



@HiasInclusion

Tackling Educational Disadvantage

The Importance of Oral language and Vocabulary (Part 2)

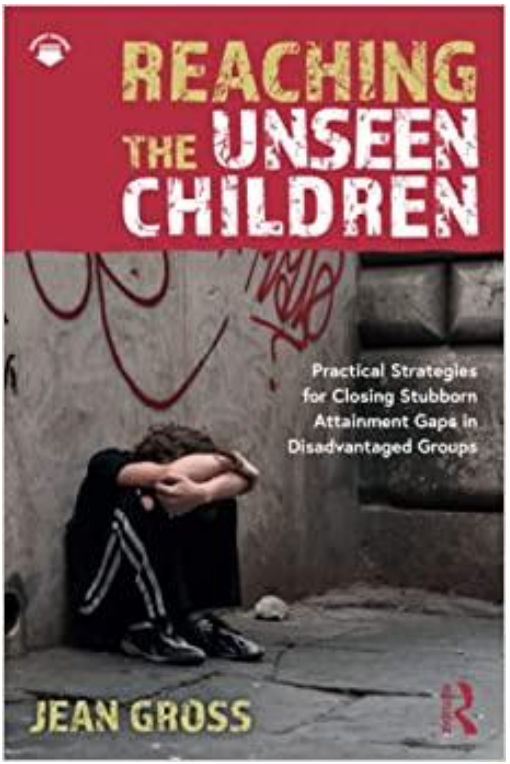
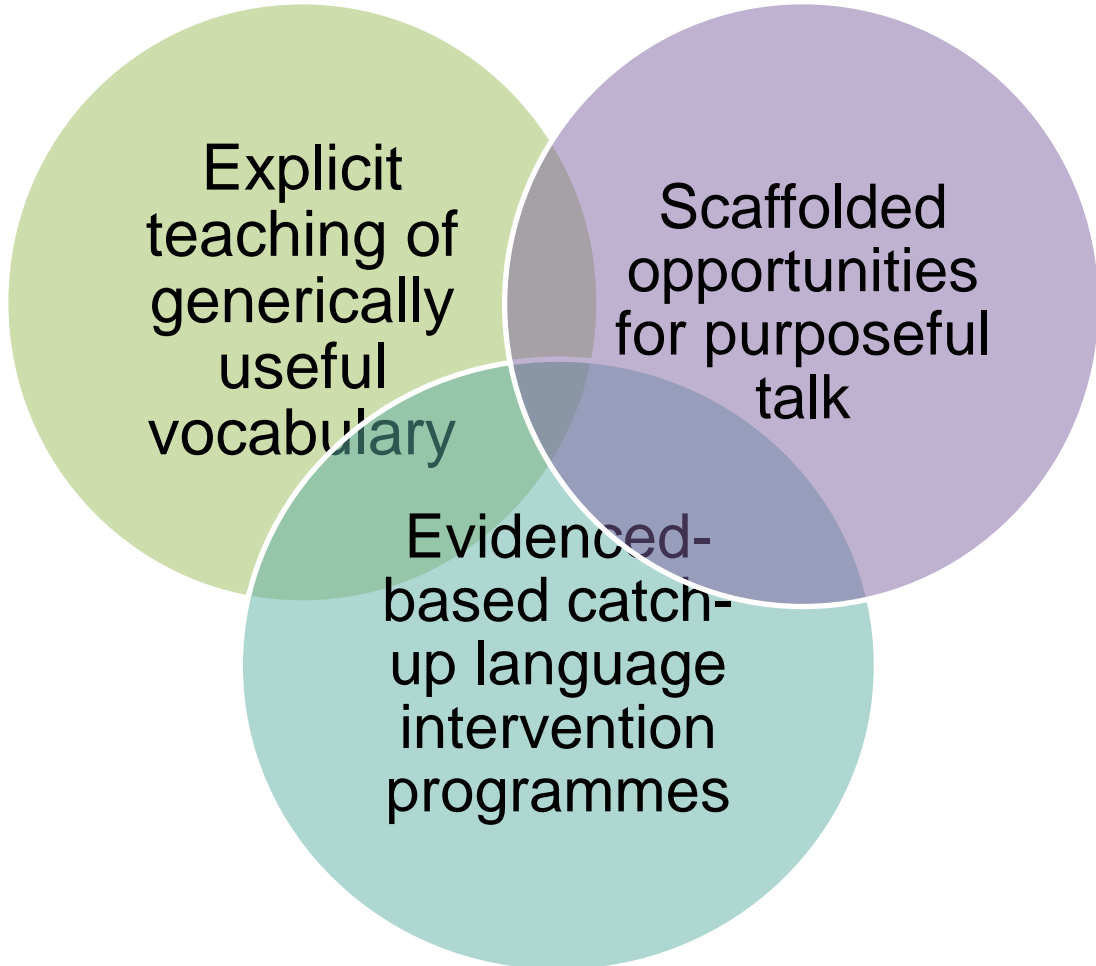
Victoria Flynn

HIAS Inspector Advisor

Victoria.Flynn@hants.gov.uk



Closing the Word Gap



Key Messages

Explicit
teaching of
generically
useful
vocabulary



IMPROVING LITERACY IN SECONDARY SCHOOLS

Guidance Report



1

Prioritise 'disciplinary literacy' across the curriculum

2

Provide targeted vocabulary instruction in every subject

3

Develop students' ability to read complex academic texts

4

Break down complex writing tasks

5

Combine writing instruction with reading in every subject

6

Provide opportunities for structured talk

7

Provide high quality literacy interventions for struggling students

- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.

- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

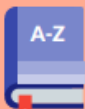
- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.

- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

Provide targeted vocabulary instruction in every subject



- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

photosynthesis

'photo'

light

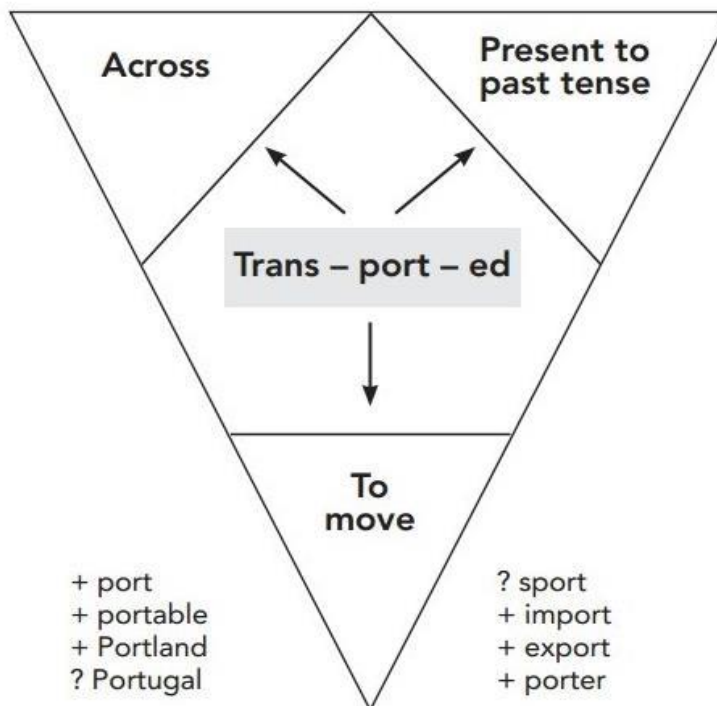
'syn'

*with
or together*

'thesis'

*setting,
putting
or placing*

+ transfer
+ transplant
? trance
+ transit
+ translate
+ trans-Atlantic



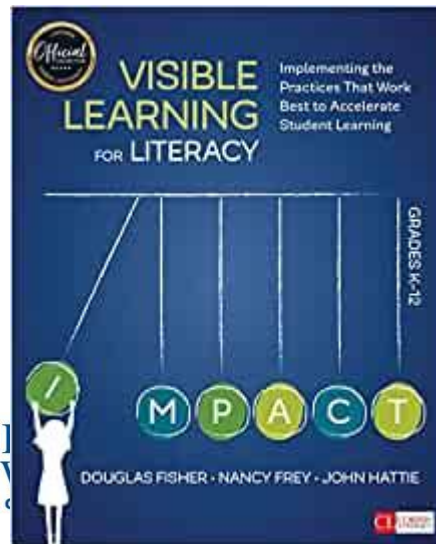
+ shouted
+ nodded
+ walked
+ kicked
? edit
+ sped
+ balanced

+ port
+ portable
+ Portland
? Portugal

? sport
+ import
+ export
+ porter

Inferring word meaning

- Look *inside* the word or phrase for structural clues
- Look *outside* the word or phrase for contextual clues
- Look *further outside* the word or phrase for resources

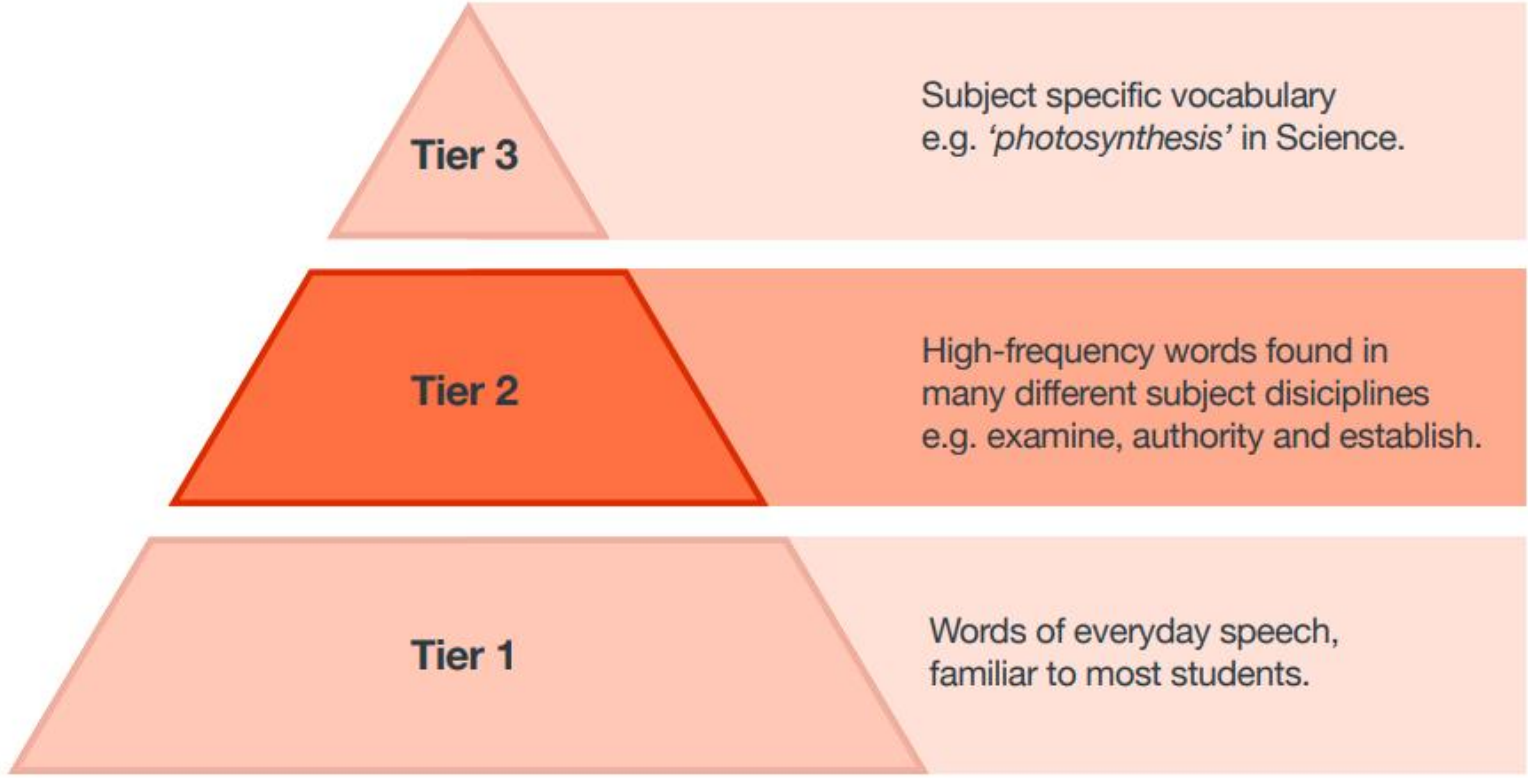


(Frey & Fisher, 2009)



Tier Two Vocabulary

Figure 3: Tiers of vocabulary



EEF: *Improving Literacy in Secondary Schools*



Academic Word Lists

Sublist 1 of the Academic Word List.

This sublist contains the most frequent words of the Academic Word List in the Academic Corpus. The most frequent members of the word families in Sublist 1 are listed below.

analysis
approach
area
assessment
assume
authority
available
benefit
concept
consistent
constitutional
context
contract
create
data



Prof Averil Coxhead

Professor · Applied Linguistics and TESOL

School of Linguistics and Applied Language Studies

✉ averil.coxhead@vuw.ac.nz

☎ +64 4 463 5625

☎ +64 63 64 3449

📍 VZ 403, Von Zedlitz Building, 26 / 28 Kelburn Parade

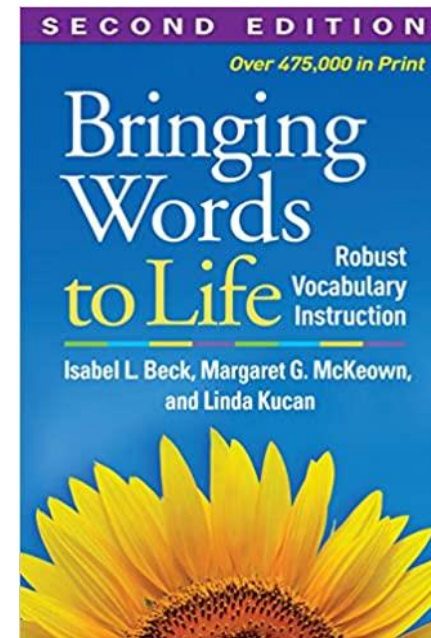
[Academic Word List | School of Linguistics and Applied Language Studies | Victoria University of Wellington \(wgn.ac.nz\)](#)



Tier Two

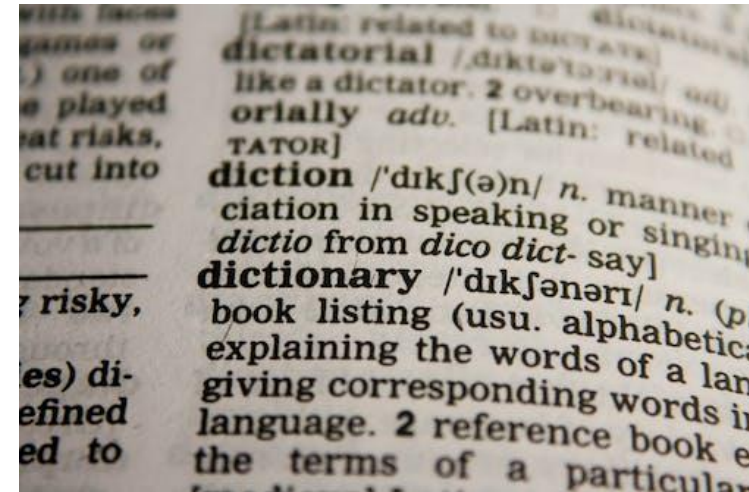
‘Even within Tier Two, some words will be more easily familiar and some will be more useful than others.’

- Importance and utility
- Conceptual understanding
- Instructional Potential



Key Messages

- 1) Pupil friendly definitions.
Simple language. Not
dictionary definitions.
- 2) Get students to interact with
word meanings right away
- 3) **TALK!!**



Key Learning Points

- 4) Learn from languages teaching – chanting, oral rehearsal, actions etc
- 5) Provide sentence stems with the target word to ensure understanding.
‘X was significant because...’
‘X was a significant event.’
- 6) Provide many encounters with target words and assess that these have been learned and retained

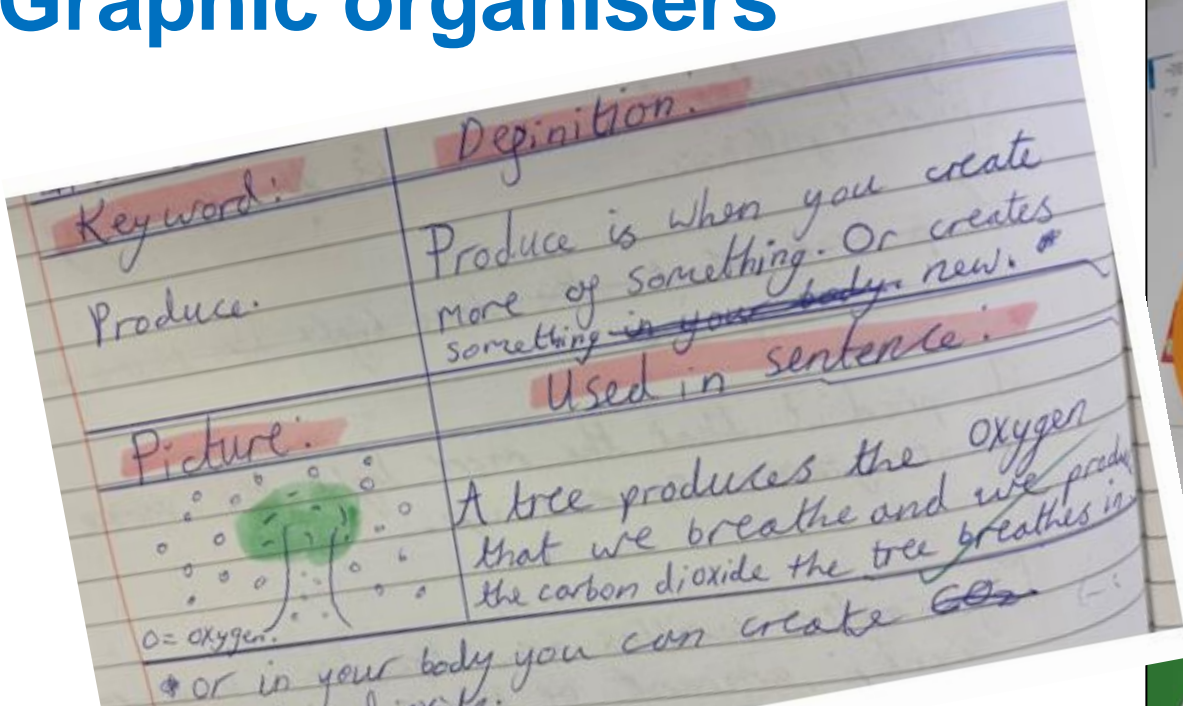


Deepening Learning

- *Which would you rather anticipate?*
- *What would be easier to X?*
- *When have you...?*
- *How did you...?*
- *Why did you...?*
- *What connections can you make between X and Y?*



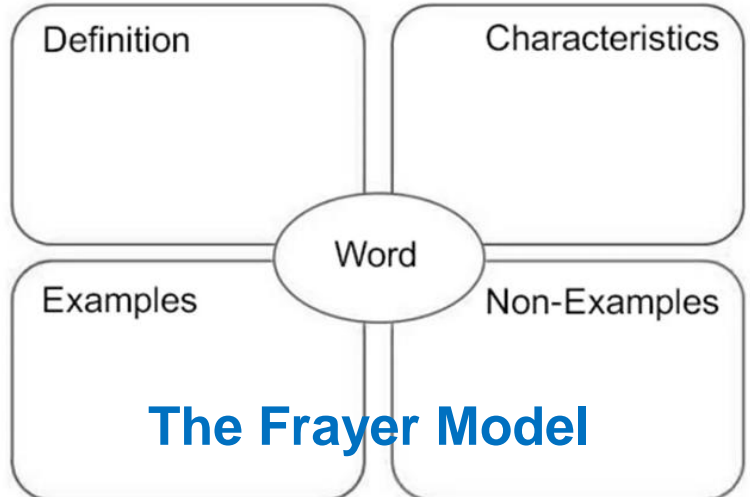
Graphic organisers



Wallow on a word...



Meaning:	Word class	Morphemes
Visual:	Inherently	Synonyms/Antonyms
Use it in a sentence: 'I think that people are inherently _____ because _____.'	Link to experience:	



The Frayer Model

Please Get in Touch

I would love to hear your questions, feedback or ideas for content, so please do get in touch:

Victoria.Flynn@hants.gov.uk

