



Slide 1


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Supporting and Developing Vocabulary and Concepts School Age


Children's Speech and Language
Therapy Service



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Objectives

- **Importance of vocabulary** for language learning and education.
- How to recognise those children with **vocabulary gaps**.
- What are the **ingredients for word-learning**?
- Practical ideas and strategies for word learning in the everyday situation (**universal**).
- Practical ideas and strategies for word learning at a **'targeted' level**.

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Why Teach Vocabulary?

By **6** children have vocabulary of **14,000 words**
That's **8 new words a day** from 18 months to 6 years

They may have **40,000** or more words at 11 years
To use and understand a language well we need **10,000+ words**



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The vocabulary learning journey

Building word knowledge occurs over time, as we make **connections** to other words

We become more **independent** in learning the **meanings** of new words as our vocabulary increases

Some children find **learning vocabulary hard**

Teaching vocabulary is highly effective and fun!

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When word-learning is hard...



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Incomplete word knowledge (structure)


- **Part of the word** e.g. *guitar* = *tar*
- **Sound errors**, often with longer words

e.g. *piano* = *pinano*
caterpillar = *capertillar*

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Incomplete word knowledge (meanings)

Wrong word, but close

- “fence” = “gate, door”


Overuse of generic words

- “pouring” = ‘getting milk in’
- Lots of = somebody, someone, it, this, that

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Word finding difficulties

- It’s on the ‘tip of my tongue’.
- Perhaps repeating a word several times before moving on to the next word.
- Saying a different word
- Taking time to say a word.
- Perhaps not saying much at all


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What are the ingredients for successful word-learning?



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Label, Model, Repeat...
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HELP FILL UP YOUR CHILD'S JUG

POURING MORE...
• SOUNDS
• WORDS
• PHRASES
• SENTENCES

When the Jug is full enough

MORE SOUNDS/ WORDS

SOME SOUNDS/ WORDS


INPUTTING
• Interpret
• Label
• Model
• Repeat

This helps to fill the jug up

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We learn with all our senses...
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Which conversation is likely to be more memorable?

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Multisensory experience to learning words
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See
• Pictures (with image of a bee)
• Objects (with image of a ball)

Smell (with image of a pink flower)

Actions (with image of a person running)

Taste (with image of a chocolate cake)

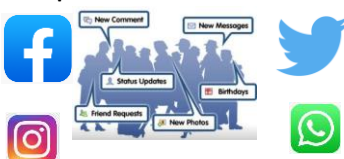
Touch (with image of a hand)

Sound (with image of a boy's face)

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It's important to make connections



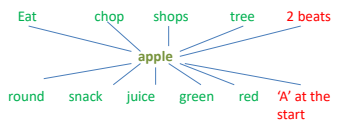
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Word connections...an example

Building word knowledge occurs over time, as we make **connections** to other words.



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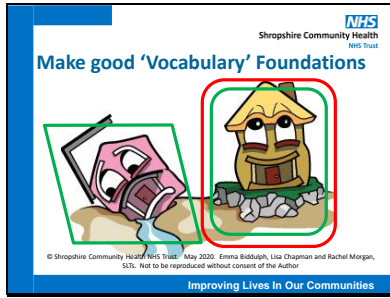
Good word connections...

- **Green** = What you mean = **meaning/ Semantics**
- **Red** = what is said = **structure/ phonological awareness**

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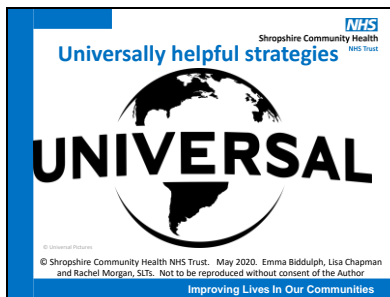
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Everyday Ideas & Experiences to support vocabulary learning

Rain or Shine



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Explore...

Remember we learn with all our senses.

Help make word connections by exploring different sensory experiences
e.g. "eating"
"tasty"
"juicy!"



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Do things together.

Listen to what you child is saying in their play

Add some words too. For example:

- "Lots of bricks"
- "bricks on the floor"
- "blue brick"
- "hide the bricks"




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Share a book

- A great source of lots of new words.
- The words can come from the text or from the pictures.
- Revisiting the book means revisiting the words.
- Were there any new words to your child? Talk about these words.



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Talk about...

Talk to your child about what you are doing.

Repeat possible new words several times in different sentences.



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Emotions – label feeling words

- **Label how you are feeling** – “I feel happy because the sun is out”.
- **Label the feelings of the child** – “I wonder if you feel sad because your teddy is broken”.
- **Label the feelings of characters in a book** – “I think they feel excited because it is their birthday”.



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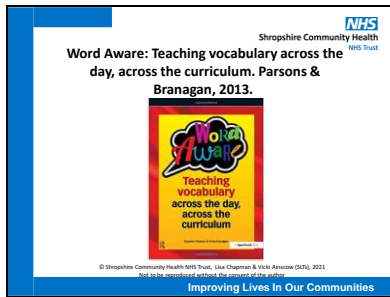
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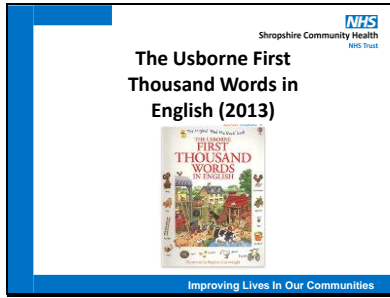
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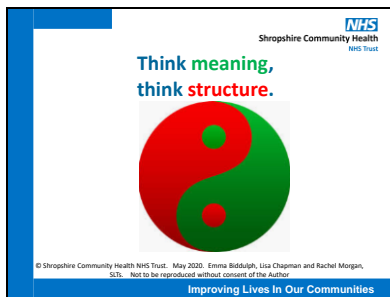
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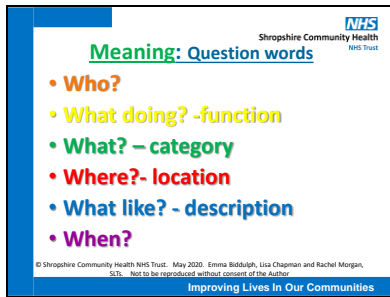
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Structure of Words

- Syllables
- Rhyme
- Alliteration

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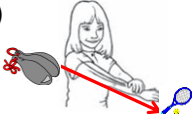
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Multi-sensory/ Inputting ideas

a) High fives (syllables)
b) Magic arm (word initial/ word final sounds)

Cat



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putting it all
TOGETHER

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Word Wizard (Word Aware)

Word Wizard

New word _____

It starts with...  

It rhymes with...  

It has ... syllables  

Use the word in your pattern  

Use the word in a sentence _____


    

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Example of Word Maps made into a book




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Sharing topic vocabulary

- Key topic words list from school to be shared with home.
- Talking about the words at home helps the child to remember them more.
- Words can be also be modelled in a child's home language



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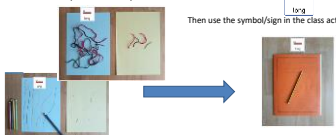
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Teaching Concepts

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Target one concept word at a time (i.e. long v's not long). Compare the target concept with "not ..." e.g. 'not long'. Teach it in a variety of multisensory activities.

Then use the symbol/sign in the class activity.



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Word raps

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- Say the word ...
- Clap the word ...
- Read the word ...
- Act the word ...
- Shout the word ...
- Whisper the word ...

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Word Mats

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Targeted Games:
Always a healthy option


Meaning  Structure

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Meaning Word Games



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Word Games (Meaning)

Object in a bag

Describe the object for others to guess what it is.

Then pull the object out of the bag.



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Word Games (Meaning)

Odd one out

- Put out 3 items
- Your child identifies the odd one out.
- Discuss why it is the odd one out.



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Meaning Word Games

Commercial games




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Structure Word Games



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Structure Word Games

- Food shopping/ I went to market.. (ABC...)
- Making up silly rhymes
- Syllable / Rhyme snap (you will need some pictures)
- Syllable jumping
- Word chains (bed-dark-cat-television-night)
- Can you guess my word? P...pl...pla...plas...

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Finding words 'in the moment'


There's no rush – take your time.

- Encourage your child to talk about the word; what does it do, where do you find it
- Can you act it out?
- Is it a long/ short word?
- What sound does it begin with?

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- [Where's that word? - YouTube](#)

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Summary NHS Shropshire Community Health NHS Trust

- **Vocabulary is vital for literacy, social and academic success.**
- You know **how to spot vocabulary difficulties.**
- You know how we **learn new vocabulary.**
- We have talked about some **universal and targeted strategies & games** to support vocabulary learning
- We have seen that **vocabulary learning can happen everyday and be fun!**

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Feedback NHS Shropshire Community Health NHS Trust

Please complete the feedback questionnaire to help us to continue to improve the quality of our presentations


Thank you

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The End Questions? NHS Shropshire Community Health NHS Trust



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- Parsons S and Branagan A (2016) Word Aware 2 – Teaching vocabulary in the early years. Routledge
- Images used in this presentation have been taken from internet searches or they have been referenced below the image.

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The End

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