriate for that category - this may be a difficult questions for the 'animal' category). If they don't know the answer help them with a forced alternative question (e.g. "Do we eat it or wear it?").
- Ask them to pass on the picture to the next child and you ask, **"Where would you find it?"**
- Carry on in this way until you have asked the other questions **"What type of thing is it?"** (e.g. food, animal), i.e. category – a lot of help and support may be needed here for some time with adult modelling how to classify and categorise.

- **Clap the beats in the word** (Allow all children a turn at clapping the word.) If the child has difficulties clapping the word ask the child's permission to take their hands and clap the word with them.

Then ask the children together:

"What sound does it begin with?"

Provide lots of modelling as this is purely an auditory activity to raise the child's phonological awareness of the beginning sounds in words. The adult's role is to emphasise the initial sound and to support the child in becoming aware of hearing these beginning sounds in words. Do not expect any child identified for the Vocabulary Box to be able to match a phoneme with a grapheme as this is too soon in their development. If in doubt please talk to your Literacy/ CLLD lead in school.

The prompt cards should be used in this order:

Word knowledge

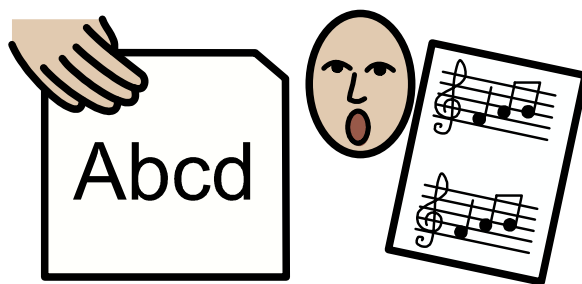
- 1. What is it?**
- 2. What do we do with it**
- 3. Where would you find it?**
- 4. What type of thing is it?**

Phonological awareness

- 5. Clap the beats in the word**
- 6. What sound does it start with?**

3.1.3 Vocabulary Box Word Song

Word learning should be fun.



To help the children remember the word selected in the Question Game and used in the word knowledge map put it into a song. For example:

"The word of the day is **pour, pour, pour,**
The word of the day is **pour, pour, pour,**
The word of the day is **pour, pour, pour,**
Listen for **pour, pour, pour, pour."**
Sung to the tune of "Wheels on the bus"

"What do we do with **condensation?**
What do we do with **condensation?**
What do we do with **condensation?**
Condensation wets our windows."
Sung to the tune of "Drunken Sailor"

For more song ideas visit www.pipstjohn.co.uk

3.2 Progress recording

The aim of the reception vocabulary box is that by the end of the initial 8 weeks, each child will understand and use the vocabulary that they are meeting in the groups. Extensive record keeping is not required. A progress report template is included in the PTV resource pack (see page 44).

For the report, you only need to record the date of each group, the names of the children and the category being covered. You may also wish to list the vocabulary covered for the week.

The comments column is only for you to record things that a child finds particularly difficult i.e. the words and the prepositions they do not know, so they can be carried over into the following week.

For more information about this resource and how it has been used, see:

www.c4eo.org.uk/themes/earlyintervention.

St. John, P. (2010) *Language for Life Reception Project*, Blackburn Centre for Excellence & Outcomes in Children and Young People.



PTV resources for whole class use (Foundation stage and Year 1)

Pre-Teaching Vocabulary

4. Universal whole class: vocabulary teaching learning

In this chapter you will find out how to use PTV to deliver Quality First Teaching to a whole class across Key Stage 1 and 2 levels and beyond.

- 4.1 Whole class PTV aims
- 4.2 Whole class PTV wave 1: what to do
 - 4.2.1 Materials needed
 - 4.2.2 Activities
- 4.3 Word Knowledge Maps
- 4.4 Making word lists for class-based desktop reference
- 4.5 Colour the curriculum
- 4.6 Mathematical and more abstract vocabulary
- 4.7 Word Games
- 4.8 'Wuzzles'

4.1 Whole Class PTV Aims

- To **introduce new words and key vocabulary** across the curriculum, **within a supportive context** in order to **enhance the learning and comprehension of all children**.
- To **model a range of strategies for learning and remembering new vocabulary** using PTV visual prompt cards (these can be used in A5 for a washing-line and A4 as a frieze to model the semantic and phonological learning features of a new word).
- To be able to **differentiate teaching delivery** and **support the questioning of children with out-of-age-related comprehension and vocabulary levels**.

4.2 Whole class PTV wave 1: what to do

Maximize every opportunity to 'talk around' the curriculum vocabulary as you talk generally to the class. A child needs to learn a lot about a word in order to remember how the word sounds and what it means.

The following features and uses of the word should be covered:

- **Picture and Symbol:** link it to a visual
- **The sound of the word (phonology):** clap syllables, rhyme, initial sound, say to partner
- **What does it mean (semantics):** what is the word's meaning, what do you do with it, where do you find it, what parts does it have and different contexts? What is the root word? Can you add a suffix or prefix?
- **Act it or gesture**
- **Use a song or rap**
- **Put it into a sentence**
- **Put the word onto a word wall**

4.2.1 Materials needed:

- **Vocabulary and Think and Link prompts** – the PTV Resource Pack contains all the different sized prompt cards. These can be displayed in A5 on a washing line and hanger, A4 on a frieze or on a transfer for the interactive white board.
- **Picture or symbol that represents the word** – again, these should be able to be displayed on a washing line, Velcro board or coat hanger.
- **Word box or bag** for the different pictures / symbols
- **Flip chart / big sheet / white board** to make whole class word knowledge map
- **Space on the classroom wall** for a Word Wall display



4.2.2 Whole class activities:

1. Establish the 'no hands rule' for active listening. Reassure the children that it's okay when you don't know a word. Model for the children saying, "I don't know that word yet."

2. Use a poster, Velcro board, coat hanger (the kind for trousers, with clips) or a pegged washing line to display the individual PTV prompt cards.

Hang with the heading 'How to learn new words' and explain to the children you are teaching them how to learn any new word plus active listening rules, and that they can use these techniques to use any new word.

3. Put the image representing the new word on a white board, visualiser or flip chart.

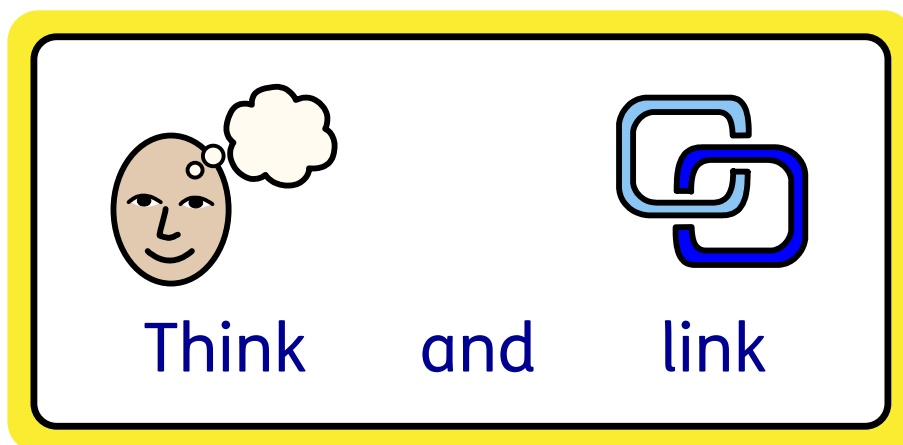
Ask: 'What do you think this is?' 'What is happening?' 'Can you describe the picture?'

Write down their answers on the white board. Slowly prod them to produce the key word. If no one says it, say the key word to map onto their existing word knowledge.

4. Say the word.

Ask: 'Who has heard this word before?'

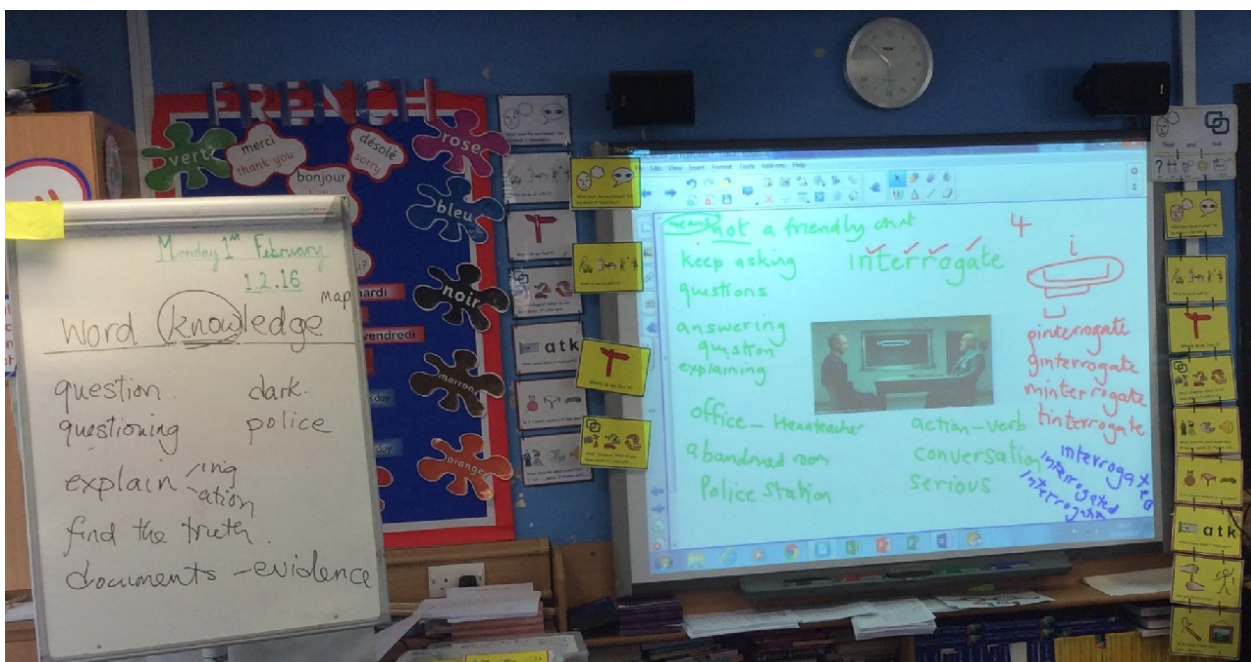
Say: 'Thumbs up if you think you know it, horizontal thumb if you know something or have heard of it before, thumbs down if you have never heard of it.'



5. Display the prompt card and encourage children to Think and Link.

This prompt is to model / act out the importance of thinking around a word (especially when it's new) for children to pause and try to gather any other ideas / information they may know about the word – and how to link other words together in a topic area together. This is essential for robust word storage and word retrieval. Use a gesture such as touching your head and then grasping the fingers of both hands together.

6. Complete a Word Knowledge Map sheet / flip chart or interactive white board.



A word knowledge map for "interrogate".

Do this at least twice a week (if not more) so the children will learn how to make them with confidence.

- Identify and write down the semantic features in a green marker (Say 'Green for what it means').
- Use the PTV prompt cards. Ask children to add any more information they may know about that particular feature. Talk about different contexts in which the word can be used. Add all the information onto the Word Knowledge Map sheet using a green marker pen (see image on page 23).
- Identify and write down the phonological (Say 'Red for what is said') features.
- Get everyone to clap out the syllables of the word.
- Ask: 'what sound does the word start with?' and 'Is it a small, medium or long word?'
- Draw 3 lines and circle the relevant size for the length of the word.
- Ask: 'How many rhyming words can the class think of?' These can be real or nonsense words. Record responses on the Word Knowledge Map sheet in red. This helps children to generate a rhyming string (phonological awareness). Also it explicitly reinforces spelling patterns (orthographic representation).
- Step 2 and 3 ask about the actions and other kinaesthetic / visualization features. Record in purple on the word knowledge map.

As you talk around the word make sure you explain how we learn new words.

i.e. think about what they mean (**semantic -green frame**) and how they sound (**phonological - red frame**) and other features (**the kinaesthetic / visualization features - purple frame**) whilst you demonstrate / model the strategy.

Refer to the strategies throughout the working day and across the curriculum. Each time you do this activity start by asking if anyone can remember any of the things that help us to learn and remember new words (this can be differentiated according to the child's level).

7. Put the word into a sentence.

Either ask a few children to put the word into a sentence or ask all the children to discuss the word with a talk partner. Add these sentences to the Word Knowledge Map.

8. Act out the word.

If appropriate, ask children to 'show me the word!' and 'how could the word be represented?'

For example:

- **Inflate** – children 'puff' out their cheeks or pretend to blow up a balloon.
- **Gas** – children running around freely.
- **Immigration** – moving from a group of children in one place to another group somewhere else.
- **Dimension** – use hands to show height width depth.

9. Review the words on a regular basis using the question game bag (page x) and the chosen PTV curriculum topic words.

Children pull out a word and 'talk' around the word (differentiated according to child's level) using the prompt cards to guide what to say.

Parsons and Branagan (2014) recommend a 'word pot' within each classroom.

10. Display the key words (with pictures / symbols) for every lesson / topic on a word wall.

Make sure key words are on display on the classroom wall, or use an enlarged version of the topic word list made on InPrint 3 software.



11. Sing a word song.

A song about a word of the day is not only fun but aids multisensory learning and increases the exposure to the key word (e.g. in 'Wheels on the Bus' a single syllable topic word is used over 13 times – stomp the syllables for further information about developing word songs see page (XYZ).

12. Ask children to make their own curriculum word knowledge maps

(See section 4.3) These can be differentiated according to their level and use the word list to support independent writing.

13. Review the word at the end of the lesson: highlight the word again.

'What was the word again?' 'Lets all clap the word together'. 'Can anyone think what the word means?' Use ideas from "Fun ways to review words" games from Parsons and Branagan (2014).



14. Review words at intervals in the coming months: e.g. next week, generally from time to time, at the end of the half term and again next term.

At a later date it is useful to recall words you have covered. An easy way to do this is to put the words into a bag or box. Pull one out in a spare moment. Tell the children to think up a sentence using that word.

15. Send the words home.

Send the words home for children to share with parents – one idea is to stick it on their fridge with a sticker saying 'Ask me about (the word)' and add a symbol if you can. Encourage parents to use the words in context. Send home at the appropriate word wheel for the parents to 'talk around the word'.

16. Remind the children to 'think and link' independently.

Remind them that when they come across a new word or a word they are not sure about they should become a word detective and try to work it out themselves before asking an adult.



Send the words home: key words displayed at entrance where parents pick up children.

4.3 Word Knowledge Maps (class based activity)

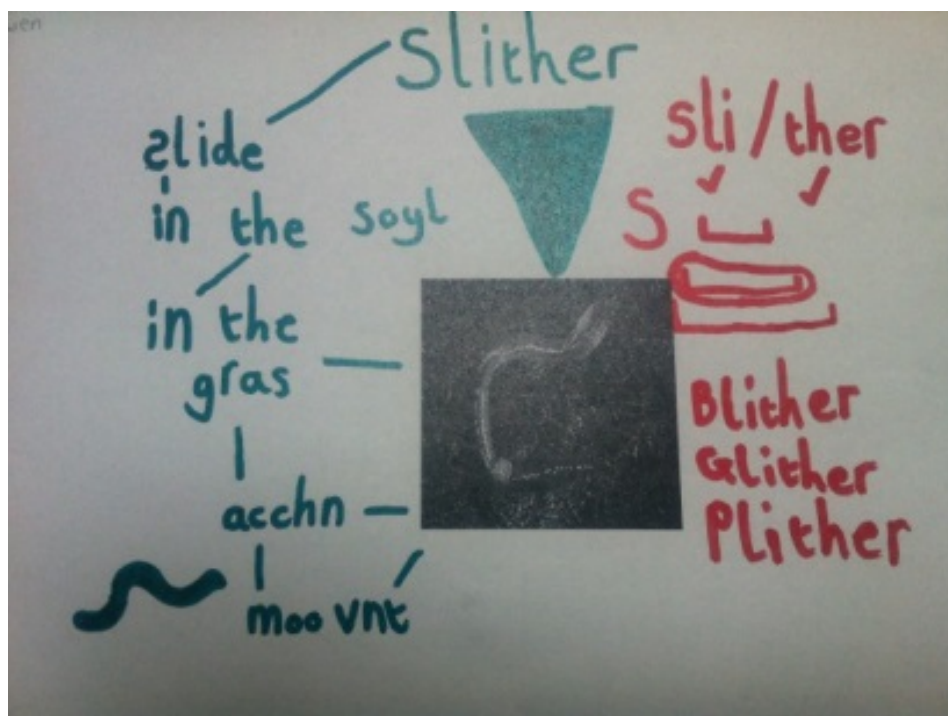


The following activities aim to provide additional exposure and repetition of the key curriculum words.

Word knowledge maps for independent word learning in the classroom

- Start of the day activity (SODA) and / or homework: all children to complete a word knowledge map (WKM) in class independently (or with an adult scribe if appropriate).
- Children can be directed to make their own word learning maps using the PTV prompts as part of their day-to-day work (The Word Wheels, see section 2.4). They can provide class based learning journey and if revisited later in a topic may show evidence of impact.
- Children can develop their own personal book of words that they have learnt over time using these strategies - just record the word, their definition and a picture.

However some pupils, especially those with SLCN, may also need an additional, individual picture dictionary to aid word retention and memory. Some children may initially need to write in the specific colour, but the idea is for them to think around the word then write down their knowledge of the word in pencil and pen.

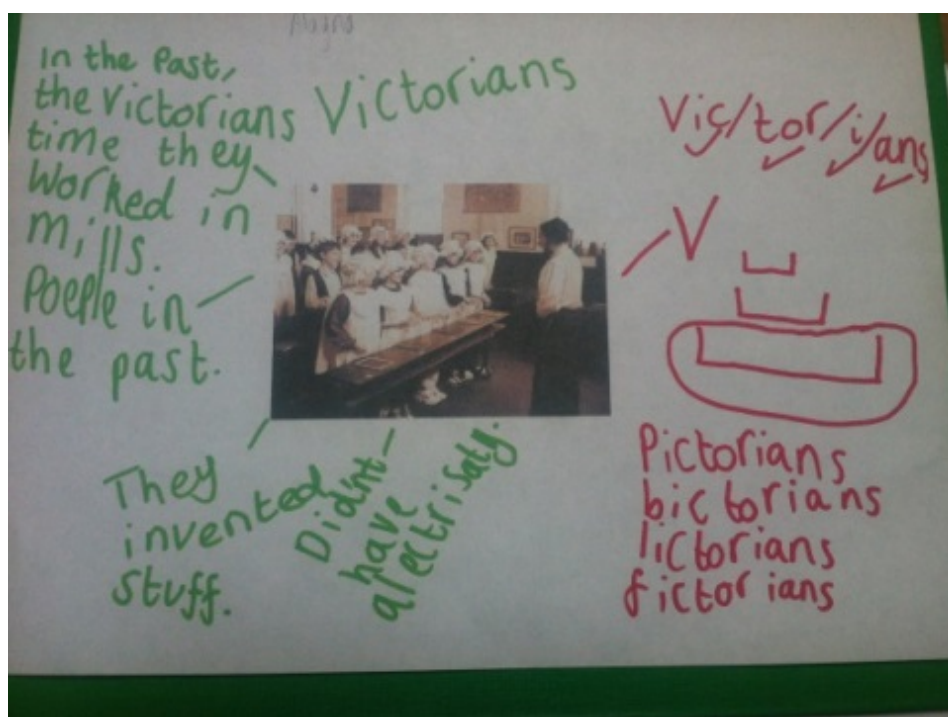


Remember:

"Green for what it means" (semantic word knowledge)

"Red for what is said" (phonological word knowledge)

and then extend when appropriate to syntax (grammar) and kinaesthetic word knowledge.



4.3.1 Differentiated Word Knowledge Map templates for class use



There are 3 word knowledge map templates for use in a class with pupils of different abilities: **lower achieving pupils (LAPs)**, **middle achieving pupils (MAPs)** and **higher achieving pupils (HAPs)**.

To use, just insert the appropriate photograph or picture of the key topic word into the centre of the page and print out the template. The children can write in pen or pencil on these, as the prompts are appropriately coloured.

Please make sure the children have the relevance topic word list to refer to in order to activate prior knowledge and for spelling, and the PTV word wheel. Not all the prompts are on the template, as there is an expectation that the children will refer to the word wheel.

The children may then be asked to write in full sentences about the word, i.e. their own word definition, either in their books or on the back of the word knowledge map.

Learning Log

Use the PTV word knowledge map as a learning log. A further use of the word knowledge map is for the children to return to their initial word knowledge map later in the topic. Ask the children if they can add any further information to show their learning journey (use a different colour pen or pencil and date it to give evidence of learning).

All templates are available on the Widgit website: www.widgit.com.





Year 2 children making their own word knowledge maps after a whole class delivery.


Lower Achieving pupils (LAPs)

The LAPs word knowledge map has symbol support. Use the topic word picture list as additional support.




What is it?





Where do we find it?



How many beats in the word?













absorbent

What do you do with it?



What does it do?




What sort of thing is it?

What sound does it start

Is it a short, medium or long

Use the word wheel to add some more information.....

Pupils can write on their word knowledge map in pencil, as it is already in colour.

	Year 5 Topic Changing State
	evaporate
	evaporation
	condense
	condensation
	state
	change of state

Middle Achieving pupils (MAPs)

Use the PTV word wheel (Section 2.4) and the topic word picture word list as support.

What is it?

What do you do with it?

What does it do?


Where do we find it?

What sort of thing is it?

How many beats in the word?

What sound does it start with?

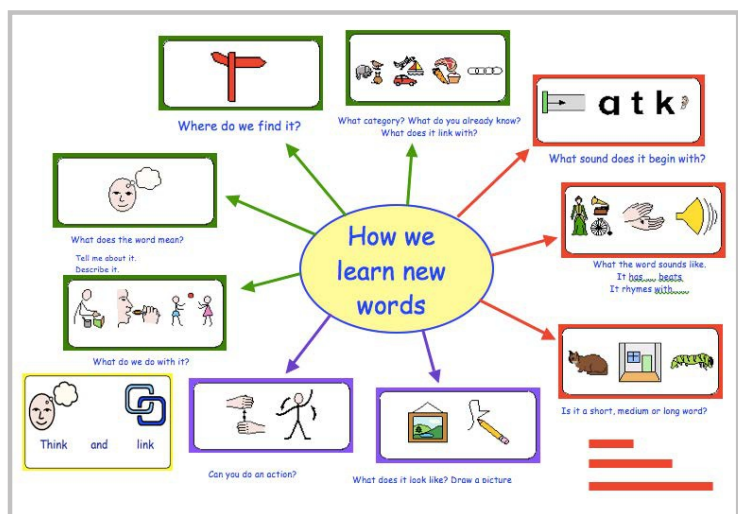
Is it a short, medium or long word?



absorbent

As a word detective, MAPs and above must use the word wheel to find out other pieces of word knowledge, as not all the questions are on the template.

	Year 5 Topic Changing State
	evaporate
	evaporation
	condense
	condensation
	state
	change of state



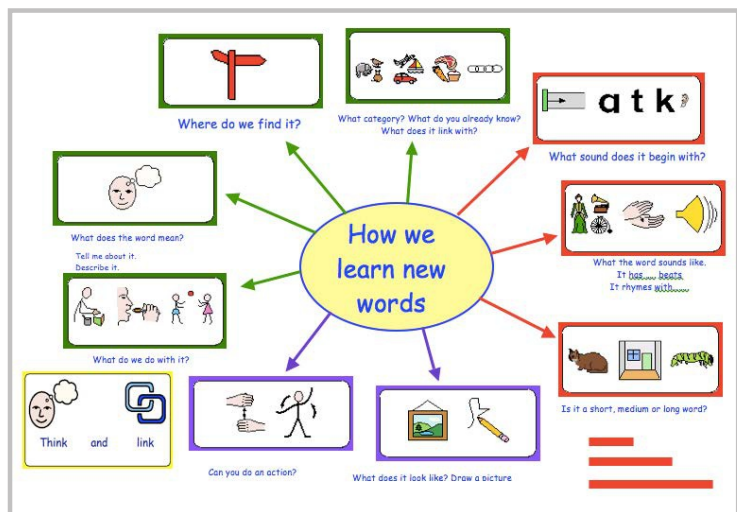
Higher Achieving pupils (HAPs)

For higher achieving pupils, just provide a picture of the topic word in the centre of an A4 sheet or an exercise book page, plus the PTV Word Wheel (Section 2.4) and the topic word list.



These children may be asked to write a more detailed definition of the word, and if possible identify the root word.

Year 5 Topic	
	evaporate
	evaporation
	condense
	condensation
	state
	change of state



4.4 Making word lists for class-based desktop reference

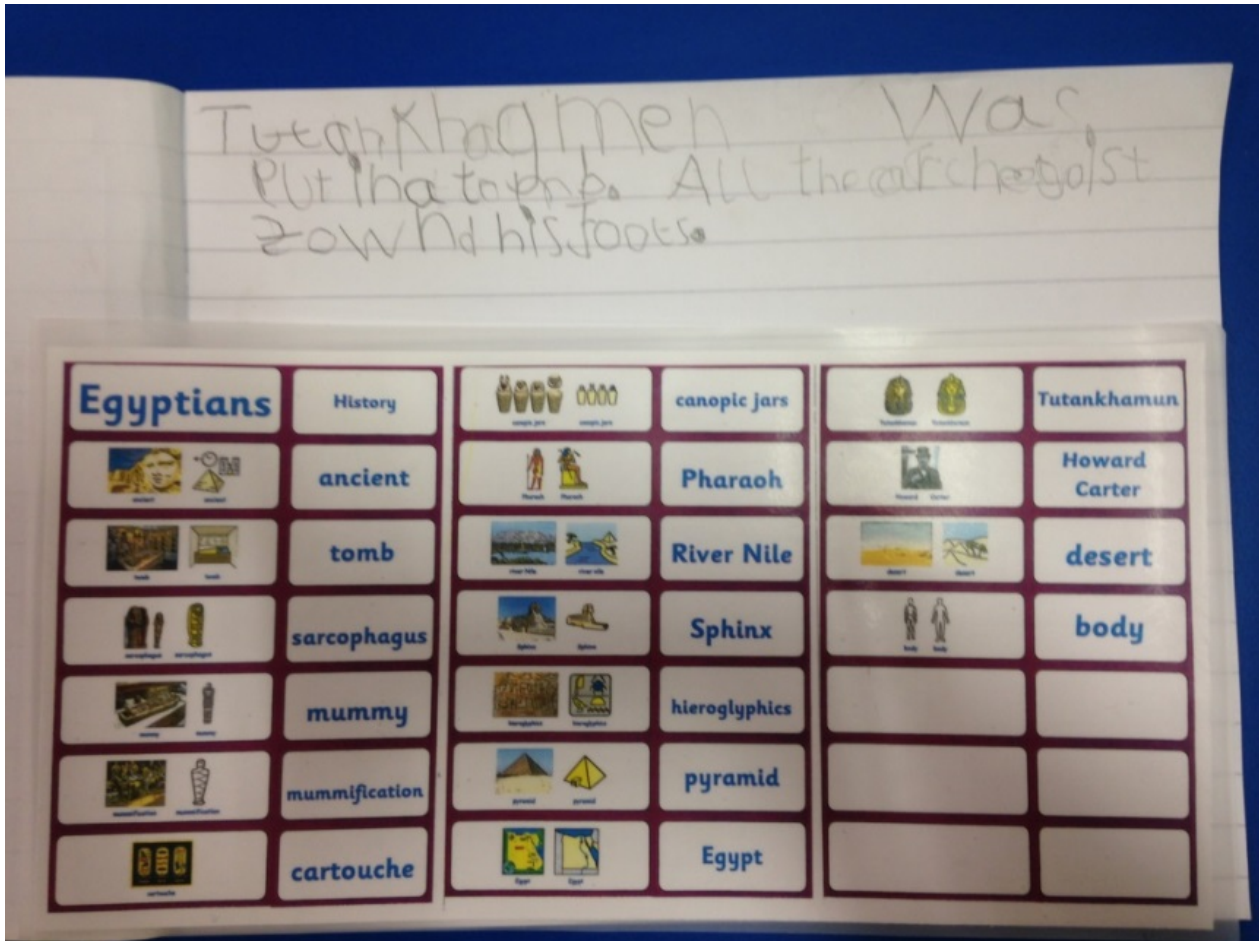


A selection of word lists for children to use in the classroom as a reference.

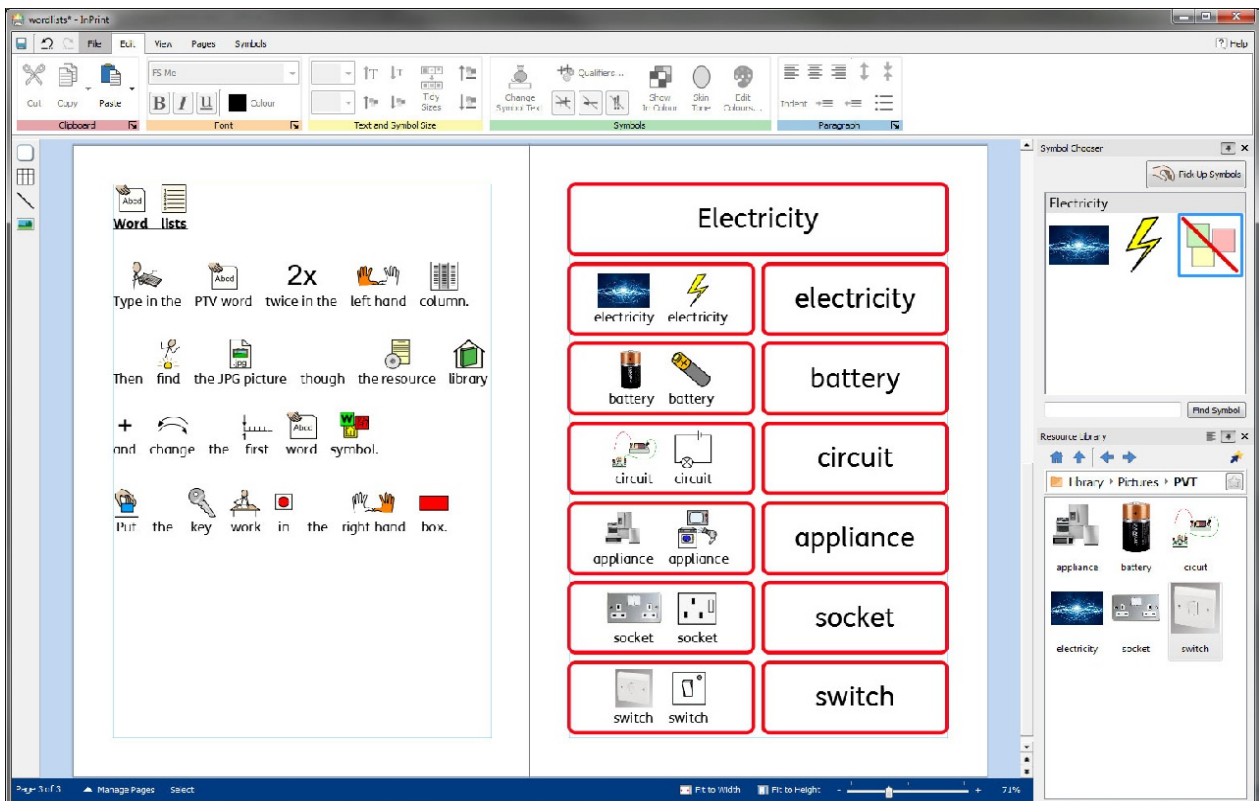
You can use the PTV master template on the Widgit or my website to make word lists, picture dictionaries and lotto boards. The chosen topic/curriculum photographs and images can easily be transferred into the template to make a desktop reference word list for all children to use.

The desktop picture vocabulary lists:

- Activate a child's prior knowledge
- Remind children what the item/concept looks like as the teacher or class discuss the topic
- Provide a word spelling reference for when children are required to complete a short written account in the topic lesson. This means that the children's recording of their understanding and knowledge is not compromised by possible weak spelling ability.



"Tutankhamen was put in a tomb. All the archeologist found his tools." A year one pupil independently uses a word list for an Autumn term topic based writing task.



You can easily make word lists with Widgit's InPrint software.

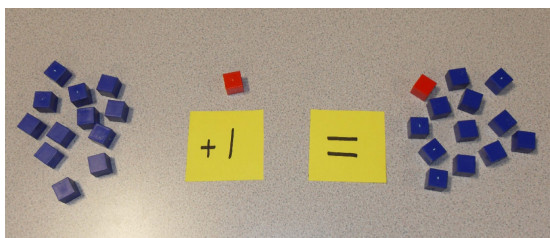
4.5 Colour the curriculum

Colouring the desktop curriculum word list supports categorisation and correct word storage. These are the National Curriculum Colours used from 1988. For topic/enhanced provision lists just choose another colour.

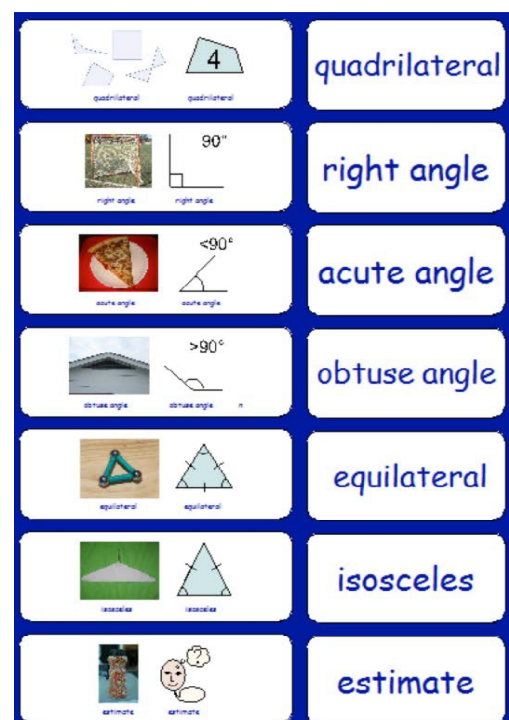


Mathematics- Dark blue
 Science – Red
 Literacy – Yellow
 Geography – Tan/Rust
 Music – Pink
 Art – Orange
 History – Purple
 PE – mid blue
 D&T – Green
 MFL – Olive
 RE – white
 ICT – light blue

4.6 Mathematical and more abstract vocabulary



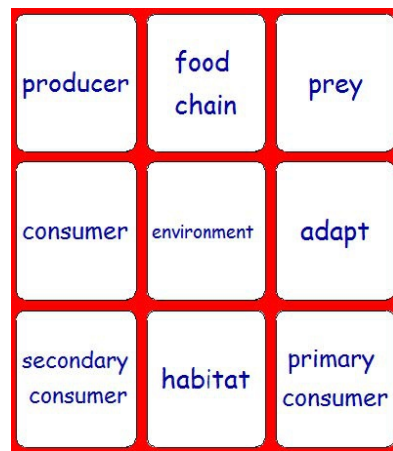
For some mathematical (and other curriculum) vocabulary it is very difficult to find an image that can effectively represent the concept. The best and quickest way to address this, and consolidate learning, is to take photographs /digital pictures of what is being used in the classroom i.e. the real objects, items or diagrams used by the teacher (in the classroom) to demonstrate and teach the mathematical or more abstract concept, rather than trying to search for a picture on the internet. Always use the classroom context to teach/discuss and then support with a picture or Wigit symbol.



4.7 Word Games

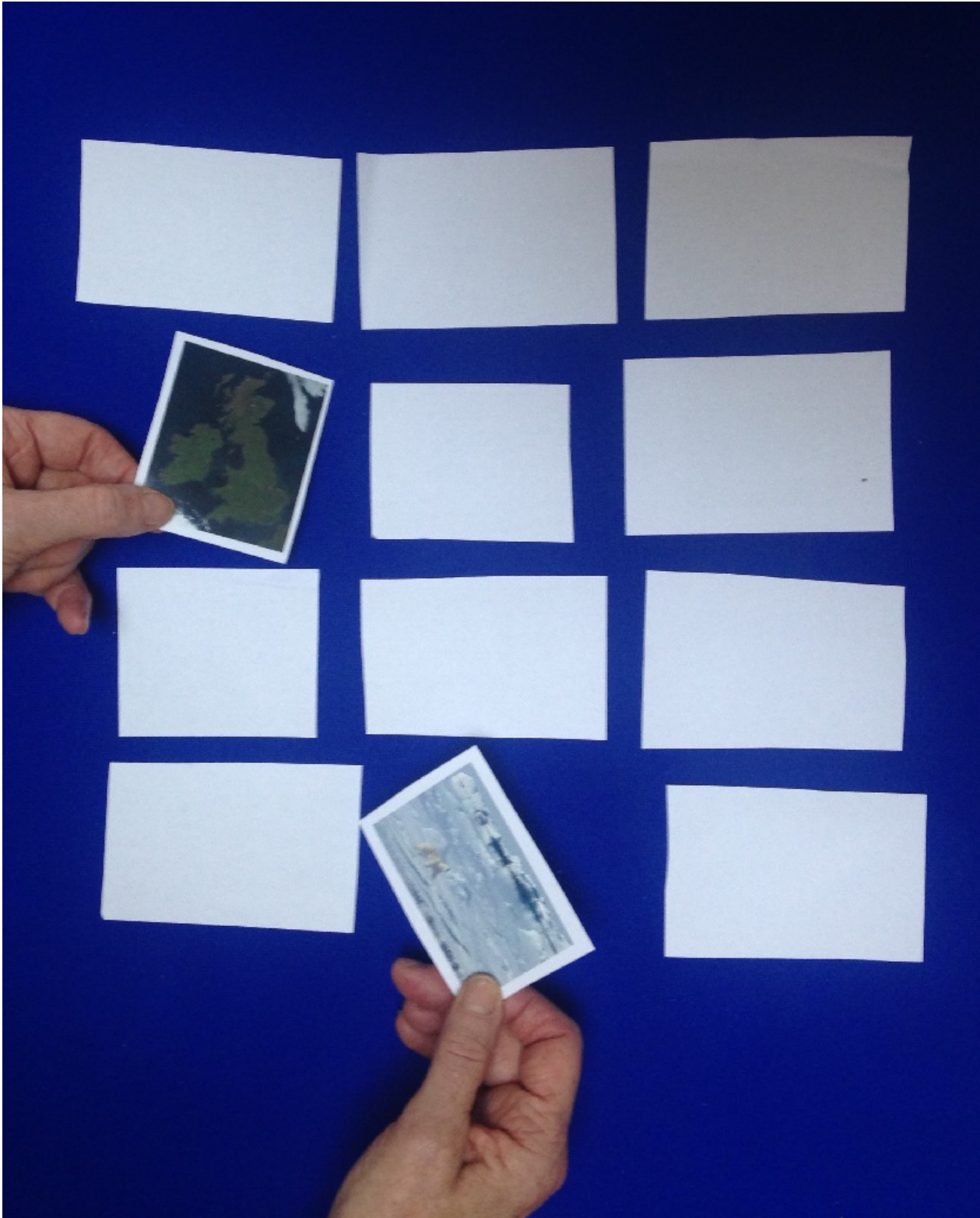
Lotto

Make 3 lotto boards and 3 sets of cards using the Tier 2 words the children need to know to access their lessons; the word, a symbol/picture of the word and the definition used in the classroom (not a dictionary definition). The lotto board is placed in the middle of the group. Take turns to pick up a picture/word card and match it to the correct word, picture or definition on the chosen lotto board. Explore children's word knowledge using the PTV prompt cards or learning mat. (InPrint 3 template provided).



The Strongest Link

Find 10 to 12 pictures that link with a topic. Name the pictures and put them face down on the table. Take turns to pick up 2 pictures. Name the words and think of something that links the pictures. The child with the strongest link keeps the pictures!



Can you link the UK and Ireland with a polar landscape?

Inference Bags



The "Inference Bag" activity uses the PTV prompts in a different way to support the verbal reasoning 'think and link' approach:

- Give each child a small paper bag with their name on it.
- Children to place anything that would fit in their bag (anything they could find that wasn't actually living they could put in their bag) and make sure no one else saw what the mystery object was!
- Staple the bags closed.
- Each child to write an 'Inference Bag clue card' using the PTV prompts (and more if they can) – ideally 6 clues about their mystery object and attach it onto the bag.
- Place the bags on a display in the classroom with their clues. Make available answer sheets and a box into which they can post their answers.
- The children read the clues and can work out individually or in pairs/groups what they think is in the bag and post their answers.
- The teacher should provide regular opportunities for the children to check the answer box for accuracy.

4.8 'Wuzzles'

Wuzzles (or word puzzles) can also be used to reinforce word knowledge.

1. Word of the week

As a class, select one word. The teacher then gives a prize to the child who can use that word

correctly in a spoken sentence.

2. Word detective

Children bring in words they've never heard before or know little about and place them in a word jar/tub. As a whole class or group, then talk around this word using the PTV prompt cards to investigate what the word is.

3. Extra word games and puzzles

In Appendix 3 there are a variety of different games for:

- Naming, describing, defining and categorising different words;
- Understanding the relationships between words (opposites, synonyms, associations)
- Thinking about words in context.

Further reading:

S. Parsons & A. Branagan 2014 *Word Aware: teaching vocabulary across the day, across the curriculum* Speechmark.

Pre-Teaching Vocabulary

5. Small group: targeted and specialist

In this chapter you will find out how to use PTV to deliver targeted and specialist word knowledge interventions for small groups of pupils.

5.1 Small group PTV aims

5.2 Small group PTV what to do

5.2.1 Materials needed

5.2.2 Activities

5.3 Word Knowledge Maps

5.4 Making Sentences Work: Picture Definitions

5.5 Word Songs

5.1 Small group PTV aims

Some children will need additional vocabulary learning support beyond that provided in a whole class universal setting. PTV can be targeted to small groups to provide specialist support to children with additional needs.

The number of targeted PTV groups running will reduce over time. In reception and KS1 there may be a number of children who have low levels of vocabulary and require targeted, small group support. This means a school may need to initially run a large number of groups to narrow the gap.

As classes progress to lower KS2 (years 3 and 4) many of these students, with the help of the targeted groups delivered in KS1, will have caught up, so there will be a smaller number of groups running. In lower KS2, the groups are likely to comprise of a mixture of SEND students and those that the school feel need continued nurturing due to poor vocabulary and word comprehension.

By upper KS2, you may have only one targeted group for SEND students.

5.2 Small group PTV: what to do

- Use pictures/photographs to directly pre-teach a child, or a group of up to 6 children, the vocabulary and concepts for each topic in their classroom in order to increase exposure to the word and improve comprehension.
- Use pictures/photographs to model the vocabulary learning strategies as a way of helping the pupils to become active vocabulary learners and to think about the words they hear – differentiate according to ability and age using steps 1, 2 and 3 (see section 2.4.2).
- Try daily 15 minute sessions using key words from one topic area – use the principle in all curriculum areas to reinforce the principle of how we learn new words.
- Use a session visual timeline to reinforce plan-do-review (for tenses in context).
- You can find a video example of small group delivery on my website.

5.2.1 Materials needed

Make sure you've got your entire resources ready (as appropriate to the age group) before you start a group.

1. InPrint desk based topic 'Word list' in the classroom during the appropriate lesson and displayed as Word Wall with PTV prompts cards in the classroom.
2. Pictures, photographs and/or objects for the curriculum topic – for use with the PTV games x 2 (one for using in the games, the other for sticking the word knowledge map book). Joint teacher / support staff planning is assumed as it is important that what is said in the classroom is repeated and reinforced in the group session. Always use the classroom context to when discussing the words.
3. Naming Game resources – dice envelopes, dice, fishing rod and paper clips.
4. Question game resources - Feely bag and vocabulary prompts and adapt prompt questions according to the specific word.
5. Word Knowledge Map A4 record book or plain paper or topic book, red, green and purple felt tip pens.
6. Prepare a Word Song to consolidate word learning and have fun.
7. Remember to continually use the category and key word during the activities to increase the children's exposure to the word.
8. Once you have a selection of word knowledge maps use one of the PTV sessions to create an InPrint picture dictionary with the group – support the children to generate sentence definitions from their word map.

As the children become more confident and automatically apply the PTV principle in their own learning of unfamiliar words the adult will still need to refer to the approach and unobtrusively monitor children's application and use.

5.2.2 Activities

Play the following games / activities in each PTV session:

1. Introduction
2. Naming Game (Dice Game OR Fishing Game activity)
3. Question Game (to develop word knowledge)
4. Word Knowledge Map (using one of the key words)
5. Word Song (to help the children remember the word)

1. Introduction

Listening Rules Cards.ipdoc



At the beginning of each session use the prompt card to remind the children that they are going to play some games to help them learn how to learn new words. Say to the children "You are going to be a word detective and learn how to learn new words. Here are the rules to follow."

Then place the 'listening rules' prompt card and establish the reward for 'good listening'.

Say, "These are the games we are going to play as a word detective" Use and refer to the sessional visual timetable to reinforce future/present /past tenses throughout the activities.

There is a visual timeline for the sentence making picture definition session.



Reception Vocabulary Box Visual Timetable.ipdoc

2. Naming Games

Depending on the size of the group (maximum 6) choose the appropriate number of pictures / photographs to use in the PTV session. Use these selected pictures for every session, generating a word knowledge map and picture dictionary definition.

At all times make explicit links with all the other topic words and reinforcing the topic category.

Put all the topic pictures / photographs on the table and say:

"In [Tudors/maths/World War II/any other topic] we need to learn all these new words"

Show each of the pictures in turn saying:

"This is the picture to help you learn the In [Tudors/maths/World War II/any other topic] word [banquet/function/leader/any other word]."

Provide any other additional information the children will need. This is where the adult provides the knowledge that the child needs. There should be no child talking. This is an attention and listening activity.

Once you feel the group 'know' the word replace it with another of the selected Tier 2 word –replace no more than 2 pictures at one time to support explicit links between the category words and consolidate learning.

Then play **EITHER** the fishing game **OR** the dice game.

Fishing Game for naming topic nouns and verbs



After introducing the category, put a paper clip on each picture and place on the table picture side down. You can also clip it to an image of a fish. This is a turn taking activity, as well as an attention and listening task for those waiting their turn.

Give the first child a magnetic fishing rod and let each child have a turn to fish for a picture, saying: "Fish for a [Tudors/maths/World War II/any other topic] category word."

When the child 'catches' a picture, say: "You've got...?" Pause to give the child time to respond but if they don't, or wrongly name the item say: "It's...?" so that you are prompting for the article and the word. Further prompt with initial letter sounds and if they cannot give you the word, then say the word using both the key word and category.

Leave the picture on the table. Repeat the requests with the other members in the group, each taking turns to fish for the topic pictures.

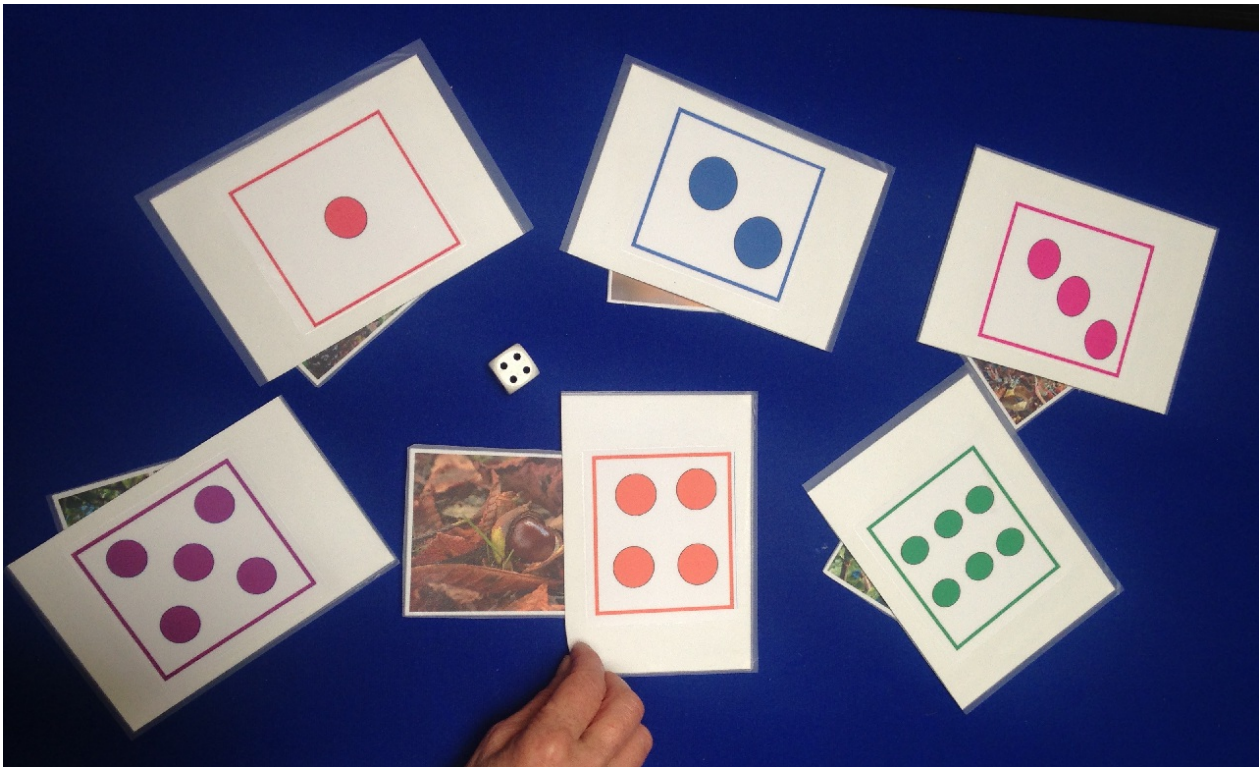
After all the pictures have been used say to the children:

"Now I'm going to collect all the [Tudors/maths/World War II/any other topic] words into my 'question' bag. Look at all the pictures. Who's got [banquet/function/leader/any other word]?"

As the child gives you the picture ask them to name it again:

"You've got...?" thereby ensuring disguised repetition and use of both receptive and expressive spoken vocabulary. Throughout the game use both the key word and category as often as possible to increase exposure to the word.

Dice Game for naming topic nouns and verbs



Place your pictures in the envelopes labelled with dice numbers.

Then say to the first child:

"Roll the dice for a [Tudors/maths/World War II/any other topic] category word."

Then ask child to take out one picture from the envelope and say, "You've got...?"

Pause to give the child time to respond, but if they don't, or wrongly name the item say, "It's...?" so that you are prompting for the article and the word. Further prompt with initial letter sounds and if they cannot give you the word, then say the word using both the key word and category.

Leave the picture on the table. Repeat the requests with the other members in the group, each taking turns to throw the dice and take a picture out of the envelope with the same number on it. Adult to maximize exposure to key word and category at all times. Throughout the game use both the key word and category as often as possible to increase exposure to the word.

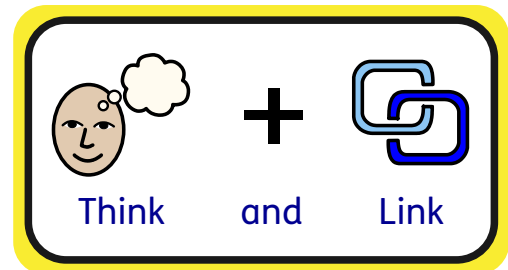
3. Question Game: Detective Game

It is important that you take time to reflect on how you are going to talk about each of the words BEFORE the PTV session and to adapt delivery accordingly. Not all prompts can be used with all words, and that's okay! The key to success is over-exposure of the word used in context and in category to support word knowledge and retention.

Initially, say to the children:

"We have to learn all these new [Tudors/maths/World War II/any other topic] category words. Each session, we are going to be a word detective and look at just one of these new words and find out more about it. We are going to use the prompt cards (show them) to help us think about and learn more about that word."

Also say to the children "To be a good word detective you need to think and link; to see how the words are connected." (Thereby supporting their verbal reasoning). Refer to the prompt card and also use gestures to support think (touch your forehead) and link (clasp your fingers together).



All the topic word pictures will be in the feely / question bag from the naming game.

Ask the first child, "Take one of the [Tudors/maths/World War II/any other topic] words and be a word detective."

At the same time put the 'What is it?' prompt card in front of the child, ready to name it. Pause for a response, cue in with initial sound and if they are unable to name, give the child the category and then the name. Then say to the child:

"Pass the [Tudors/maths/World War II/any other topic] category word [banquet/function/leader/any other word] to [the next child]"

And give them the next prompt card.

Constantly talk about what the item looks like, feels like or what parts it has, and make links and associations with the other topic words and category.

Begin to introduce one or two of the Step 2 prompt cards once the children are secure at Step 1 (see section 2.4.2). The rate and pace of introduction will need to be differentiated according to age and ability e.g. the word length and rhyming prompts. Eventually switch to using all Step 2 prompts.

<p style="text-align: center;">Nouns</p> <p>Use real-life objects whenever possible related to the topic - use photographs /pictures selectively</p>	<p style="text-align: center;">Verbs</p> <p>Generate pictures / photographs of people or animals doing the actions</p>
<p>1. As before explicitly remind the children what they are doing and which category the key words are from – in order for them to correctly store the words in their memory</p> <p>Give the feely bag (containing one or two objects/pictures) to one of the children. Ask them to take out something to do with the relevant category.</p> <p>Show the child the first question card and ask them to name the object by saying "What is it?" pause and provide name if not known. Use both the key word and category as often as possible to increase exposure to the word.</p>	<p>As before explicitly remind the children what they are doing and which category the key words are from – in order for them to correctly store the words in their memory</p> <p>Rephrase the questions on the prompt cards i.e.</p> <p>"What is this person/people/animal doing?"</p>
<p>2. Ask them to pass the item/object to the child next to them (adult to name every time item is transferred to increase exposure to new word) and then you ask that child the question "What do we do with [name the object]?" If they don't know the answer, help them with a forced alternative question. Again use both the key word and category as often as possible to increase exposure to the word. If appropriate mention the different parts of the item/concept.</p>	<p>REMOVE this question prompt when working with verbs – not appropriate as already explored in question 1.</p>
<p>3. Ask them to pass on the picture to the next child, again using the word, and you ask "Where would you find [name the object]?". As before use both the key word and category as often as possible to increase exposure to the word.</p>	<p>As before explicitly remind the children what they are doing and which category the key words are from "Where would you find [the action]?".</p>
<p>4. Carry on in this way until you have asked the other questions</p> <p>"What type of thing is [name the object]?"</p> <p>(e.g. food, animal), i.e. category – a lot of help and support may be needed here for some time with adult modelling how to classify and categorise.</p>	<p>As before explicitly remind the children what they are doing and which category the key words are from</p> <p>"What type of thing is [name the action]?"</p> <p>E.g. It is an action or science word etc.</p>
<p>5. Clap the beats in the word (Allow all children a turn at clapping the word.) If the child has difficulties clapping the word ask the child's permission to take their hands and clap the word with them.</p>	
<p>6. "What sound does it begin with?" Provide lots of modelling as this is purely an auditory activity to raise & reinforce the child's phonological awareness of the beginning sounds in words. The adult's role is to emphasise the act of listening for the initial sound and to support the child in becoming aware of hearing these beginning sounds in words.</p>	

5.3 Word Knowledge Maps (WKM)

This activity should be adult led to ensure maximum cognitive function is focused on thinking about the word.

Leave the question prompts on the table and say:

"What wonderful word detectives. Now I'm going to record everything you found out about the [name category and word] using the prompt cards."

The aim is to teach the children how to mind map with the outcome to show how much a child knows about a word. Demonstrate and encourage children to make word maps to show their word knowledge using the format scripted below as this directly links to the PTV prompt cards and learning mats.

Please be aware that some phonemes have different grapheme representations e.g. 'aeroplane' 'onion'. To avoid confusion, try to use words which have simple grapheme/phoneme correspondence when making a word knowledge map (See Letters and Sounds) or simply talk about it but do not record on paper. Please use 'ticks' to record syllable beats not dots as children may confuse these as 'sound buttons'.



Word Knowledge Map - What to do

Adult to draw a picture / stick the second picture copy of the word in the centre of a page (or whiteboard if demonstrating to a bigger group) Use the relevant prompt cards (Step 1, 2 or 3) to prompt the children about how much they know about the topic word i.e.

1. On the **left hand side** add information to demonstrate **word knowledge** i.e. pictures / words or phrases about 'What is it?' **meaning**, 'What do you do with it?' **function** and 'Where do you find it?' **location** and words which mean the same – draw using **green** 'branches' You can also include what parts the concept or object may contain.
2. On the **right hand side** add information to demonstrate **phonological awareness** i.e. pictures / words or phrases about how the 'What sound does it begin with?' **word sounds** or the 'How many beats in the word?' 'Is it a short, medium or long word?' **structure** of the word, plus words that **rhyme** (encourage the children to make up their own words as well using real words - see examples below) - draw using **red** 'branches

3. When appropriate, on the bottom draw **purple** branches for **kinaesthetic and visualisation** aspects of the word and smaller purple branches and draw pictures / words or phrases of **anything else** about the word:

- Type of word
- Word(s) with an opposite meaning
- Other links / actions

Keep the word knowledge maps and the topic pictures to compile a scrap book/ picture reference resource for the classroom and/or for individual children.

Once you have made a number of word knowledge maps for each topic word you can use one weekly PTV sessions for the children to generate sentences using the prompt cards. Then make a group topic based picture book for them to take back to class.

The adult leading the group must scribe the sentences to allow children full cognitive attention to focus on the act of constructing spoken sentences and not with encoding this into writing.

The targeted children do not write, as their cognitive energy is needed to think about the word meaning and what it sounds like.

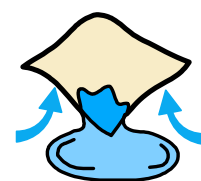
You can find a video demonstrating group delivery of a WKM on my website.



An adult leading a small group making a word knowledge map.

5.4 Making sentences work - picture definitions

- Use the information obtained through the word knowledge map to generate sentences that define the word with the child/ group. Each question should generate an associated sentence (e.g. for the topic pirates, and the word galleon, the question "Where do you find it?" generates the sentence "You find galleons sailing on the sea").
- These sentences should be displayed alongside a photograph/ picture and an InPrint symbol. With older children and young people, they may wish to draw their own picture once their picture dictionary is printed.
- I suggest spending two sessions making word knowledge maps and then one session generating sentences helps to reinforce, consolidate and link the use of the topics words.
- As a group (or individual) create oral sentences to show word knowledge.
- The adult can type up the sentences using InPrint software so children see the symbols appear above the word. This is important as it aids the children's working memory and cognition remains focused on language and sentence generation rather than being diverted to the grapho-motor skills of writing.
- If you do not have InPrint software, or are working with older children, write down the sentences for the children. Let the children see what a writer does when they write: model how a writer will self-correct and edit what they have initially written.
- InPrint picture dictionary template has been provided in the PTV Master All templates resource and print as and A5 booklet (Remember to check your printer settings for book and page numbers!).
- With Key Stage 3 and 4 students the information gained through a word knowledge map may then be recorded as a written definition in a small discrete exercise/note book for reference in class.



absorbent



something

that



takes in

or



soaks



up



water



e.g. a

sponge

of a



tissue.

5.5 Word Songs

Word learning should be fun...and it should help the child(ren) remember the word selected in the Question Game and used in the word knowledge map put it into a song e.g.

*"The word of the day is **pour, pour, pour,**
The word of the day is **pour, pour, pour,**
The word of the day is **pour, pour, pour,**
Listen for **pour, pour, pour, pour."**
Sung to the tune of "**Wheels on the bus**".*

Try "**One finger one thumb**", and/or "**London Bridge**".
Have a go with your child or group using other well-known rhymes and songs as a vehicle for the disguised repetition of the key word.

Try "**If you're happy and you know it**" morphed into a word song:
*"If you know **evaporation** use the word
If you know **evaporation** use the word
If you're happy and you know it and you really want to show it
If you know **evaporation** Use the word."*

To the tune of "**This little light of mine, I'm gonna let it shine**":
*"This word **dinosaur**
I'm gonna know it well
This word **dinosaur**
I'm gonna know it well
This word **dinosaur**
I'm gonna know (OR use) it well
Dinosaur, dinosaur, dinosaur"*

You could differentiate with year 2s or the more able to something like:
"This **verb tessellate**

I'm gonna know it well" etc.

(Maybe 'gonna' isn't good English – "going to" or "I will" would be much better!)

"What do we do with **condensation**?" "Where do we find **condensation**?" "What sort of thing is **condensation**?" etc. to the tune of "**What shall we do with the drunken sailor?**" creates a lot of laughter with the older children.

Have fun and try other versions, tunes and raps.

Pre-Teaching Vocabulary

6. Tracking Progress

In this chapter you will find out how to track the progress of children using PTV.

6.1 Progression of PTV from Nursery to KS1+

6.2 Tracking progress - Record Keeping

6.2.1 Word Learning Score (WLS)

6.2.2 Using alternative vocabulary assessments

6.1 Progression of PTV from Nursery to KS1+

Nursery Vocabulary Box	Reception Vocabulary Box	Pre Teaching Vocabulary Box
Introduction	Introduction	Introduction
	Prepositional Game (Derbyshire Language Scheme type activities) at the appropriate word	
Naming Game Basic concept vocabulary (One Step at a Time) and/or topic with lots of action words- use the fishing game	Naming Game (Fishing OR Dice Game using curriculum topic vocabulary)	Naming Game (Fishing OR Dice Game using curriculum topic vocabulary)
Question Game 4 prompt cards (black frame/ white background) <ul style="list-style-type: none"> ● name ● function ● location ● category 	Question Game 6 prompt cards (black frame/ white background) <ul style="list-style-type: none"> ● name ● function ● location ● category ● syllables ● beginning sound 	Question Game Step 1 (6 prompt cards green & red frame blue background) <ul style="list-style-type: none"> ● name ● function ● location ● category ● syllables ● beginning sound Step 2 (9 prompt cards green & red frame yellow background) Step 3 (12 prompts cards green & red frame white background)
		Word Knowledge Map And Sentence making
Word song	Word song	Word song

6.2 Tracking progress - Record Keeping

A full A4 record sheet is available in the appendices - **Appendix 1: PTV Record Sheet**

As the topic may extend over several weeks, gradually remove the picture/ objects of the words the children have learnt and replace with additional words related to that topic.

It is suggested you replace only 2 'new word' pictures at a time to ensure the children are linking the new words to the familiar ones.

Once word knowledge maps have been generated for a number of the words you can use one session per week to generate sentence definitions for picture dictionaries and then move onto to playing lotto games (depending on the length of the topic).

Please keep a tally of how many sessions they children access as this can be referred to when investigating the impact of the PTV activities (using the word learning score and/or BPVS – see the next section).

Topic	Words used:			Autumn Spring Summer W/C
Reception group	Underline the words used for the Question Game Only once you feel the children 'know' the selected words replace 2 (max 3) words with other topic curriculum words			
Child's name	Day	Comments / speech samples	Number of sessions	Target
				Sit/look/listen
				Sit/look/listen

6.2.1 Word Learning Score (WLS)

Rationale

Use the Word Learning Score (WLS) checklist at least once a year to measure the word learning progress of those children receiving regular small group PTV work.

Rest assured that most children will be generalising and applying the principles of word learning across all curriculum areas, especially in classrooms where the washing line and A4 prompt cards are modelled and used within the whole classroom environment.

The WLS can be used to support IEP target setting with the percentage scores providing levels of existing skill & expected outcomes with a measurable evidence of progress i.e. improve WLS by 20% over an agreed time phase. It is also recommended that the PTV group work is recorded on a schools provision map.

What to do

- Use the selected words for one topic / curriculum area (number of words is dependent on children's ability with maximum of 10 words – In practice I use 5 and double it, then convert to a percentage)
- Collect pictures, objects and/or items for the selected words (which will then be used within the PTV sessions)
- Put the key words on the WLS checklist (see below)
Appendix 2 - Learning Word Score Assessment Sheet

Word Learning Score (WLS) - Word Knowledge											(WLS)	
Name:						NC Year:						
Curriculum area:											Date	Date
Word	Name it	give a meaning	clap syllables	beginning sound	indicate word length	function + action	category	location	make a link	Synonym/word that means the same	Word Learning Score (WLS)	Re-assessme nt WL Score 4 weeks after the topic delivery
Topic word	✓			✓		✓					3 (30%)	
	✓	✓	✓	✓	✓	✓		✓				7 (70%)

- For each word, ask questions about the different features (e.g. 'what is it? what's the beginning sound? Etc. as on the prompt cards) to explore the child's knowledge about that particular word –
 - If they say something about that feature then put a tick in the appropriate white box (See above)
 - If they are unable to give a response then give them the answer and leave the appropriate white box empty (See above)
 - Add up the total number of ticks i.e. 3 and record as a raw score and percentage i.e. 3 (30%) (See above)
- FOUR weeks (or more) after the topic has finished ask the children the same questions and record their responses in the green boxes. Again add up the raw scores and convert to percentages (see above).
- This four week gap is essential as it will reflect the child's retention of information and depth of secure word knowledge.



Using the word learning score to find out how much a child knows about each word before starting PTV activities

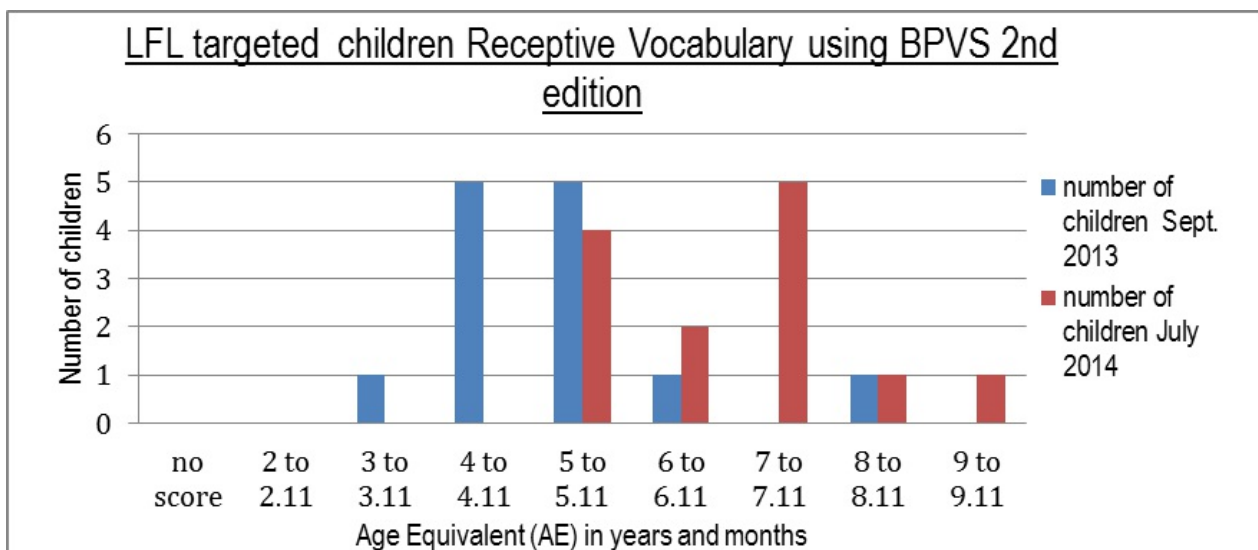
6.2.2 Using alternative vocabulary assessments:

British Picture Vocabulary Scale (BPVS)

A further way to identify and measure progress for those children whose language skills are significantly below the level needed to access the curriculum is by using the BPVS (<http://www.gi-assessment.co.uk>). To access the receptive vocabulary age for each targeted child/cohort within the settings I work I have continued to use the BPVS 2nd edition as this measures children age equivalent starting from below 2.04 years whereas the more recent 3rd edition starts at an age equivalent of 3 years 9 months. Many of the children with whom I work have not had the opportunity to hear and use context-reduced language (Cummins 2008) and the paucity of their vocabulary levels can often be measured / bench marked within that 17 months difference.

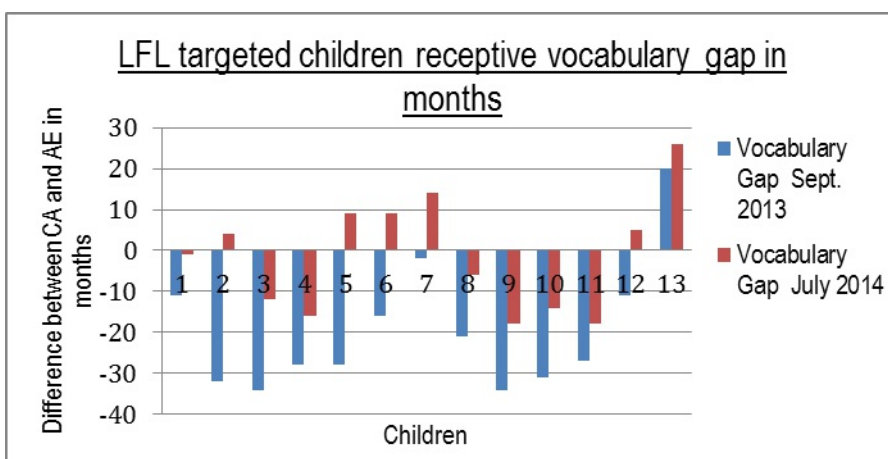
The BPVS test involves the child listening to a spoken word and identifying the corresponding picture from a choice of 4 and the following measures may be used to measure impact across a specific period of time (St.John and Vance 2014).

1. Age equivalents (AE)



2. Standardised scores and/or percentile ranks for the cohort – The Standardised score is where 100 is the average score. The **percentile rank** of a score is the percentage of scores in its frequency distribution that are the same or lower than it. Percentile ranks are commonly used to clarify the interpretation of scores on standardized tests

3. Vocabulary Gap – the difference between a child's chronological age (CA) and age equivalent (AE) e.g.

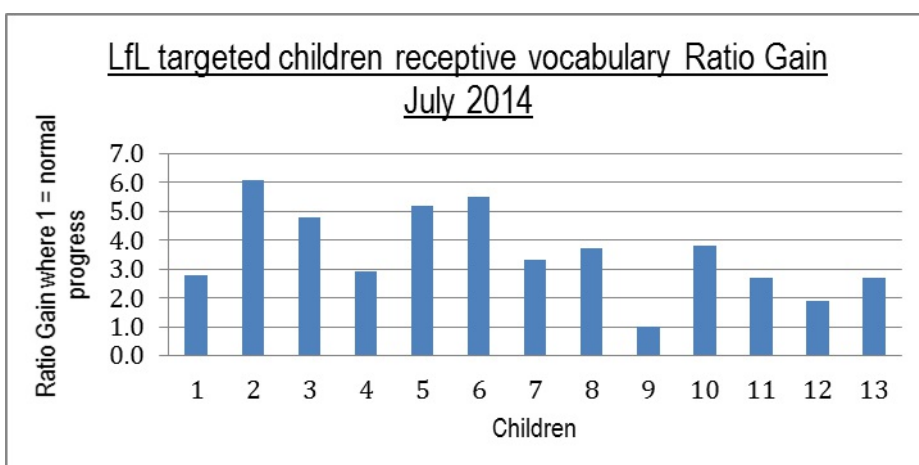


4. Ratio Gain for individual children and/or targeted groups where available (Brookes 2007)

We need some way of comparing the impacts of an initiative or intervention. A Ratio Gain (RG) is a group's or individuals average gain in reading, spelling or vocabulary age in months divided by the time between pre and post-test in months. A ratio gain can only be calculated where the test provides reading, spelling or vocabulary ages.

RGs of exactly 1.0 represent **standard progress, or 'holding one's own'**. Anything above this represents better than standard progress (but see the next point), while anything less means that the children are slipping (further) behind;

RGs below 1.4, - represent an impact that does not seem educationally significant in terms of narrowing the gap **HOWEVER** pupils did not just stay where they were, and did make some progress, in absolute terms; but it was slow. They made little or no relative progress unless it is argued that 'holding their own' was a good result for such children – in other words, that without the intervention they would have fallen even further behind.



Further work within Reception/Foundation Stage has been undertaken to include whole class and targeted narrative work alongside whole class and targeted PTV. Details and outcomes of this will be updated on my website accordingly alongside any further developments.

Further Reading

Brookes, G. (2007) *"What works for children with literacy difficulties"* 3rd edition London: DCSF.

Cummins, J. (2008) (eds) BICS and CALP: Empirical and Theoretical Status of the Distinction. In B. Street and N.H. Hornberg *Encyclopaedia of Language Education, Volume 2: Literacy, 2nd edition*, pp. 71-83 New York NY: Springer.

Appendix 1: PTV Record Sheet


Topic	Words used:			Autumn Spring Summer W/C
Reception group	<u>Underline</u> the words used for the Question Game Only once you feel the children 'know' the selected words replace 2 (max 3) words with other topic curriculum words			
Child's name	Day	Comments / speech samples	Number of sessions	Target
				Sit/look/listen
				Sit/look/listen
				Sit/look/listen
				Sit/look/listen
				Sit/look/listen

Appendix 2: Word Learning Score assessment sheet

Word Learning Score (WLS) - Word Knowledge											(WLS) ©pipstjohn		
Name:							NC Year:						
Curriculum area:											Date	Date	
Word	Name it	clap syllables	beginning sound	indicate word length	function	gesture or action	category	location	make a link to the word	with the same meaning	Word Learning Score (WLS)	Re-assessment WL Score	
Observations / Comments:											Total:		
											/50 x2 to make %	/50 x2 to make %	

Appendix 3: Word Games

Naming, describing, defining and categorising		
Game	How to play	examples
Beat the Clock (use of verbs)	See if the group can think of a certain number of actions (e.g. 5) that you can do with an object or material in a given time (e.g. 30 seconds) i.e. a ball can be rolled, thrown, spun, bounced, hit, kicked etc	ball orange box wool paper flowers eggs
Show me (use of verbs or associating objects with verbs)	Miming game – a leader mimes an action and the others guess what s/he is doing , what s/he is using or both. If children are to be the leaders they may be prompted by pictures, real objects and symbols or written word.	Simple verbs pictured on photo-action cards e.g. sleeping, blowing, pouring, writing Tools / toys / implements which may be associated with an identifiable action
Feely box or bag (naming objects or recognising and generating descriptions)	An object is placed, unseen by the children in a bag or closable box with a hole cut in none end and covered with free hanging strips of material. At the simplest level the children take turns to feel the object and guess what it is (an extend to what do you do with it) At a higher level the adult feels the object and describes its shape and what it feels like for the children to guess OR the children to take turns to feel and describe the object.	Very familiar and highly contrasting objects e.g. a pen, an apple, a teddy, a shoe etc. Familiar objects within a category e.g. fruit and veg, kitchen items Newly learnt or less familiar objects associated with a topic e.g. items from, homes long ago.

Game	How to play	examples
<p>Categories</p>	<p>As a class, group or individual basis children to name as many required items from a specific category. No time limit. Increase/ decrease the number of items according to ability.</p>	
<p>Mr X and Mrs Y (Categorisation)</p>	<p>2 children are nominated to represent a category e.g. Mr Food and Mrs Toys.</p> <p>The other children think of an item in one of the categories and take turns to ask one of the characters, e.g. 'Mr Food, may I come in?'</p> <p>Mr Food then asks 'Whoa are you?' and when the child has answered decides whether the item named belongs to his category or not. If so the child goes to stand by behind him. This continues till all the children have been divided</p>	<p>Support with pictures if necessary</p> <p>Old fashioned house / modern house</p> <p>Metal plastic</p> <p>Natural man-made</p> <p>Transparent/opaque</p> <p>Town / woods</p>
<p>Call my Bluff (Recognising definitions and naming)</p>	<p>The children decide, in teams, which of 3 definitions of a word is correct</p>	<p>Bungalow</p> <ul style="list-style-type: none"> ● A one storey building to live in ● A noise a bear makes ● A building where things are made

Game	How to play	examples
<p>I spy in my mind's eye (describing and defining)</p>	<p>Traditional game is extended to include a variety of clues. These could be given according to a framework e.g. what it looks like / sounds / feels like, what it does/is for, where it is found, first letter, rhymes with.... Use objects, pictures or symbols to prompt</p>	<p>Hoop 'I spy with my little eye something ring shaped, that spins and rolls and is for playing with – usually outside. Begins with 'h' and rhymes with 'loop'.</p>
<p>Traditional picture games – lotto, pairs (Pelmanism), happy Families (naming and categorisation)</p>	<p>Children could play collaboratively in small groups or pairs to make one of these games using vocabulary relevant to a topic</p>	<p>Materials Lotto – 2 boards with matching pictures or matching labels e.g. plastic objects / metal objects Pairs - matching pairs of pictures on card of objects made from a variety of materials or from one type of material Happy Families – 4 sets of 'families' of objects made from the same material</p>
<p>Hangman (naming)</p>	<p>Play traditional game using topic vocabulary</p>	<p>Key vocabulary displayed on a word wall and on desk top word lists – encourage children to refer to them</p>
<p>Alphabet challenge (naming within a category)</p>	<p>Children take turns, or try as a group, to think of items within a category beginning with each letter of the alphabet. To make it more interesting a character is imagined to be jumping on to each letter as a stepping-stone. He can jump over (i.e. miss out) 7 letters but after these 7 chances have been used he will fall into say 'shark infested sea!</p>	<p>Things in a house Things in a school Things in a town Things in the country side Christmas words Girls And boys names Toys, games and pastimes Things we can do Words which describe the way we look (attractive, black, clean, dirty, elegant etc.)</p>

Game	How to play	examples
<p>Choke (naming)</p>	<p>trouble thinking when they are put on the spot – when minds stop working they 'choke'. Children like this challenge in a fun, friendly accepting environment.</p> <p>Differentiate for SEN children by reducing the time interval and providing a relatively easy letter (like B whereas a child with a wider vocabulary can be extended by giving letters such as Q, Z, K etc.)</p> <p>A variation with less pressure on individual is to allow small groups to co-generate the words within an allotted time period.</p>	<p>The task is simple: in 60 seconds tell all the words you know that start with a given letter. No one can help the challenger and no proper names can be used.</p> <p>This game can be adapted further</p> <ul style="list-style-type: none"> ● Name categories (verbs starting with letter R, green things etc.) ● Geography words ● Adjective you use to describe people ● Any other category you want them to explore

Relationships between words – opposites, synonyms, comparison, association

Game	How to play	examples
<p>Same of different? (making comparisons)</p>	<p>Divide the class or group into 2 teams. Hold up a series of pairs of objects, pictures or labels. Team 1 must find a way in which each pair is the same and team 2 must find a way in which the same objects are different</p>	<p>Orange / ball Wheel / CD Television / computer Mangle / tumble dryer Keys / tin opener House / bungalow Tile / brick</p>

Game	How to play	examples
<p>'My mate' (synonyms or things that go together)</p>	<p>The children are all secretly given a word that is one of a pair of synonyms or associated objects. The word could be written, pictured or whispered, perhaps at their table.</p> <p>One child is selected to tell his/her word and tries to find her 'mate' by asking different children what they are. When he/she has found another child is chosen. The game becomes easier as more of the 'identities' become known.</p>	<p>Synonyms: Pretty/attractive Shiny/bright Dull/matt Rough/bumpy Flat/smooth Old/ancient New/modern High/tall Fast/quick Storey/floor Twist/turn Spin/revolve</p> <p>Things that go together: Knife & fork Cup & saucer Table & chair Pen & paper Soap & flannel Wheel & tyre Bath & tap Fence & gate Bed & pillow</p>
<p>Record breakers (making comparisons)</p>	<p>The children suggest 3 nominations for the record breakers in any particular category.</p> <p>The class then vote.</p> <p>Once they get the idea they may be able to suggest their own categories</p>	<p>Smallest Tallest Smelliest Saltiest Sweetest Fiercest Softest Noisiest Quietest Gentlest Heaviest</p>
<p>Mary, Mary quite contrary (opposites)</p>	<p>A puppet always says the opposite of what she means e.g. 'the sun is very cold.' Can the children tell her what the correct word should be?</p>	<p>Hot/cold Top/bottom Full/empty Dangerous Safe Shiny/matt/dull Tall/short High/low Fast/slow Inside/outside Modern/antique</p>

Game	How to play	examples
Word clouds (association)	Write a word on the board and as a group, think of as many associated words as you can to make a word cloud around it	Snow Street School House Countryside Movement
Guess My Rule (alliteration)	<p>Children to figure out the rule and need to think about words as individual units</p> <p>So if person chosen names an item with the same letter as their word begins with they get a go (or if played at the end of lesson can leave the classroom)</p> <p>To start, the rule could be almost anything i.e. each item must follow alphabetical order or begin with the last letter of the item. As the children become more familiar with the game the rules can start to reflect semantic categories, such as types of animals, things found in the ocean and the sentences can change to focus on other parts of speech such as verbs, adverbs and adjectives.</p>	<p><i>"I am going to Alton Towers. Do you want to come.....?"</i></p> <p><i>I'm Pip and I'm taking a pineapple. What are you going to take?"</i></p> <p><i>"I'm going to Alton Towers. Do you want to come.....?"</i></p> <p><i>I'm Pip and I'm pedalling there. How about you?</i></p>

Thinking about words in context

You're in charge (naming in context)	Brainstorm ideas for a particular event or function or give ideas for items and see if the children can agree on some ranking of importance e.g. the most important 5 things you would need in the desert	Party Picnic A stay in the jungle Hospital Building site Making a cake Making a robot
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Game	How to play	examples
<p>Story-maker (generating words and phrases in context)</p>	<p>Point randomly at children or sit in a circle to make turn-taking easier. Give each child a sentence to finish which will go to make up a story. Use 'talking frames as prompt cards Allow as many ideas but little repetition as possible.</p>	<ol style="list-style-type: none"> 1. Once there was a 2. He lived in a 3. He felt very..... 4. He decided to..... 5. He set off to 6. He met a 7. They played..... 8. But then they..... 9. So the....had to..... 10. In the end he..... 11. And they all.....
<p>Blah Blah (thinking about verbs in context)</p>	<p>One person thinks of, or is given a verb and must think of sentences that could contain it, replacing the verb with 'blah blah'. The others guess what the verb is from the context. Alternatively the others can ask questions such as 'Who or what blah blahs?' 'Where do you/does it blah blah?' When do you/does it blah blah?' Why do you/does it blah blah? To try and determine the verb</p>	<p>Spin: 'you can blah blah a coin' 'blah blahing round makes you dizzy' 'Wheels blah blah' 'There is a blah blahing wheel in the story of Sleeping Beauty'</p>
<p>Word wizard (thinking about words in a sentence)</p>	<p>Explain you have fallen under the spell of a wizard and sometimes your sentences will get muddled up. If this happens the wizard's spell will be broken if the children can help you sort out your sentences a certain number of time. Then make some short statements on a particular topic sometimes in the correct order and sometime scrambled (use curriculum information). You could also play this game using a 'wonky word' for the correct answer</p>	<p>Where I live: <u>Scrambled sentences:</u> 'I in a town live' 'The town church has a' 'The has town shops' 'Busy the main road is' <u>Wonky words:</u> 'I drive to school in a duck' 'My house is built out of paper' 'The roof is made out of cheese'</p>

Playing with sounds

Game	How to play
Stepping stones (rhyme production)	Stick pictures onto card, number them from 1 to 12 and place them at intervals across the floor. Throw two dice and ask the children to stand on the picture that has that number. Child has to give a word that rhymes with the picture he is standing on.
Feely bag (rhyme production)	Place a selection of objects / pictures in a feely bag. Ask each child to take out an object or picture and give you a word that rhymes with it. Extend to topic vocabulary
Pass it on! (rhyme production)	Throw a soft ball or bean bag to one child sat in a circle. Give him a word. The child has to give a word that rhymes with the target word and then throw the ball to some else. Adult to give that child a new word to rhyme.

Recommended resources

Language for Learning: A Practical Guide for Supporting Pupils with Language and Communication Difficulties across the Curriculum

Sue Hayden and Emma Jordan

David Fulton Books 2007

ISBN: 9781843124689

One Step at a Time: A Structured Programme for Teaching Spoken Languages in Schools and Nurseries

Ann Locke

Network Continuum Education 2006

ISBN 9781855391178

Teaching Speaking and Listening: One Step at a Time Revised edition

Ann Locke

Featherstone Education 2013

ISBN 9781441139801

Time to Talk: Implementing outstanding practice in speech, language and communication

Jean Gross

David Fulton / Nasen 2013

ISBN: 9780415633345

Word Aware: Teaching vocabulary across the day, across the curriculum

Stephen Parsons and Anna Branagan

Speechmark 2014

ISBN: 9780863889554

Word Aware 2: Teaching vocabulary in the early years

Stephen Parsons and Anna Branagan

Speechmark 2016

ISBN: 9781909301671

Communicating the Curriculum

The Communication Trust 2016

<http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communicating-the-curriculum/>

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Shadsworth Infants School, Blackburn
St Thomas's C of E Primary School
Roe Lee Park School, Blackburn
St Matthew's C of E Primary, Blackburn
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