



Leading Literacy

CPD for excellence in English

Developing deeper subject knowledge: Unit 5: Teaching vocabulary explicitly

Teaching activities to try

- Give children a spelling/ vocabulary journal so that they can record words as they read.
- Ask children to act out a word, e.g. the word 'scared' could be shown by someone with a scared face.
- Give children some cards with idioms and their meanings separated. Ask them to match them together.
- Create key vocabulary cards for the books you are reading.

You can find further activities and ideas [here](#).

Planning your next steps

Rate your school from 1–10 on each of the below (10 being the highest and 1 being the lowest):

1. *Implicit instruction (caught)*
2. *Explicit instruction (taught)*
3. *Vocabulary for reading*
4. *Vocabulary for writing*

5. *Vocabulary for spoken language*
6. *Vocabulary across the curriculum*
7. *Reviewing vocabulary in different contexts*

What do each of these areas look like across the school?

From the key areas above, what are some of the priorities for the school?

Is vocabulary being taught explicitly across the school and is this timetabled within the English/reading sessions and across the curriculum?

Where are teachers selecting their words for Tier 2 vocabulary?

What does explicit vocabulary teaching look like across the curriculum?

Are teachers clear about which words to unpick and explore?