Core Wider Curriculum Vocabulary

Intent

Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Word Gap Matters: Oxford Language Report, 2018). At London Fields, we also know that a good understanding of a wide range of vocabulary supports success across the whole national curriculum.

Research also shows that direct instruction in vocabulary can increase learning and understanding. However, following on from the work of Beck and McKeown, we know that there are potentially too many words to teach effectively. Building on Beck's three tier model, we have identified 'core' words that the children will meet in different subjects and in different topics. These words will be revisited and taught in different contexts so that the children develop a deep understanding of their meaning and they become tools with which children can access the knowledge, skills and understanding the curriculum demands.

Obviously, these are not the only words we will teach. But they will form a backbone through our curriculum to help to scaffold and develop the children's learning. Each Knowledge Organiser we create for a connected learning curriculum will have specific vocabulary on it to support the knowledge and skills being taught at that time.

Core subjects such as Maths and English have many words that are taught as the curriculum builds over each year of teaching in each year group.

How can I help at home?

This learning can be supported by:
- Looking at some of the ideas on the subject pages of our website on how to help at home
- Using the words when you discuss topics at home
- Asking your child to explain what they understand by the words and talking with them about how some can be used in different contexts

Ultimately, the most effective homework you can do is for families to talk to your child and to ensure that they talk to you in whole sentences.

Some fun games to add extend the use of vocabulary:

Conversation Competition: Ask your child to speak for one minute and include as many words from one of the lists below or their knowledge organiser in the conversation.

Vocab Shot: get children to read a word from the list, spell it, say it in a sentence and tell you the meaning. Repeat. How many can they do in 1 minute? Can they improve their record?

Game Show: describe the word to your child, give them clues such as the number of letters, the definition of the word – can they guess it?

Charades: ask your child to act out their word in actions in silence can you guess it? Swap and do the same with them guessing.

Picture This: Get your child to draw pictures related to the word – can you guess it? Swap and see if they can guess yours too.

Word Detective: When you are out and about (e.g. supermarket) can you spot any of the words from one of the lists if so where? How often do you see it?

	Key Stage One			Key Stage Two		
HISTORY	Significant Memory/memorable Artefact Impact	Source (primary/secondary) Evidence Communication Witness		Significant Memory/memorable Artefact Impact Source (primary/secondary) Evidence	Witness Immigration Trade Bias Democracy Credible Propaganda	Persecution Reliable Civilisation Settlement Ancient Invasion Communication
Geography	Urban Rural Environment Landmarks Human feature	Physical feature Border Location Key Climate		Urban Rural Environment Landmarks Human feature Physical feature Border	Location Key Climate Settlement Biome Industry Natural	Sustainable Primary Secondary Raw Materials Trade Population
Computi	Code Input Output Icon Debug	Digital Algorithm Public Private Application (app)		Code Input Output Icon Debug Digital	Algorithm Public Private Application (app) Social Media Sequence	Network Variable Hardware Software Data Execute
Science	Sort (Classify) Identify Observe Compare – Similarities & Differences Record	Test/Investigate Ask Equipment Predict Fair test		Classify (sort) Identify Observe Compare – Similarities & Differences Record Test/Investigate	Equipment / apparatus Predict Fair test Accurate Measure Gather Findings	Conclusion Explain Accurate Evidence / Result Support Refute Ask / enquire / Question
Art	Portrait Landscape Primary/secondary colour Abstract	Texture Observation Media Sketch Real-life Pattern		Portrait Landscape Primary/secondary colour Abstract Real-life Pattern	Texture Observation Media Sketch Sculpture Collage	Tone Shade Printing Digital media Critique Form
DT	Brief Modify Evaluate Prototype Template	Product Market research Design criteria Innovative Target audience		Brief Modify Evaluate Prototype Template Product Market research	Design criteria Innovative Target audience Structure Mechanism Electrical system Generate	Functional properties Aesthetic qualities Components Cross-sectional Exploded diagrams Pattern pieces
Music	Instrument Rhythm Tune Repeat Rest	Beat Orchestra Wind String Brass Percussion		Instrument Rhythm Tune Repeat Rest Beat Ensemble	Orchestra Wind String Brass Percussion Dynamics Melody	Pitch Notation Crochet Quaver Minim Semibreve Tempo Pulse
RE	Worship Festival Holy book Prayer Charity	Community Belief Celebration God/Goddess Ceremony		Worship Festival Holy book Prayer Charity	Community Belief Celebration God/Goddess Ceremony	Fasting Symbolism Spiritual leader Moral Deity Pilgrimage
PE	Jump Throw Catch Stretch Balance Game	Kneel Sit Speed Perform Rules Team		Attack Defend Agility Co-ordination Breathing Challenge	Tactics Sprint Stroke Healthy Lifestyle Refine	Fitness Impact Improve Recover Exercise Evaluate

Have Faith, FLOURISH, Fly High!