



## The Evolution School

# Curriculum Implementation Policy (Teaching and learning) Primary



## **Curriculum Policy - Implementation**

### **Rationale**

Learning and self-growth are the heart of The Evolution School and our staff have high, realistic expectations for all children. We are committed to educational stability, focusing on inclusion.

### **Aims**

All school staff share the same values and ethos in delivering lessons and supporting children. Our learning and teaching aims are:

- to provide a stable and happy environment, underpinned by a nurturing and therapeutic approach, where all children can learn well and develop into resilient learners who value the importance of education
- to provide an engaging, exciting, challenging and bespoke curriculum
- to put reading at the heart of the curriculum so that our children become confident and competent readers across a range of genres
- to provide a variety of interesting contexts, so that children can acquire new skills and make links within and across different subject areas
- to equip students with the metacognition skills for a successful future
- to give children the opportunity to ask questions, put forward their ideas and reflect on their successes, so that they feel fully involved and invested in their own learning

### **Our approach**

Our approach to teaching is aimed at facilitating the children's ability to make connections between their existing knowledge and skills and their new learning, so that there is a permanent alteration to their long-term memory. We want all of our children to 'learn how to learn' and to understand that we never stop learning. We want children to be able to actively monitor their own learning and begin to identify what works best for them so, they can actively make changes to their own learning behaviours and strategies.

Typically, children arrive with significant gaps in their learning, as well as their general knowledge and our approach is designed to begin to address these gaps and weaknesses as soon as possible. For us, this can be summarised as enriching their cultural capital by equipping them with the skills, knowledge and values which can be used to access education and help them to improve their life chances.

### **Induction**

Our induction starts with an initial meeting with the child, who is usually accompanied by their care home manager/parent and/or social worker. This is usually held at school and is important because it allows us to explore the child's views. We read all the information we have been given and do our very best to track down anything that may be missing and access the primary gateway national site for information on statutory assessments. We carry out a variety of our own assessments, typically within the first half term, so that an accurate baseline can be established. Reading is at the heart of our curriculum and a lack of early reading or exposure to a wide range of rich texts can really put a child at a disadvantage. We address this by carrying out a reading audit and identifying key texts that the children may have missed

out on reading/being exposed to and these are 'peppered' into the classroom learning or shared on a 1:1 basis with the child as soon as is realistic (and relevant). See **Appendix A**.

Our therapy team (where commissioned) carry out sensory assessments and the results of these are shared with school as soon as possible, so that our teachers can decide which teaching approaches might have the best results.

## **The classroom environment and resources**

Our classrooms are bright, exciting and well organised spaces. All resources are labelled clearly so that our children can independently access them and can take on appropriate responsibility for keeping them tidy and in good condition. Potentially harmful resources e.g. scissors are kept securely. Our teaching assistants are a valuable classroom resource and they add to the richness of the children's learning experience by working closely with the teacher to support learning. Their role is very clearly to be with the children and general administration tasks are carried out before or after school or, if appropriate, by the office administration staff.

Furniture is not static and its movement is encouraged to support different learning approaches e.g. chairs may be arranged in a circle to facilitate discussion activities. Teachers are encouraged to use their own creative flair when setting up their classrooms but to ensure a consistent approach, the classroom essentials are shown in **Appendix B**.

## **Classroom organisation**

Children are taught in small classes and are sensitively supported (which may sometimes mean working in even smaller groups) to ensure that the pace and lesson content is appropriately challenging. If children need significant support, this is typically delivered by the teacher whilst the support staff work with the majority. Children are never organised into static ability groups which give a 'ceiling' to their learning potential. If a child finishes a task earlier than expected, they are not given just 'more of the same' because we are aware that this can quickly kill a child's passion for learning. Instead, our teachers provide suitable extension activities which are carefully planned to broaden and consolidate their learning.

Typically, Maths and English are taught in the mornings and by the same teacher and a more flexible timetable is implemented in the afternoons. The length of our lessons are flexible but typically one lesson is approximately one hour long and is broken up into appropriate sections to ensure the children remain focused and responsive.

All staff and children are encouraged to bring a named water bottle, a piece of fresh or dried fruit or vegetable for a mid-morning snack. Staff are also encouraged to have water bottles in class and act as role models for encouraging the children to take responsibility for keeping hydrated throughout the day.

## **Planning**

We use the national curriculum as a starting point and our schemes of work are dynamic and pupil specific. Lessons are sometimes cross-curricular and linked to the topic but some lessons or sequence of lessons e.g. maths, are planned and delivered separately. When planning, our teachers typically start with what they want the children to achieve and then work backwards, breaking the learning into small incremental steps

which are built on in a systematic and meaningful way. Our agreed approach to planning always contains the considerations detailed in **Appendix C**.

### **Linking our curriculum to careers**

We are committed to raising our children's future aspirations and increasing their knowledge of what skills they will need for particular careers, is an important part of this. Linking our creative curriculum to future careers helps our children to make links between core subjects and how the skills and knowledge they acquire can be applied in the future. We supplement this by planning for regular role-play opportunities, inviting guests who can supplement the children's class-based learning by sharing real life, first-hand experiences and explaining the connection between subjects and their chosen career paths. We also invite children from our secondary school to visit and explain the reasons for their chosen options. Where possible, our teachers use resources from the world of work in the classroom as well as explicitly planning carers links as they plan. We have a careers board in the central area which is updated regularly and our children are encouraged to suggest careers to include and questions to research.

### **Our bespoke approach to teaching**

- Teachers start with what they want the children to learn and carefully select the resources to support the learning journey, rather than activities or resources dictating the learning
- We then establish what the children know already so it can feed into the lesson/s design. As part of our creative curriculum approach, this is done as a mind map with the whole class and gives the children the opportunity to share what they know but also to focus on what they would like to find out. This joint, shared approach is used to help the children's engagement.
- All lessons have a clear learning objective (LO), which is shared with the children and re-visited throughout the lesson. It may be appropriate to share first the overview of a new unit of work first, rather than asking children to copy a learning objective verbatim. Learning objectives focus on what the children need to think about and learn rather than the activity they will be doing.
- Teachers share the bigger picture so that the children can start to make connections and understand how skills and knowledge are built up over time
- Links are made to previous learning and the majority of lessons are designed with a 'hook' to capture the child's interest and foster engagement
- Teachers are able to expertly craft the lesson structure that fits best with what they are teaching e.g. it might be appropriate to start with a game or quiz to help engagement before sharing the objective for the lesson
- Lessons are carefully designed to use carefully selected incremental steps to build on what has been taught before
- Different learning styles are routinely planned for (and teachers are careful not to allow their own preferred learning style to dominate). Children are encouraged to engage with all approaches but also begin to identify their preferred style.
- Teachers regularly model and verbalise their thinking and writing, so that children can see and understand the process which helps to develop the children's own understanding of metacognition
- Children are often shown what a successful outcome looks like
- Children are encouraged to actively participate in setting their own targets and goals
- Teachers use formative and summative assessment information well to inform their planning

- Teachers check the children’s understanding systematically and effectively in lessons and misconceptions are viewed as learning opportunities and a chance for further explanation and consolidation
- Talk partners and ‘think, pair, share’ is used regularly by teachers
- Providing timely feedback (written or oral) and where possible doing this with the children at the time. Books are never returned unmarked to a child.
- Teachers routinely provide opportunities for the children to be ‘experts’ and to be able to explain what they have learnt to their peers
- Teachers have a commitment to develop the children’s metacognition skills, in order to build on the knowledge needed to create resilient learners, who can be more successful when faced with challenge. Metacognition skills are one of the key skills that are tracked termly and are included both in the written February and Summer reports.

## **Books**

High expectations of presentation are encouraged in all books/folders. See **Appendix D** for our presentation policy.

## **Children’s targets**

If the children are able, they are encouraged to play an active role in their various meetings which may include Looked After Child reviews, Personal Education Plan Meetings and Annual Reviews of their Education, Health and Care Plans (EHCPs). The school is careful to ensure that children do not end up with lots of targets in different places so, targets are considered carefully and are linked back, where appropriate to the child’s EHCP. The school uses the same format for PEP targets for consistency for both the children and teaching staff – see **Appendix E**.

Children are encouraged to reflect on their previous week’s learning in their ‘All About Me’ sessions, where they have weekly one to one time with a member of the school’s teaching team. All targets are ‘SMART’ (specific, measurable, attainable, realistic and timely). Targets are never seen as just an add on to the learning experience, they are a vital tool to assist our teachers in planning and delivering a bespoke curriculum.

If a target is particularly linked to a subject, it is cut out and stuck at the beginning of the child’s book so both the child and the adults who are supporting them are aware of it.

## **Handwriting**

We follow the Nelson Handwriting scheme to formally teach handwriting and this is modelled when the teacher carries out any shared writing or marking in books. If, however, a child arrives with us and has already developed a fluent, appropriate handwriting style we would not seek to change this but just provide opportunities for them to enhance this.

## **Vocabulary**

Extending and reinforcing children’s everyday vocabulary, as well as their subject specific one, is a key part of our teaching and learning approach. All classrooms have vocabulary boards which are added to

regularly and we use the 'star' approach for teaching new words to the whole class or in our intervention teaching. See **Appendix F** and **Appendix G**. All teachers will spend time focussing on new vocabulary as part of each topic, making use of a variety of methods to help children commit these to memory and personalising resources so that they are meaningful for each individual.

## **Homework**

Used effectively, homework can provide invaluable opportunities for children to develop their skills, knowledge and independence. Our teachers typically use homework to provide additional opportunities for reading, to consolidate key skills or to independently research information to support school learning. Homework is never just set as a matter of routine and we are mindful that some of our children, due to their past experiences with school, may find homework causes unnecessary stress or is a trigger for an emotional outburst. Our bespoke approach to designing lessons is also used with homework to ensure that it is personalised and not detrimental to a child's school experience.

## **Monitoring and Evaluation**

We have a relentless drive for excellence, with the children's learning at the heart of what we do. Regular self-evaluation enables us to identify and share good practice and this is used in an open and collaborative way to improve the quality of learning and teaching.

To monitor and evaluate the quality of teaching and learning, our head and deputy head teachers carry out lesson observations and learning walks. The frequency of lesson observations is differentiated as necessary in order to provide the most effective support but all staff have at least one formal observation per academic year. A particular focus will be agreed before any observation and the criteria for observation will be based on key points from previous observations, a particular aspect that the teacher has identified, as well as the latest guidance from Ofsted. We encourage peer observations because we know that this less formal, supportive method is effective for the sharing of good practice. All staff are encouraged to approach the head or deputy head to request timetable changes in order to facilitate this.

## **Training**

Regular and relevant training is essential for staff to plan and deliver high quality lessons and to ensure they keep up to date with current research and educational thinking. Training can be delivered as a whole school (when there is a shared focus which is highlighted on the school's improvement plan) or specifically matched to an individual's personal objectives which would have been identified during the performance management cycle. Training is viewed very much as a shared responsibility between the individual and the leadership team.

All staff are responsible for logging their own training and ensuring that their training record is up to date. These are stored centrally on the school's computer system.

Policy reviewed	Sept 2024
Next review	Sept 2025

## Appendix A

### The Evolution School – Fiction Reading Book List

Year Groups	Must reads	Bonus reads
Year 1 and 2	<ul style="list-style-type: none"> <li>• A selection of traditional nursery rhymes</li> <li>• Traditional fairy stories e.g. The Three Pigs, Goldilocks, Little Red Riding Hood etc</li> <li>• The Very Hungry Caterpillar – Eric Carle</li> <li>• The Bad-Tempered Ladybird – Eric Carle</li> <li>• We’re Going on A Bear Hunt – Michael Rosen</li> <li>• The Gruffalo/The Gruffalos child – Julia Donaldson</li> <li>• The Tiger who came to Tea – Judith Kerr</li> <li>• Where the Wild Things Are - Maurice Sendak</li> <li>• Funny Bones – Allan Ahlberg</li> <li>• Mister Magnolia - Quentin Blake</li> <li>• Mr Gumpy’s Outing - John Burningham</li> </ul>	<p>Peace at Last – Jill Murphy            Hairy MacClary from Donaldson’s Dairy by Lynley Dodd            Rosie’s Walk Pat Hutchins            Gorilla – Anthony Browne            The Little Red Hen - Byron Barton            Owl Babies – Martin Waddell            Not Now Bernard – David McKee            A Dark, Dark Tale – Ruth Brown            The snail and the whale – Julia Donaldson            The Cat in the Hat – Dr Seuss            Brown Bear, Brown Bear, What Do You See? - Bill Martin and Eric Carle            Guess How Much I Love You - Sam McBratney            The True Story of Three Little Pigs – Jon Scieszka            There was an Old Lady Who Swallowed a Fly - Paul Adams            The Grandad Tree – Trish Cooke            Mog story - Judith Kerr            Beegu – Alexis Deacon            Tiddler – Julia Donaldson            Handa’s Surprise - Eileen Brown            Mr Wolf’s Pancakes – Jan Fearnley            The Magic Finger – Roald Dahl            Avocado Baby - John Burningham            The Frog Prince – Mike and Carl Gordon            Mog and the Vet – Judith Kerr</p>
Years 3 and 4	<ul style="list-style-type: none"> <li>• The Owl Who Was Afraid of the Dark – Jill Tomlinson</li> <li>• Charlotte’s Web – E.B White</li> <li>• George’s Marvellous Medicine / The Twits / Charlie and the Chocolate Factory – R Dahl</li> <li>• Flat Stanley -Jeff Brown</li> <li>• The Lion, the Witch and the Wardrobe – C.S. Lewis</li> <li>• The Iron Man -Ted Hughes</li> </ul>	<p>The Midnight Fox – Betsy Byars            Into the Forest - Anthony Browne            Bill’s New Frock - Anne Fine            Stuart Little/The Trumpet Swan – E. B. White            The Day the Crayons Quit – Drew Daywatt            A Bear Called Paddington - Michael Bond            Amazing Grace - Mary Hoffman            The Tear Thief - Carol Ann Duffy            Stig of the Dump - Clive King            The Hodgeheg - Dick King-Smith            Alice’s Adventures in Wonderland – Lewis Carroll            Voices in the Park - Anthony Browne            Wolf Brother - Michelle Paver            Mrs Armitage Series – Quentin Blake            Horrid Henry – Francesca Simon</p>

		<p>The hundred mile an hour dog – Jeremy Strong  The Adventures of King Arthur – A Wilkes  A Necklace of Raindrops – Joan Aiken  The Orchard Book of First Greek Myths – Geraldine McCaughrean  Mrs Pepperpot Stories – Alf Proyen  Harry the Poisonous Centipede – Lynne Reid Banks  Dancing Bear – Michael Morpurgo  Fantastic Mr Fox/BFG/Charlie and the Chocolate Factory – Roald Dahl  The Butterfly Lion – Michael Morpurgo  The Peppermint Pig – Nina Bowden  Doctor Dolittle – Hugh Lofting  The Worst Witch – to the rescue and A bad Spell Jill Murphy  The Firework-Maker’s Daughter Phillip Pullman  The Snow Spider Trilogy – Jenny Nimmo  Ratburger/Mr Stink/Awful Auntie/Gangster Granny/Grandpa’s Great Escape – David Walliams  Diary of a Wimpy Kid Series – Jeff Kinney  Carrie’s War – Nina Bawden  The Amazing Story of Adolphus Tips – Michael Morpurgo  How to Train Your Dragon – Helen Cresswell  A Wrinkle in Time - Madeleine L'Engle  Double Act/Bad Girls/Buried Alive - Jacqueline Wilson  Varjak Paw series - S. F. Said  Spacebaby - Henrietta Branford  13 Storey Treehouse - Andy Griffiths  The Star Kazan - Eva Ibbotson  Rooftoppers - Katherine Rundell  Clockwork - Philip Pullman</p>
<p>Years 5 and 6</p>	<ul style="list-style-type: none"> <li>• Goodnight Mr Tom - Michelle Magorian</li> <li>• Warhorse – Michael Morpurgo</li> <li>• Wonder - By R.J. Palacio</li> <li>• Street Child - Berlie Doherty</li> <li>• Way Home - Gregory Rogers</li> <li>• One of the Harry Potter books -J K Rowling</li> </ul>	<p>Black Beauty - Anna Sewell  Tom’s Midnight Garden – Phillippa Pearce  The Midnight Fox - Betsy Byars  The Hundred and One Dalmations - Dodie Smith  The Jungle Book – Rudyard Kipling  Skellig – David Almond  Pig Heart Boy/Hacker – Malorie Blackman  There’s a Boy in the Girls’ Bathroom - Louis Sachar  I Am Malala - By Malala Yousafzai, Patricia McCormick  The Hobbit - JRR Tolkien  The Harry Potter Series – J K Rowling  Watership Down – Richard Adams  Northern Lights – Philip Pullman  Artemis Fowl - Eoin Colfer  Beowulf - Kevin Crossley-Holland  A Kestrel For a Knave (Kes) – Barry Hines  Scribbleboy - Philip Ridley  The Machine Gunners – Robert Westall  Kensuke’s Kingdom/Adolphus Tips/Wreck of Zanzibar - Michael Morpurgo  Darwin’s Voyage of Discovery-Jake Williams  Kidnapped – Jeremy Strong  The Explorer/The Wolf Wilder - Katherine Rundell,</p>



		<p>The Secret Diary of Adrian Mole aged thirteen and three quarters – Sue Townsend  The Silver Sword – Ian Serrailier  The Owl Service - Alan Garner  Holes - Louis Sachar  The Hobbit - J. R. R.Tolkein  Treasure Island - R. L. Stevenson  Memorial – Gary Crew  The Arrival – Shaun Tan  Alex Rider series - Anthony Horowitz  The Railway Children - E. Nesbit  Peter Pan - J M Barry  Carrie’s War Nina Bawden  The Boy in the Striped Pyjamas - John Boyne  The Borrowers - Mary Norton  The Wind in the Willows - Kenneth Grahame  Heidi - Johanna Spyri  When Hitler Stole Pink Rabbit - Judith Kerr  Krinklekrax - Phillip Ridley  Demon Headmaster - Gillian Cross  Matilda/The Witches - Roald Dahl  The Sheep Pig - Dick King Smith  Series of Unfortunate Events - Lemony Snicket  The London Eye Mystery - Siobhan Dowd  A Boy at the Back of the Class - Onjali Q Rauf  The Polar Bear Explorers Club - Alex Bell</p>
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## **Appendix B**

### **Classroom Essentials**

Visual timetable for the whole class

Named hook/trays to encourage independence

A more detailed visual timetable for individual children (if needed)

Class rules, created with the children and positively phrased

Working wall for maths

Working wall for English

Phonics frieze

Mood board (if appropriate)

Place value headings clearly displayed – up to 1,000,000

100 square – large

Months of the year (and days of the week if appropriate)

Vocabulary board – both teaching staff and children to be in the habit of adding to this

Topic board with key vocabulary shown clearly

Area of the classroom for books

Resources – clearly labelled with pictures and words, accessible to the children

Appropriate props/resources for self-regulation/calming as necessary

Learning Box – with activities linked to PEP targets, or to promote self-regulation

#### **NB**

We are mindful when putting up displays to think about their purpose, are they supporting learning or celebrating a child's successes? We aim for at least one piece of work from every child to be on display somewhere at any one time. For many of our children, a classroom that is too overstimulating with colour and too many 'busy' displays can be distracting and threatening, rather than a calm, safe space.

## **Appendix C**

### **Our agreed, consistent approach to planning:**

- Learning Objective/s
- Sharing 'the big picture' with the children
- 'Hook'/initial engagement focus
- Resources
- Differentiation
- Use of additional adults
- Key vocab (linked to class vocab board)
- Links to children's individual targets
- Assessment for learning
- Extension activity if needed – not further content but consolidation and more in depth learning and not 'more of the same'

## **Appendix D**

### **Presentation Policy**

#### **Aims**

- To create a consistent approach that children are familiar with
- To encourage children to take pride in their work and to regard presentation as a key factor

#### **Books**

- The front of books only shows the child's name and subject, no writing or doodling
- If sheets are used, they are trimmed and stuck in neatly (usually by the child if they are able)
- The learning objective (LO) is written at the top of the piece of work
- The date is written as the day, month and year e.g. Monday 14<sup>th</sup> June 2022
- The short date only is used in maths e.g. 14/6/2020
- The children are taught to underline neatly with a ruler
- A margin is always drawn and children are shown how to use this to aid their presentation e.g. by putting numbers in the margin and writing up to the margin
- Maths work is always completed in pencil
- A child's writing will be assessed carefully in order to decide whether they are ready to use a pen (in all subjects apart from maths)

Appendix E

# My Personal (PEP) Targets

Name:

Date:

 A graphic with a purple background. The word 'Maths' is written in white lowercase letters inside colorful geometric shapes: 'M' in a yellow square, 'a' in a teal diamond, 't' in a pink hexagon, 'h' in an orange triangle, and 's' in a red circle.	
 A colorful graphic for the word 'English'. The letters are in various colors and fonts. There are icons of a book, a pencil, a question mark, and quotation marks.	
 The words 'ABOUT ME' in large, bold, red capital letters. Below the letters, several hands are visible, holding up the letters.	
 The words 'OTHER STUFF!' in large, bold, blue capital letters.	

## **Appendix F**



### **Developing Vocabulary**

We use the 'STAR' approach to teaching vocabulary. This acronym stands for:

**Select**

**Teach**

**Activate**

**Review**

### **Word Aware - A Whole School Approach to Developing Vocabulary**

(Based on: 'Word Aware' by Stephen Parsons and Anna Branagan, Speechmark, 2014)

This approach is used as a pre-teaching tool or as part of a main lesson and is based on a multi-sensory (auditory, visual and kinaesthetic) approach. Typically, because of their past experiences, our children arrive with holes in their learning but particularly in their vocabulary and their confidence and ability to use more challenging words correctly. All classrooms have a 'star' board for vocabulary.

### **The S.T.A.R. approach**

#### **Select**

When planning, our teachers think carefully about the key vocabulary connected with their topics or their sequence of lessons. These words are then split into 3 tiers, known as Star 1, 2 and 3. We never put a ceiling on a child's learning and all children are encouraged to learn and use words from the star 3 tier whenever possible.

Star 1 – Everyday language for a pupil in your class

Star 2 – Everyday language for an average adult

Star 3 – Not typically used in everyday language and might be topic specific

This approach can be used for other vocabulary e.g emotions, maths concepts, "powerful" verbs, adjectives etc. as well.

## Teach

A child needs to learn lots about a word in order to remember how the word sounds and what it means. In an introductory session the following features of the word need to be covered:

Symbol: Link it to a visual representation – a picture or symbol

Phonology (sound): Children to say the word lots of times. Clap syllables, rhyme, initial sound, say to partner.

Semantics (meanings): Discuss the meaning/definition, word parts, different contexts

Sentence: Put the word into different sentences.

Action: Act it out or use gesture/signs to represent the word.

Song: Use a song or rap. For example, to the tune of “The Wheels on the Bus”, e.g. sing “The word of the week is subtraction, subtraction, subtraction. The word of the week is subtraction. The word of the week is subtraction.”

Word wall: Put the word and symbol/picture onto a word wall. Make sure this is at child height and that any words there are accessible for the children to remove and use for spellings etc.

Use real objects/toys etc. to demonstrate the meaning of the word. Have these available for the child to play with to reinforce the meaning of the word during the week.

## Activate

To help a child remember and understand the word our teachers will “activate” it. A normal lesson can be a useful vocabulary learning environment. Teachers aim to use the target word as many times in a lesson as they can (“there’s our word again!”) and they encourage the children to use the word/s themselves. To complement the ‘star’ approach, Appendix D provides a useful list of ways to share vocabulary.

## Review

Review the word at the end of the lesson. You could go through a few of the “teach” activities again and make sure the children all say the word again. (Try shouting the word, singing the word, whispering the word.)

You will then need to remind the children of the word at regular intervals, e.g. the next day, the next week, the next month etc. and ensure that it is put on the class vocabulary board.

## **Appendix G**

### **Ideas for sharing key vocabulary with children**

We regularly use different strategies to introduce and commit vocabulary to the children's long-term memory. Our varied approach helps to maintain the children's engagement and appeals to different learning styles. Vocabulary is never just presented as a list with no interaction or connection to what is being taught otherwise, it becomes merely wallpaper.

- Key vocabulary can be 'lifted off the plan and displayed on brightly coloured paper around the board and constantly referred to by the adults and children throughout the lesson. These words can be removed at the end of the lesson and children asked to use their memory skills to recall their position and definition
- Definitions read/shared and the children have the challenge of recalling the new word
- Thesaurus game – teacher to call out a word, children to find it in the thesaurus and go around from child to child choosing a synonym that hasn't yet been read
- Display key vocabulary on a board at the front and 'tick off' as you say each word. This can be done once by the teacher or a child chosen to tick off the key words every time they are mentioned by the teacher or child
- Display key vocabulary on a different board to the main board permanently through the lesson and move the board to different places around the room as the lesson progresses
- Construct the key vocabulary for the lesson with the children by giving the L.O. and the first/last letters of key words
- Play hangman for key vocabulary at the beginning, end or as a strategy to re-focus children in the middle of the lesson
- Wordsearches – ones that are already created and they find the words or children construct their own ones
- Crosswords
- Hunt down vocab in as many different places as possible e.g. recipes, instructions for games, magazines, cereal boxes etc.
- Use of different colours/fonts by both the teacher and children when introducing new words
- Vocabulary hunt around the classroom/school using flash cards/'post its'
- Children to make vocabulary posters at key points during a topic or group of lessons
- Share the LO and ask the children to guess the key vocabulary on your plan (useful for finding out what they know already or highlighting any misconceptions that may need to be addressed throughout the lesson)
- Stick key vocabulary under chairs/tables and encourage the children to hunt for the words and then be in charge of the word on their tables. Can be used in a plenary as someone from each table is chosen to put the word at the front and explain its meaning
- Select children to keep a tally chart of how many times a word is used throughout the lesson
- If key vocabulary is on display at the start of the lesson take it down mid-way through and give each word to a particular child. Warn them that they are going to write the word on the board, explain the word or draw a picture depicting the word at the end of the lesson (our children often do not cope with being picked on to do this without some prior warning)
- Go through key vocabulary at the start of the lesson and then wipe it off. Either at the end or part way through the lesson give a clue/definition to a key word and children write on their whiteboards and share



- Key vocabulary shared at the start of the lesson (on separate strips of paper) and then a child is chosen to be the 'keeper of the box' – who can remember what was in the box at the end of the lesson? Strips then put up on the shared vocabulary board.
- Children to write the key vocabulary in their books under the learning objective (not all the time!) and ask them to pick the trickiest word for them and write a definition. This can be re-visited at the end of the lesson to check progress/retained knowledge and assessment tool.
- Ensure that the vocabulary board/word wall is re-visited regularly so new words are remembered
- Children to illustrate key words for a display/working wall
- Vocabulary displayed in shapes to consolidate the meaning e.g. the word perimeter displayed so it makes the outside edge of a rectangle, or circumference written in a circle shape
- Peg up the key vocabulary in the room – hanging/vertical displays make a change from a flat display
- Key vocabulary put in strategic places around the school e.g. in the lunch room
- Occasional vocabulary hunts around the school
- Provide 'placemats' or 'illustrated vocabulary lists' to support writing
- Children always corrected in a sensitive way if they use the wrong vocabulary or grammar. The correct version is repeated back to them by in context by adults. A useful format for this is, "I just want to make sure I understand what you mean. Do you mean...(insert correct word and wait for the child's response)
- Blu-tack key words around the room – forcing the children to 'search' for them from their seats. Change where the words are located throughout the lesson to keep them alert. When a child/teacher calls out a key word, the children have to point to it.
- Occasional choose a 'vocab champion' – a child who has the responsibility to listen carefully so when the key vocab is mentioned by the teacher, the vocab champion rings a bell/tambourine (can get annoying if used too frequently!). This inadvertently encourages all the children to listen more carefully as they love to point out if they miss something!
- Decide together on the 3 key words for the lesson and when these are mentioned, the children make a particular movement associated with the word (which they decide together first). At the end of the lesson, the children can come and do the action for the word and the rest write the word down/or its definition on their whiteboards and share
- Vocabulary incorporated into weekly spellings
- Adults making a point to include the key vocabulary whenever possible throughout the day
- When reading aloud to the children, try and take the opportunity to perhaps replace words in the text with the week's key vocabulary. For fun, a teacher can also decide to replace every word that starts with a 'p' as they read, with the key science word e.g. photosynthesis!
- Ask the child to be a 'vocab spotter' and actively search for new words when they are individually reading
- Highlighters/sparkly pens etc are great to mark new words
- Singing the new words – put into a familiar song or make up their own raps
- I spy or similar guessing type games
- How many times can you write the new word in a minute?
- Children given a small post it note and have the challenge, how many of the new word can you fit in the space and still be able to read it?