

## Learning to read at Pitteuchar West

### Part 4: Vocabulary

Learning to read is a journey. At Pitteuchar West, we follow the Fife Workshop for Literacy approach which uses the science behind learning to read. Learning to read has 5 components which are taught in depth to support success in reading.



This fourth handout will focus on vocabulary.

Vocabulary is the most important tool for reading, writing, talking and listening but it takes time to develop.

**Why is vocabulary important?**

Studies show that a child's vocabulary aged 2 years can predict reading ability aged 9 years.

**How do we learn new words?**

Talking with and reading to your child from birth has exposed your child to a large number of words already. Hearing, using, and seeing a variety of words often enough to become familiar with them enables these words to 'stick'. You are your child's first and most important teacher. In school and nursery we build upon the wide vocabulary your child has developed from home. Vocabulary is learned through every day experiences as well as being taught. We make meanings for words through our experiences with them, sorting words into groups and making connections.

In school we use word webs and word banks to support the learning of a 'robust vocabulary'. We link new vocabulary to class novels, projects, the news, and areas of the curriculum such as science.

We encourage children to think if they have heard a word before, give definitions and provide repeated exposure to new words.

Around 15 repetitions of new vocabulary is needed for a new word to stick.



Tier 1- basic words e.g. arm, happy, baby, run etc...

Basic word knowledge is needed to make progress in reading, so children without English as a first language or with word processing difficulties will receive extra support to focus on these.

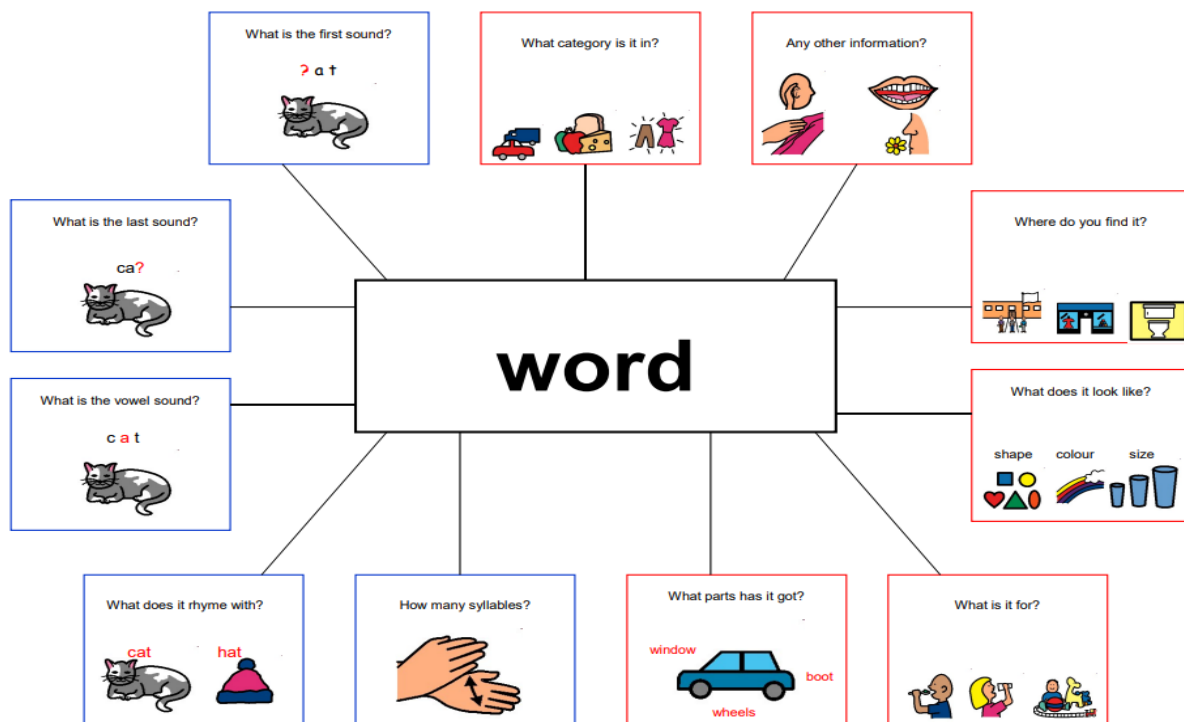
Tier 2- high frequency words which add maturity to speech and writing e.g. glance, avoid, consider, discover, haul etc...

A knowledge of tier 2 words aids learning across the curriculum and enables children to make connections to other words. In class word banks and other word tools are used to support children to use tier 2 words to make their point more powerful and detailed when either talking or writing.

Tier 3- Low frequency words which have a specific use or not normally part of common use e.g. xylophone, astronaut, centipede, chariot.

New words will be identified and discussed in class, used in sentences, and added to word banks.

Visual aids, such as the word web below, are used to help children make meaning and remember new vocabulary to then use independently.



If you would like more information on the development of vocabulary to support reading, please get in touch.