



## Ash Grove Academy Vocabulary Intent

*“In order for students to become fluent in complex subject-specific terminology and more general vocabulary, the process of learning new words needs to be considered deliberately and explicitly as part of teacher instruction.”* Tom Sherrington & Oliver Caviglioli.

At Ash Grove Academy, we value the importance of vocabulary by making it a priority in every subject across the curriculum. As well as providing opportunities to explore vocabulary through talk and reading we plan for the explicit teaching of vocabulary.

Subject leaders have selected word lists for their subject; they build in complexity each year so that children can build upon their skills and knowledge. Vocabulary is revisited and refreshed to ensure that it becomes embedded.

### Approach for vocabulary development

- **Specify and define the words** – introduce a new word and share its meaning using child-friendly definitions. Share an example of the word in context.
- **Say the words:**
  - Chorally – all children repeat the words in call and response style.
  - In pairs – structured paired discussions where children need to use the words they are learning.
  - Rapid fire – children can use the words through individual questioning.
- **Read words in context** – support understanding and recall of the vocabulary by providing children with the vocabulary in different contexts.
- **Practise using the words verbally and in writing** – children are expected to use the new terminology where relevant rather than reverting back to more familiar basic terms.
- **Engage in word-based retrieval practice** – children participate in regular retrieval practice using the target vocabulary. Children are required to recall the words from memory, know what they mean, and identify their correct use in context.

### Strategies for practise and retrieval

- Three vocabulary retrieval sessions per week, practising 6 previously taught words over 3-15 minutes.
- Pictures and actions may be used when introducing and teaching new vocabulary.
- A co-build Frayer model used uniformly throughout school.
- Breaking words down – looking at morphology, phonology, and etymology.
- Reading key vocabulary in context.
- Explicitly writing in sentences.
- Vocabulary labels – children wear sticky labels with key vocabulary on around school and are questioned by others.
- Vocabulary lists sent home for parents but also as homework.
- Examples of correct/incorrect uses of key vocabulary.

## Science Vocabulary Progression

	Concept Vocabulary (Disciplinary)	Topic Vocabulary (Substantive)
Nursery	See/hear/feel/touch/smell	Living things Animal Plant Grow Hot/Cold Rough/Smooth Old/new Melting Shadow Cooking Light/dark Floating/sinking
Reception	Differences Observe Parts of (plant, animal)	Winter, summer, autumn, spring Weather Life cycle Nature/natural Senses Vibrate Transparent Texture
Year 1	Change Describe Properties	Tree Flower - roots stem leaves Materials Seasons Weather Human Carnivore Herbivore Omnivore Amphibian Reptile Mammal Birds Fish Names of body parts
Year 2	Predict Material	Habitat Food chain Germination Pollination Growth Health Nutrition
Year 3	Observe Investigate	Names of food groups Transportation Force

		Magnets Types of rocks Balanced diet
Year 4	Compare	Classify Vertebrate Invertebrate Flowering Non-flowering Key Solid Liquid Gas Evaporate Condensation Precipitation Electricity Circuit Conductor Insulator Vibration Pitch Volume Digest Digestive system (names of organs/teeth) Function
Year 5		Life-cycle Childhood Adolescence Adulthood Puberty Reproduction Fertilisation Dissolving Separating Reversible Irreversible Gravity Resistance Friction Solar System Galaxy Star Planets Orbit Rotate
Year 6	Evolution inheritance classification	Adaptation naturalist Refraction Voltage Circulatory system

## Geography Vocabulary Progression

	Concept Vocabulary (Disciplinary)	Topic Vocabulary (Substantive)
Nursery	Different/differences Change/changes	Outdoors/indoors Weather Grass/puddle/rain/snow/pebble/stone/rock/leaves Conkers/trees/ bark/branches/seed Grow
Reception	Explore Similarities Contrast	Map World Globe Country/countries United Kingdom Local/national Community Environment Road/street Village Town City Local Winter, summer, spring, autumn Natural/man made Decay
Year 1	Locate Fieldwork Observe	Capital city Continent Ocean Weather – seasonal/daily Seasons Equator North pole South pole Compass Directions: North/south/east /west Shadows Route
Year 2	Physical features Human features Aerial Compare and contrast Similarities and differences	Factory Port Harbour Urban Rural Equator
Year 3	Topography/topographical	County River – depth, flow, velocity, width Mountain range Hill Coast Peaks/plain Volcano

		<p>Earthquake</p> <p>Tectonic plates</p>
Year 4	<p>Change</p> <p>Settlement</p>	<p>Land use survey/patterns</p> <p>Trade links</p> <p>Economy/economic</p> <p>Environmental regions</p> <p>Time zone</p> <p>Climate/ climate zone</p> <p>Latitude</p> <p>Longitude</p> <p>Polar</p> <p>Tropics</p>
Year 5	<p>Environmental change</p>	<p>Evergreen</p> <p>Deciduous</p> <p>Woodland</p> <p>Biodiversity</p> <p>Biomes</p> <p>Temperate</p> <p>Tropical</p> <p>Subtropical</p> <p>Vegetation</p> <p>Grid reference</p> <p>Civilisation</p> <p>Empire</p> <p>Natural resources</p>
Year 6	<p>Distribution</p> <p>Sustainability</p>	<p>Energy</p> <p>Renewable/non-renewable</p> <p>Carbon footprint</p> <p>Conservation</p> <p>Fossil fuels</p> <p>Global citizens</p>

## History Vocabulary Progression

	Concept Vocabulary (Disciplinary)	Topic Vocabulary (Substantive)
Nursery		Before/after Morning/afternoon Parents/grandparents
Reception	Past/present History	Days of the week/weekend Today/yesterday/tomorrow Date – months/year Historical (building/person)
Year 1	Change Timeline Compare Sources	Technology Inventor Computer Telephone Flight Plane Rocket Code Commercial Flight Space Exploration
Year 2	Historical Primary source Secondary source National Global	Silk Mill Industry Trade Loom Canal Empire Queen Victorian
Year 3	Contrast Social history Chronological/Chronology	Dynasty Society Revolution Invention Ancient Civilisations Steam engine Rail network Natural resources Hunter gatherers Farmers Miners Tribal kingdoms Bronze Stone Iron

Year 4	Impact Legacy Growth and decline	Slavery Port Migration Empire Army Soldier Civilian Fortress Military Defence Settlement Influence Democracy Theatre Olympics Myth
Year 5	Reform Significant	Socialism Suffragettes Emancipation Diversity Resistance Scholarship Culture Conversion (Christian) Anglo-Saxon Invasion
Year 6		Evacuation Rationing Blitz Agriculture Justice Raids

## DT Vocabulary Progression Document

	Concept Vocabulary (Disciplinary)	Topic Vocabulary (Substantive)
Nursery	Make Look	Smooth Shiny Rough Prickly Flat Bumpy Stick Glue/masking tape
Reception	Resources Expert Design Observe Technique Plan	Tool Material Join/ing Texture Shape Build Weaving/collage Junk modelling
Year 1		Mechanisms Levers/sliders Ingredients/presentation Structure Stiffen Stable Seasonal Arrangement Healthy Varied Diet Prepare
Year 2		Fashion Fabric Applique Sculpture Carving Coils Slabs Ingredients Recipe Cruautés
Year 3	Culture	Geometric Textiles Batik Tie dye Product Construction



		Aesthetics Reinforce/strengthen Packaging Savoury Seasonality Processed Caught Reared
Year 4		Patchwork Stitch Media Texture Form Evaluate Vegetarian
Year 5		Embellish Texture Mechanical Cam Linkages Gears Pulleys Automata Source of ingredients
Year 6		Functional Personalised Embellishing

## Art Vocabulary Progression

	Concept Vocabulary (Disciplinary)	Topic Vocabulary (Substantive)
Nursery	Pretend/real Make Look Art/artist	Draw Pencil/crayon/felt tip/chalk model Colour/colour mixing Stick Glue/masking tape Paint/painting
Reception	Imagine Create Observe Technique	Materials Join/ing Adhesive Tools Texture Shapes Fabric Junk modelling Weaving/collage/clay/ink Pattern
Year 1	Artistic effect	Line Form Self-portrait Palette Scale Repetition/repeating Symmetry
Year 2	Abstract Express Emotion	Tone Darken Oil/acrylic Charcoal Block print Primary colour Secondary colour Sketch Shade Ink
Year 3	Technique	Pointillism Contrast/contrasting Complimentary Modernism Textures Overlapping Screen printing
Year 4	Mood	Hue Tint Shades

		Impressionism Light Still life Proportion Placement Interpret Environmental Man-made Tessellation
Year 5	Evaluate	Combine Layer Architect/architecture Design Perspective Accurate/accuracy
Year 6	Combine	Relief printing Stylised Symbolism