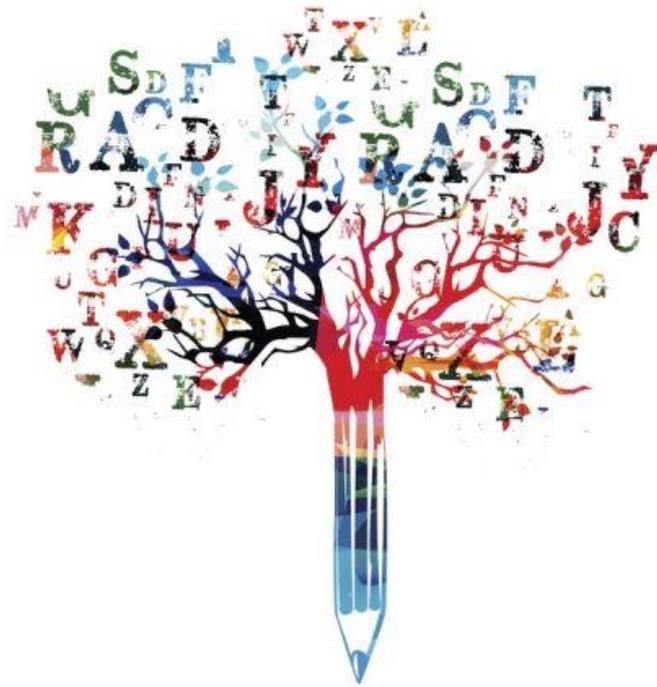


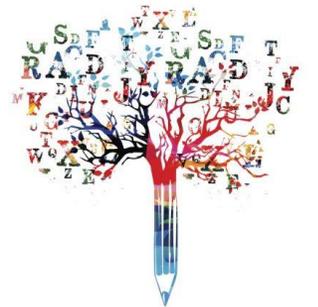
# Closing the Vocabulary Gap



# Closing the Vocabulary Gap

## Objectives:

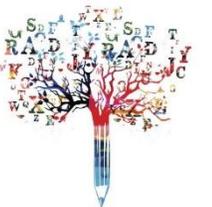
- Understand what the 'vocabulary gap' is
- Understand the impact it has on our students
- Explore practical strategies to close the gap





# What impact does a limited vocabulary have on our students?

- What is the percentage of words you need to know in a text to ensure full comprehension?



Can you work out what process is being described?  
*75% of words are included here.*

\_\_\_\_\_ is marking a \_\_\_\_\_ on a measuring \_\_\_\_\_. This involves \_\_\_\_\_ the relationship between \_\_\_\_\_ of a measuring \_\_\_\_\_ and \_\_\_\_\_ or \_\_\_\_\_, which must be \_\_\_\_\_. For example, placing a \_\_\_\_\_ in melting ice to see whether it reads zero to check it has been \_\_\_\_\_ correctly.



Can you work out what process is being described?  
*95% of words are included here.*

\_\_\_\_\_ is marking a scale on a measuring instrument. This involves establishing the relationship between indications of a measuring instrument and standard or reference values, which must be applied. For example, placing a thermometer in melting ice to see whether it reads zero to check it has been \_\_\_\_\_ correctly.



# What impact does a limited vocabulary have on our students?

- A poor vocabulary is the reason many of our students say they ‘don’t enjoy’ reading – and simply reading more with no guidance is the most effective way to expand a child’s vocabulary.
- It means students cannot access the whole curriculum, even if they are academically capable; for example, a student might have mathematical knowledge, but can’t access a GCSE paper due to the language used.
- It limits our students’ ability to express themselves – socially, creatively and emotionally – leading to frustration and poor behaviour.

# So what can we do about it?

- **Explicitly teach vocabulary.** Use back-of-book glossaries for new words and revisit these as a starter each lesson.
- **Make new vocabulary visible.** Every room has a wipe clean 'vocab' board – use it and refer to it when teaching new words.
- **Guided reading.** Keep word webs and Freyer diagrams handy in your tutor room to use when a student comes across a new word in their own book.
- **Become 'word detectives'.** Use root words, prefixes and suffixes to work out potential meanings of a word – useful for cross curricular vocab teaching.