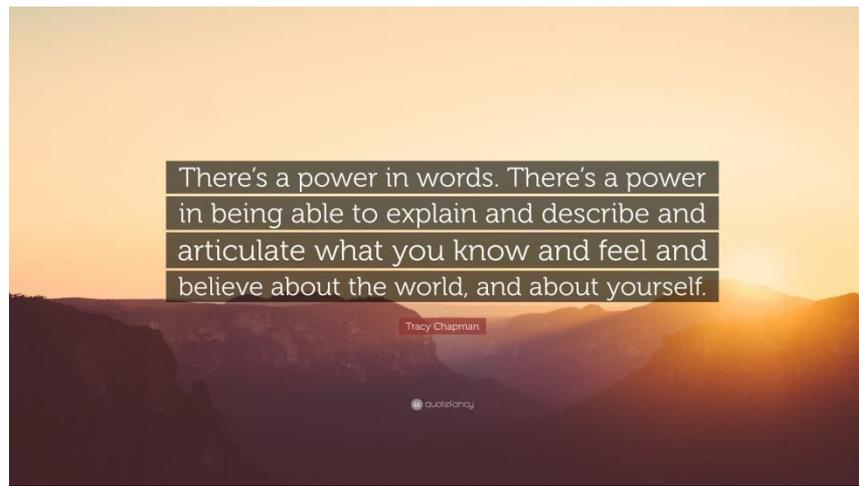


What about the power of words in our curriculum?



Read this.....

- It is [well-documented](#) that the number of words children hear in the first five years of their life is linked to the size of their vocabulary at age five.
- But it is not only the quantity of words that matters. Also of critical importance is the variety of the language that children experience.
- In a [ground-breaking study](#) – Nov 2017, Gary Jones and Caroline Rowland demonstrated that, as the child develops, it is the *diversity* of the vocabulary they hear that becomes more effective than the *quantity* in boosting their vocabulary size and influencing how easily new words can be learned.

And this.....

- The “**30 million word gap**” refers to a research study conducted by psychologists Betty Hart and Todd Risley. Their study showed that children from lower-income families hear a staggering **30 million** fewer **words** than children from higher-income families by the time they are 4 years old
- For many impoverished students language was used more often to communicate negation, disapproval or punishment. The data from the 1995 **Hart and Risley study** was that the average child from a professional family hears six times the number of encouragements for using language for every one discouragement or prohibition.³
Feb 2015

What does it mean for us?

Discuss

Remember
your words
can plant gardens
or burn
whole forests down

gemma troy



Late one evening
in a dark gloomy room
left all alone I felt
my insides had tumbled
down, fear spread over
my body. It was like the
world was gone. I felt I was
in the coldest, loneliest place in the
world. I felt I was in heaven being
smothered with angels. The fire
seemed
to become real in thought.
The bars of the fire glowed and
seemed
to melt and fade deep into my dream.
The television reflects into the glass
of the window, beyond that
is a new and dark world.
New creatures now
appear upon the
glassy splintery window.

Late one evening
in a dark gloomy
room Thought and
hope End.
Judith Fleet, aged 7.

Raise your words,
not your voice.
It is rain that
grows flowers,
not thunder.

-Rumi

- It is likely that many of our children in West Norfolk, particularly those who are disadvantaged, will have a **vocabulary deficit**
- Therefore – it is **imperative** that children should hear frequent, fluent, rich, diverse language at school
- All adults have a **duty** to enrich our children's language by being **‘word conscious’** *Alex O’Quigley Closing the Vocabulary Gap*
- The quality and pace of what we say, read and learn is **vital** to help our children learn and **redress social inequality**

What have we already started doing ?

- Put literature at the heart of what we do
(WAGOLL, destination reader/power of reading / reading to children/pleasure of reading/parental engagement)
- Refer to well planned, diverse and high quality subject matter
(our knowledge rich curriculum, mid-term plans, units of work, working walls)
- Ensure the pace of delivery allows children frequent exposure to the best language
(robust timetable- no time wasted- adults expectations and use of language)
- Enrich experiences for children that allow our beautiful words to flow
(characteristics of effective learning, confidence, debates, theatre, poetry, story telling, art, books, books, books)

What next?

- **Knowledge organisers** that identify quality vocabulary and provides a definition
- Send them home, assess words start and finish, visit them daily word of day segment
- **Oracy boards** in every room
Like a language/vocab working wall, displays relevant vocabulary and definition
- Talk like you have swallowed a thesaurus!

BE WORD AWARE

What about the Early Years?

- Some schools already linked through SiiF project, funded by DfE
- SLEs (Senior Lead Educators) supporting schools in 2 ways
- NELI and ELKLAN training
- Developing language rich environments seeking to enable more exceeding outcomes
- Project runs for 18 months, across 2 academic years



Developing vocabulary

- Learning new words – need to get them stored in long term memory
- Repetition!
- Use in context approx. 10 times
- New vocab on wall – keep using
- Budge up!

