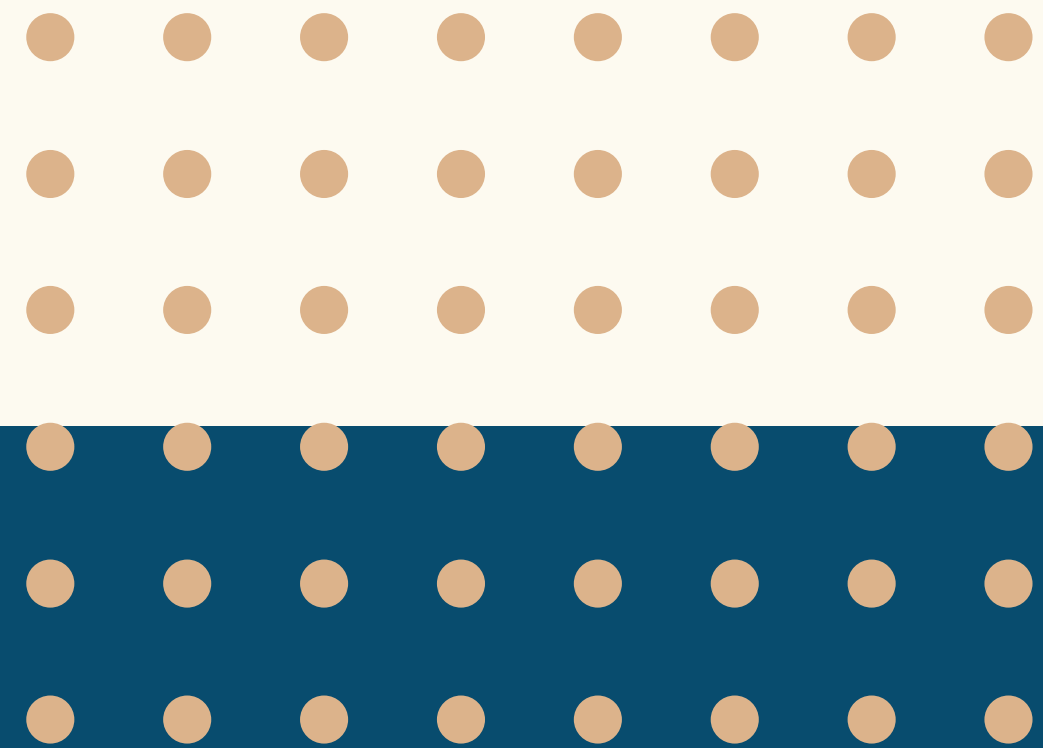




EYFS VOCABULARY DEVELOPMENT

2023-2024



VOCABULARY DEVELOPMENT INTENT



COMMUNICATION & LANGUAGE STATUTORY EDUCATIONAL PROGRAMME:

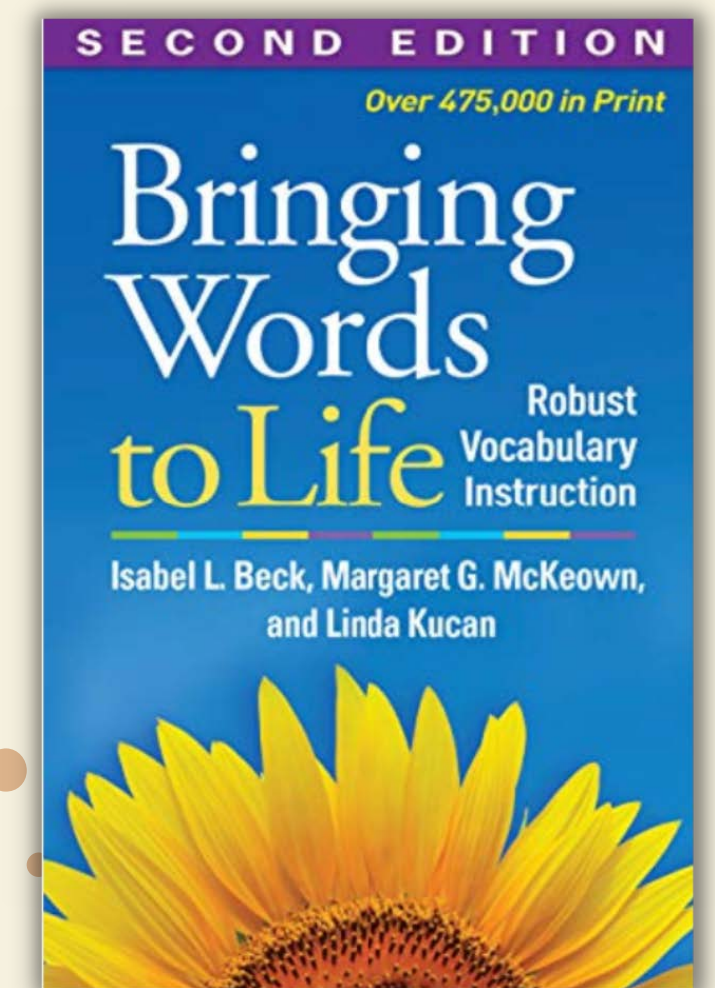
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

At Coppice Valley we introduce new words to children that are useful and meaningful.

Early language ability is one of the strongest predictors of later development through school and in life. Language is essential for thinking, expressing our feelings, making friends and finding solutions.

The rate of language development in the first few years of life is, like many other aspects of young children's development, dramatic. If a young child does not develop the basic skills of speech, language and communication they are likely to be disadvantaged for life.

For this reason, it is a priority in our EYFS curriculum.



BECK AT AL (2013) PROVIDE EVIDENCE-BASED GUIDANCE, IN THEIR BOOK 'BRINGING WORDS TO LIFE', THAT SETS OUT THREE TIERS FOR VOCABULARY. THE DEFINITIONS ARE PROVIDED BELOW.

SELECTING WORDS FOR ROBUST INSTRUCTION

The Three-Tiers Framework (Beck, McKeown, & Omanson, 1987)



The first tier consists of the most basic words: warm, dog, tired, run, talk, party, swim, look, and so on. These are the words that typically appear in oral conversations, and so children are exposed to them at high frequency from a very early age. This high exposure means that children become familiar with this set of words pretty readily, and so these Tier One words rarely require instructional attention to their meanings in school.



The second tier words are of high utility for literate language users and are found across a variety of domains. These words are characteristic of written text and are found only infrequently in conversation, which means that children are less likely to learn these words independently, compared with Tier One words. Because of the large role Tier Two words play in a language user's repertoire, rich knowledge of words in the second tier can have a powerful impact on verbal functioning. Thus, planned vocabulary development is directed toward Tier Two words.



The third tier of words has a frequency of use that is quite low and often limited to specific topics and domains. Some examples of Tier Three words might be filibuster, pantheon, and epidermis. In general, a rich understanding of these words would not be of high utility for most learners. These words are probably best learned when a specific need arises.

AN EXCELLENT SOURCE FOR WORDS THAT WILL EXPAND YOUNG CHILDREN'S VOCABULARIES ARE BOOKS THAT ARE DESIGNED TO BE READ ALOUD TO CHILDREN. BOOKS ARE CHOCK-FULL OF TIER TWO WORDS. A WORD IS CONSIDERED A GOOD CANDIDATE FOR A TIER TWO WORD IS IF IT IS LIKELY TO BE UNFAMILIAR TO YOUNG CHILDREN AND BUT IS A CONCEPT THEY COULD IDENTIFY WITH AND USE IN NORMAL CONVERSATION.

How useful is it?
Will they meet it often?
Will they find it in other texts?
Will they use it to describe their own experiences?

How does it relate to other words the children know?

Will it add more dimension to a topic covered?

What does the word contribute to a text or situation?

What role does the word play in communicating?

Coppice valley criteria for choosing Tier Two words.

(Source: Robust Vocabulary Instruction - 2nd ed. Isabel L. Beck, Margaret G. McKeown, Linda Kucan, 2013)

VOCABULARY DEVELOPMENT IMPLEMENTATION



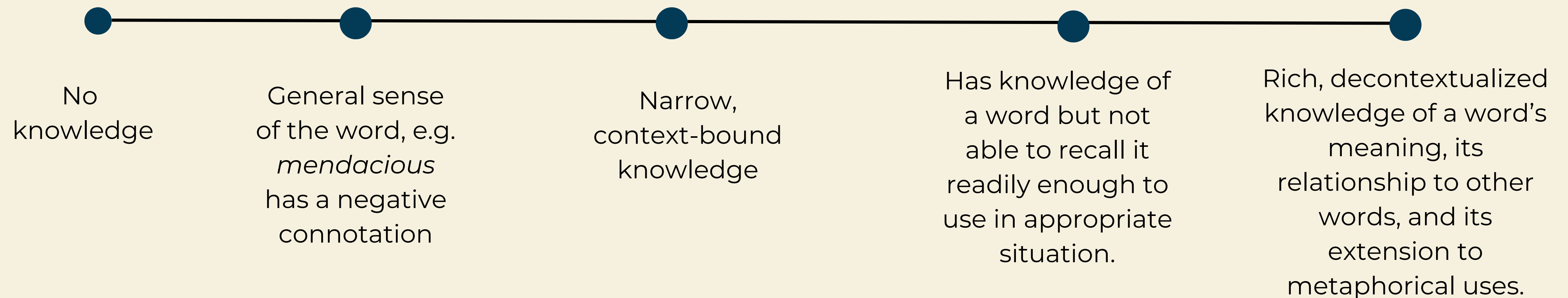
The most valuable source of words for young children are books that are designed to be read aloud to young children.

At the heart of a robust vocabulary approach is to select a set of words to be introduced and sustained over several days.

Research suggests that up to 10 words can successfully be taught to children over a one week cycle, but it does not suggest that this is the norm. More so, the decision on the number of words to be taught should be decided by the teacher, based upon time constraints and what else is going on in the classroom.

It is not the case that one either knows or does not know a word. In fact, word knowledge is a rather complex concept.

Word knowledge can be described as falling along a continuum (Beck *et al*, 1987)



Process for vocabulary instruction in the EYFS

- 1 The word is identified as part of a story context (using *Grandma Fantastic*). This provides a situation that is already familiar to children and a rich example of the word's use.
- 2 The meaning of the word is explained in a child-friendly way e.g. *reluctant* means you are not sure you want to do something.
- 3 The children are asked to repeat the word because pronouncing a word helps build a memory for the sound and meaning of the word (Say the word with me).
- 4 Examples given in contexts other than the one used in the story are provided (You might be *reluctant* to eat a food that you never had before, or you might be *reluctant* to ride a roller coaster because it looks scary).
- 5 Children interact with examples or provide their own examples (Tell about something you would be *reluctant* to do. Try to use *reluctant* when you tell about it. You could start by saying something like "I would be *reluctant* to _____").
- 6 Children say the word again to reinforce its phonological representation and meaning (What's the word that means you don't want to do it?).

Beck, McKeown, Kucan, 2013

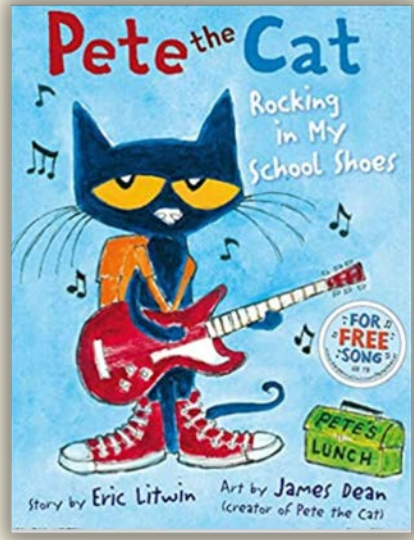



Vocabulary Development

Long Term Plan 2023-2024



The planned for Tier Two words identified through texts chosen that develop our termly learning umbrellas. We follow Jane Considine's 'The Write Stuff' programme from Autumn 2.

	Autumn 1		Autumn 2		
Focus Texts					
Tier Two Vocabulary	<ul style="list-style-type: none"> • Strolled • Anxious • Worried • Rocking • Rhythm • Joyful • Instrument 	<ul style="list-style-type: none"> • Groovy • Predict • Downhearted • Jigged • Skip • Spring • Twirl 	<ul style="list-style-type: none"> • Celebration • Attempt • Explosion • Effigy • Dazzling • Sparkling • Crackle • Spectacle 	<ul style="list-style-type: none"> • Leap • Prance • Cavort • Ominous • Dingy • Overcast • Relieved • Comforted • Reassured 	<ul style="list-style-type: none"> • Reunited • Possibility • Heartbroken • Joyful • Experience • Seasons • Mistaken • Beware • Flolicking
Learning Umbrella	<p>Starting school</p> <p>All about me and my family</p> <p>Seasonal changes - Autumn</p>		<p>Celebrations and Festivals</p> <p>Christmas Around the World</p>		

Vocabulary Development

Long Term Plan 2023-2024



STATUTORY EDUCATIONAL PROGRAMME:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Spring 1		Spring 2	
Focus Texts				
Tier Two Vocabulary	<ul style="list-style-type: none"> • Isolated. • Abandoned • Dejected • Downhearted • Enormous • Imposing • Colossal • Ecstatic • Elated • Gleeful 	<ul style="list-style-type: none"> • Perilous • Treacherous • Hurtle • Navigate • Mesmerising • Appetising • Miniscule • Responsible • Jeopardy • Uncertainty 	<ul style="list-style-type: none"> • Anxious • Niggly • Jittery • Sprint • Strolled • Scamper • Imparted • Murmured • Cajoled • Beamed • Chuckle 	<ul style="list-style-type: none"> • Magnificent • Enchanted • Fascinating • Sociable • Content • Obliterated • Annihilated • Clambered • Sprinted
Learning Umbrellas	Cold environments Polar Animals Seasonal changes - Winter		Healthy Me Growing up - babies, generations. Oral health People in our community	

Vocabulary Development

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	Summer 1	Summer 2		
Focus Texts				
Tier Two Vocabulary	<ul style="list-style-type: none"> • Paraded • Saluted • Demonstrated • Strutted • Intense • Anxious • Overwhelmed • Miniature • Glistening • Precious 	<ul style="list-style-type: none"> • Crushed • Devastated • Distraught • Clamber • Scramble • Scrabble • Humongous • Petite • Gigantic • Hollered • Shrieked 	<ul style="list-style-type: none"> • Swirl • Swoosh • Marvellous • Unbelievable • Astonishing • Magical • Brilliance 	<ul style="list-style-type: none"> • Glimmering • Fearsome • Lethargic • Sluggish • Queasy • Consequence • Polluted • Contaminated • Considerate • Nurture
Learning Umbrella	<p>New Life</p> <p>Plants and Life Cycles</p>		<p>Seasonal changes - Summer</p> <p>Hot Environments</p> <p>Animals - British Wildlife</p>	

ENERGISING THE VERBAL ENVIRONMENT



In addition and complementary to robust vocabulary instruction, at Coppice Valley we create an “energised verbal environment”, a classroom where words are in play almost all of the time - noticed, investigated and savoured - and where every opportunity is taken to add words to children's surroundings.

(Beck et al, 2013)

- The adults are the most important element in this environment – alert to opportunities to use sophisticated, interesting and precise language.
- Adults are sensitive to words and show their own curiosity about words.
- Poetry via '*The Poetry Basket*' is used to expose children to fascinating and innovative ways of celebrating language, whether this be through poems that lend themselves to performance or poems encouraging children to think about the images that words evoke.
- Adults take spontaneous opportunities to introduce new words as they naturally arise, using their professional judgment as to what best to do with words as they enter the verbal environment. Once words have been introduced and discussed, they can be ‘kept around’ in the classroom, for example on a word wall or display board, with adults alert for ways to “sprinkle them in”.

Daily Opportunities for for a language rich day

Daily whole
class
shared
reading

Daily songs,
rhymes and
poems

Chatter Groups
- small group
opportunities
for talk

Rich and
varied,
meaningful
activities and
experiences.

Informal 1:1
conversations -
both planned
and unplanned

Listen as
well as talk
opportunities

CLOSING THE WORD GAP

Vocabulary is developed through the specific areas of learning. Below is the planned for foundational vocabulary needed to prepare the children for their learning in year one.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scientific Vocabulary	Seasonal Changes - Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow.	material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny	polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival.	Seasonal changes - as Autumn 1 + Spring Hygiene, healthy, non-healthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent	tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly	pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats,
Musical Vocabulary	Song words, clap, stamp, move, dance, instrument, drum, tambourine, bells, , maracas, claves, glockenspiel and xylophone, loud, quiet, shake, tap, bang, pulse, beat, orchestra, violin, flute, clarinet, trombone, cellos, horn, bells, high, low					
RE Vocabulary	Jesus, Bible, Holy book, leader, sacred, promise, believe	responsibility, friendship	place of worship, church, mosque, synagogue	Celebration, festival	Unique, valuable, special, symbol	wonder, beauty

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geographical Vocabulary	<p>Location and place - Environment, map, place, quiet, busy, calm, noisy, similar, same, different, old, new, left, right, under, besides, on top of, forwards, backwards, community</p> <p>Human and Physical - Similar, different, same, police officer, firefighter, postal worker, doctor, dentist, shop owner, vicar</p> <p>Fieldwork - Home, house, bungalow, street, church, zebra crossing under, traffic lights, tunnel, bridge roundabout, map</p>					
Historical Vocabulary	A long time ago, same, different, change, history artefact, past, now, modern, old, new, order					

