# 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.

## Approaches 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.

## Strategies for practice

- Pictures and actions may be used when introducing and teaching new vocabulary.
- A co-build Frayer model used 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/Word of the week sent home for homework.
- Examples of correct/incorrect uses of key vocabulary.

## Science Vocabulary Progression

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Sort<br>Question<br>Answer | Differences<br>Observe<br>Life cycle<br>Senses<br>Nature<br>Grow<br>Changes | Properties<br>Materials<br>Animal<br>Plant<br>Sort<br>Predict<br>Compare | Investigate<br>Habitat<br>Health<br>Diet<br>Germinate | Classify<br>Nutrition<br>Force<br>Pollination | Vertebrate<br>Invertebrate<br>Key<br>Temperature<br>Circuit<br>System | Puberty<br>Orbit<br>Gravity<br>Gestation<br>Solution<br>Dissolve | Evolve<br>Inherit<br>Adapt |

## Geography Vocabulary Progression

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Weather | Map<br>World<br>Country<br>Town<br>Macclesfield<br>Winter,<br>summer,<br>spring,<br>autumn | City<br>Town<br>Capital<br>city<br>Continent<br>Ocean<br>Seasons<br>Equator | Physical<br>features<br>Human<br>features<br>Village<br>Urban<br>Rural<br>Coast<br>Regions | Topography<br>County<br>Tectonic<br>plates<br>Cycle<br>(water)<br>Source<br>(river) | Settlement<br>Trade<br>Economy<br>Climate | Temperate<br>Biodiversity<br>Woodland<br>Resources<br>(natural)<br>Biomes | Sustainability<br>Renewable/non-renewable<br>Conservation |

## History Vocabulary Progression

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Before<br>after<br>Morning<br>afternoon | Past<br>Now<br>Future<br>Today<br>Yesterday<br>Tomorrow | Timeline<br>Present<br>Sources<br>Technology | Primary<br>source<br>Secondary<br>source<br>Industry<br>Empire<br>Reign | Revolution<br>Civilisations<br>Pre-history<br>Ancient<br>Excavation<br>Archaeologist | Slavery<br>Migration<br>Invade/<br>invasion | Suffrage<br>Equality<br>Legacy | Civilian<br>Blitz<br>Impact |

## DT Vocabulary Progression Document

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Make<br>Join<br>Build | Create<br>Plan<br>Test<br>Change | Design<br>Evaluate<br>Mechanism | Structure<br>Stable<br>Prototype<br>Recipe | Textile<br>Savoury<br>Seasonal<br>Aesthetics | Reinforce | Embellish | Engineer |

## Art Vocabulary Progression

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Art<br>Artist<br>Colour | Illustration<br>Illustrator<br>Pattern<br>Printing<br>Draw | Portrait/self-portrait<br>Creative<br>Expressive | Tint<br>Tone<br>Abstract<br>Sketch<br>Sculpture<br>Landscape | Technique<br>Contrast/ing<br>Inspire/inspired<br>Still life | Hue<br>Shades<br>Placement<br>Proportion<br>Composition | Armature<br>Architect/ure<br>Perspective | Stencil<br>Symbolism<br>Stylised |

## Music Vocabulary Progression

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Music<br>Instruments<br>Singing | Sound<br>Rhythm<br>Beat | Compose<br>Composer<br>Pitch<br>Percussion | Tempo<br>Dynamics<br>Orchestra<br>Melody | Chord | Crescendo<br>Ostinato<br>Unison | Ensemble<br>Verse/chorus | Accompaniment |