



Literacy  
for Learning

Improving literacy in secondary schools




# Building Vocabulary within the Secondary Curriculum Part 2 Course Resources

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Changing life stories

## Building Vocabulary within the Secondary Curriculum Part Two

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### Course objectives

Two CPD sessions. Each session will last 90 mins.

Across the two sessions we will:

- Explore recent research into the vocabulary gap and its correlation with attainment
- Understand the role of academic language in the curriculum
- Consider how best to teach the different tiers of vocabulary in a range of subject contexts
- Develop knowledge of word morphology and how to teach it
- Introduce a range of strategies for direct vocabulary teaching

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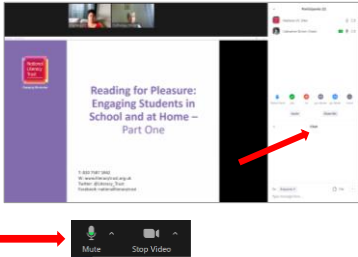
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### Interactive learning on Zoom

Our CPD sessions include:

- group discussion in break-out rooms
- sharing responses via the chat function
- talking to all when asked (please unmute and show your face)



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## The joy of words



- Santa's helpers are subordinate clauses
- In democracy your vote counts. In feudalism your count votes
- Atheism: the only non prophet organisation
- 'The better part of valour is discretion'  
*Henry IV Part 1 - Act 5, Scene 4*
- 'Brevity is the soul of wit'  
*Hamlet - Act 2, Scene 2*



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## Design Technology and Geography

### Exam question

The amount of **renewable energy generated** in 2015 was 83.3 Terawatt hours (TWh).

The ratio of solar power to other forms of renewable energy was 1:10.

What amount of energy was **attributed** to solar power? Give your answer to 1 decimal point.

### Source material

India is an emerging and developing country found in southern Asia. It is the world's largest democracy, and one of the world's fastest growing economies. It is currently the seventh richest country in the world, and by 2025 it is projected to be the third largest world economy after China and the USA.

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## Bridging the word gap at transition

"Once pupils arrive in Year 7, the amount of new language they're exposed to increases dramatically. In our research, we had expected an increase in the quality and variety of language that pupils encountered at secondary school, but we weren't expecting such a large change in the quantity. **In an average day at secondary school, pupils are exposed to three or four times as much language as at primary school, purely in terms of quantity.**"

Professor Alice Deignan, University of Leeds, principal investigator in a study of language during the transition from primary to secondary school.

<https://linguistictransition.leeds.ac.uk/>



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**Positive effects of immigration concept map/schema**

advantages	migration	benefits	opportunities
resources	potential	remittances	employment
skilled labour	social	economic	taxes
workforce	brain drain		

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**Possible model answer**

Economic migration within the EU can bring both advantages and disadvantages to migrants' country of origin. One advantage is the remittances sent home by migrants to help their families. Another is the new skills they may gain which will benefit their home country when they return. The movement of large number of workers may help decrease pressure on limited jobs and resources in their country of origin, providing new opportunities for those who remain. However, disadvantages are the possibility of 'brain drain' if too many skilled workers leave, or gender imbalances, since it is typically men who leave home to seek employment, thus reducing the size of their country's potential workforce.

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**A whole school approach**

**Stretford High School in Manchester**

Four very clear and simple expectations:

- All teachers expected to teach vocabulary explicitly to Year 9 only
- They must use the Frayer model to teach vocabulary
- They must teach six words per term (if staff only see students once a week this still only equates to one word a fortnight)
- High expectations for all students - picking words that are challenging and making them accessible

**Do now: Explicit Vocabulary teaching**

Copy and complete the box below:

<p><b>Word definition:</b></p> <p>Physicality is a quality of being physically fit or active.</p>	<p><b>My definition:</b></p> <p>Physicality is the state of being physically fit or active.</p>
<p><b>Other meanings:</b></p> <p>Physicality can also refer to the physical body or the physical aspects of an activity.</p>	<p><b>Example sentence:</b></p> <p>The physicality of the sport was evident in the way the players moved.</p>

Get out all of your equipment (pens, pencils, ruler, rubber) and be ready to learn!

**Physicality**

Define: The state of being physically fit or active.

Describe: Physicality is a quality of being physically fit or active.

Example sentence: The physicality of the sport was evident in the way the players moved.

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**Components of word knowledge**

1. Orthography (spelling)
2. Morphology (word-family relations)
3. Parts of speech (suffixes)
4. Pronunciation (syllables and stress)
5. Meanings (range, variant meanings, homophones)
6. Collocations (what words very commonly go with a word)
7. Meaning associations (topical links, synonyms, antonyms)
8. Specific uses (technical, common)
9. Register (power, disciplinary domain, formality, dialect form)

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**Cultivate 'word consciousness'**

**Etymology:** the origin of a word and the historical development of its meaning

**Morphology:** the study of word structures/parts (roots, prefixes and suffixes)



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**Morphemes – units of meaning**

A **morpheme** is defined as the smallest unit of meaning in a word.  
 In a word such as **impending**, the morphemes are said to be: **im – pend - ing**

Prefix	Base/root	Suffix
<ul style="list-style-type: none"> <li>• dis</li> <li>• ab</li> <li>• re</li> </ul>	<ul style="list-style-type: none"> <li>• rupt</li> <li>• duc(t)</li> <li>• port</li> </ul>	<ul style="list-style-type: none"> <li>• ing</li> <li>• tion</li> <li>• ed</li> </ul>

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**HO2 Morphological awareness ladder**

Can identify the changes **prefixes** make to root words and use them to change root words. (un-, re-, dis-) - spoken into writing

Can identify the changes **suffixes** make to root words and able to use them to change root words to suit their desired effect. (-er (person), -er, -ly, -ness, -est) - spoken into writing

Can identify the changes **prefixes** make to root words and able to use them to change root words. (pre-, semi-, im-, en-, fore-) - spoken into writing

Can identify the changes **suffixes** make to root words and able to use them to change root words to suit their desired effect. (-etic; -full; -ess; -hood; -ish) - spoken into writing

Identifying and using meaning of Greek and Latin roots to work out unknown words and to create words to suit their desired effect - spoken into writing

Can use the knowledge and meanings of roots within subject specific words to develop understanding and thinking about wider academic vocabulary and vice versa.

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Accessed from <https://highlandliteracy.com/wraparound-spelling/>

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**Suffixes**

- Suffixes show a word's grammatical state or part of speech
- Primary schools teach the most common noun, verb, adjective, adverb suffixes

	Verb	Noun	Adjective	Adverb
1.	to hesitate			
2.	to delight			
3.	to suggest			
4.	to manage			

-ure -ous -s -ing -tion -ity -ive -able  
-ed -ness -ant -or -less -ate -ly -ful

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**Building a word web using affixes**

Signature  
Signatory

Resign  
Resignation  
Resigning  
Resigned

Assign  
Assignment  
Assignment  
Reassign

Signal  
Signalling

Consign  
Consignment  
Consigned

Design  
Designer  
Designing  
Designed  
Designation  
Designate  
Redesign

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## Latin and Greek word roots

- Teach these as often as you can
- Best as a whole school initiative
- ROOT word(s) of the week - **mit/miss**

How many words can you think of?

*transmission, emission, omit, commit, permit, admit, mission, missionary, missive, permissive, emit, missile, admission, remit, intermission, commission, missile.*

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## Membean.com

<https://www.membean.com/wrotds/archive>

**rupt**  
**burst**

The Latin root **rupt** means "burst." This Latin root is the word origin of a great number of English vocabulary words, including disrupt, ruptures, and interrupt. The root **rupt** is usually spelled in the word **interrupt**. For if you've gone back-rupt your bank account has "burst," spelling out all its numbers and leaving you with no money!

[Read more](#)

**Quick Summary**

The Latin root **rupt** means "burst." This Latin root is the word origin of a great number of English vocabulary words, including disrupt, ruptures, and interrupt. The root **rupt** is usually spelled in the word **interrupt**. For if you've gone back-rupt your bank account has "burst," spelling out all its numbers and leaving you with no money!

**Podcast**

[From Membean](#)

The word **interrupt** means, among others, to use of your time that a word is brought to attention. See an example word page.

[Inprovident Member: erupt](#)

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## Effective vocabulary learning

Learning new words is a cumulative task that takes place gradually over time. (Nagy and Scott 2000)

Most researchers argue that effective vocabulary learning is a combination of:

- learning words from context through **extensive reading**;
- providing **direct instruction** of vocabulary words;
- developing **word-learning strategies**;
- building **word-recognition** fluency;
- Developing students' **word appreciation** (and motivation)

Graves, 2000; Nation, 2001; Stahl & Nagy, 2006

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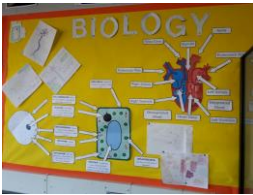
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**Indirect vocabulary instruction**



- Provide a rich learning environment with books and displays
- Promote wider listening: podcasts such as Serial
- Use wider reading to grow vocabulary 'naturally'
- Pay attention to **context** to guess meanings using background knowledge
- Encourage learners to make connections with what they already know e.g. using **cognates** from other languages
- **Any other ideas?**

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**Dictionaries and glossaries**

**Consider...**

- Are dictionaries available in your classroom? - books, online, phones
- Do EAL learners have bilingual dictionaries if needed?
- Do students know how to use a dictionary?
- Is there a glossary of Tier 3 words in the text book?
- Do you help students build their own glossaries?
- What about quizzes, retrieval activities? (see end of this session for ideas)

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**Direct instruction of tier 2 vocabulary**

*Increasing adolescents' depth of understanding of cross-curriculum words: an intervention study* <https://adolescentvocabulary.wordpress.com/project-overview/>

"Results were promising and participants' knowledge of the targeted words significantly increased following intervention... This increase in depth of knowledge was seen on taught words but not on matched non-taught words."

**Taught words:**

Discriminate	Contribute
Interpret	Generate
Evaluate	Summarise
Exclude	Infer
Sustain	Consult



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**Teaching and learning a new word**

**Evaluate:-**

- **Analyse** the sound of the word: initial letter sounds like 'ee'
- **Say in syllables:** e - val - ue - ate
- **Find rhymes** e.g. graduate, overweight, create
- **Family of words** e.g. evaluation, evaluating, evaluative
- **Synonyms** - ??
- **Antonyms** - ??
- **Discuss usage in different contexts** – maths or music?
- **Put into a sentence** – 'We evaluated our training plans in the PE lesson'

**Word aware (STAR)**

- **Select**  
Words, likely to be encountered again, core to the topic, desirable for students to use in writing
- **Teach**  
Starts with..., rhymes with..., count syllables, say the word, use it in a sentence
- **Activate**  
Adults use the word many times, prompt pupils to use the word, link vocabulary to activity
- **Review**  
How will you remember the word? Action, association, word wall, quiz?

<https://adolescentvocabulary.wordpress.com/example-word-learning-session-plans/> 25

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**Vocabulary to develop understanding – reading history**

A major symbol of this growth was the new city of Magnitogorsk. Between 1928 and 1932 Magnitogorsk was transformed from a tiny, ..... village to a ..... industrial city, with more than a quarter of a million citizens.

flourishing	growing	remote	isolated
developing	abandoned	thriving	prosperous

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**Word cards**

Help pupils build their own personal word card collections for topics and units of work. Then they can use the cards to sort, compare, stimulate sentences and group new words.

**Word**

Definitional information      Contextual information

Personal clue

→

**Artificial**

Made by people, a copy of something natural. Insincere.

What condition may be treated using an artificial pacemaker?

I hate the artificial taste of diet drinks.

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## Word associations – physical education

Pupils choose and then provide an explanation for the associations. They can then use the words in sentences to show their understanding.

### Physical education

Think about the words **hinder**, **impact** and **restrict**.

- > Which word might go with blood flow? Why?
- > Which word might go with teamwork? Why?
- > Which word might go with rugby? Why?

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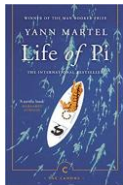
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## Word associations - English

Richard Parker was still on board. In fact, he was directly beneath me. Incredible that such a thing should need consent to be true, but it was only after much **deliberation**, upon assessing various mental items and points of view, that I concluded that it was not a dream or a delusion or a misplaced memory or a fancy or any other such falsity, but a solid, true thing witnessed while in a weakened, highly agitated state. The truth of it would be confirmed as soon as I felt well enough to investigate.

How I had failed to notice for two and a half days a 450-pound Bengal tiger in a lifeboat twenty-six feet long was a **conundrum** I would have to try to crack later, when I had more energy. The **feat** surely made Richard Parker the largest **stowaway**, proportionally speaking, in the history of navigation. From tip of nose to tip of tail he took up over a third of the length of the ship he was on.



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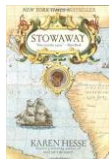
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## Word associations

Consider the words **conundrum**, **feat**, **stowaway**, **deliberation**.

- Which word might go with politician? Why?
- Which word might go with asylum seeker? Why?
- Which word might go with Greek mythology? Why?
- Which word might go with Sherlock Holmes? Why?



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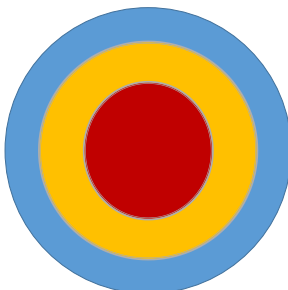
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**Zone of relevance – supporting writing**



pummels	ominous rumble
dives and strafes	looming threat
exploding	brewing
flung spray	whiplash of light
bombarded	pulsing
spits	oppressive heat
tragic chorus	stifling
	impending
	palpable tension
	torrent

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**Other quick ideas**



**Consolidate** target tier 2 words in quick spoken tasks:

- Describe a time when you may have **exacerbated** a situation
- Describe a time when you might **urge** someone to do something
- Describe the most **significant** person in your life at the moment
- Would you rather **reside** in the desert or the artic? Why?
- Would you rather **facilitate** change in society or **maintain** the accepted norm? Why?
- Have you ever been... **demoralised**... **deflated**... **dispirited**... **disconsolate**?

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**Next steps**

**Whole school**

- What general vocabulary knowledge does everyone need?
- What teaching strategies can be used generically?
- How you might use tutor time?

**Subject area planning and teaching**

- Think ahead to some topic(s) to be taught at KS3
- What morphemes and root words are important?
- What strategies from this session will you use?

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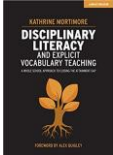

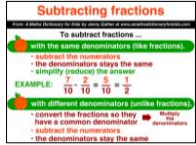
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**National Literacy Trust** Further reading and resources

- <https://www.etymonline.com/>
- <http://www.amathsdictionaryforkids.com/>
- <http://www.uefap.com/vocab/vocfram.htm>
- <https://www.nytimes.com/column/learning-word-of-the-day>
- <https://lexonik.co.uk/resources/topic/teaching-resource>

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# Thank you

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# Morphological awareness development continuum

Morphological awareness is thinking about the smallest units of meaning in language, which are called morphemes. These units include root words that can stand alone as words, prefixes, suffixes and bound roots (root which must have a prefix or suffix added to become a word).

<b>Phonological awareness</b>
↓
Can make a word plural using knowledge of adding <i>s/es/ies</i> and developing to irregular plurals - spoken
↓
Can put a word into past tense using knowledge of adding <i>d/ed/ied</i> and developing into irregular past tense - spoken
↓
Links <b>phonemes</b> to a variety of alternative <b>graphemes</b> (letters like <i>f, ph, gh</i> )
↓
Can shrink a multisyllabic word to its root word. ( <i>jumping</i> → <i>jump</i> )
↓
Can grow root words by adding <b>affixes</b>
↓
Can make a word plural using knowledge of adding <i>s/es/ies</i> and developing to irregular plurals - spoken into writing
↓
Can put a word into past tense using knowledge of adding <i>d/ed/ied</i> and developing into irregular past tense – spoken into writing
↓
Can add <i>-ing</i> to present verbs to make participles ( <i>jump</i> → <i>jumping</i> ) - spoken into writing
↓
Can identify the changes <b>prefixes</b> make to root words and use them to change root words. ( <i>un-</i> ; <i>re-</i> ; <i>dis-</i> ) - spoken into writing
↓
Can identify the changes <b>suffixes</b> make to root words and able to use them to change root words to suit their desired effect. ( <i>-er</i> (person); <i>-er</i> ; <i>-ly</i> ; <i>-ness</i> ; <i>-est</i> ) - spoken into writing
↓
Can identify the changes prefixes make to root words and able to use them to change root words. ( <i>pre-</i> ; <i>semi-</i> ; <i>im-</i> ; <i>en-</i> ; <i>fore-</i> ) - spoken into writing
↓
Can identify the changes suffixes make to root words and able to use them to change root words to suit their desired effect. ( <i>-etic</i> ; <i>-full</i> ; <i>-ess</i> ; <i>-hood</i> ; <i>-ish</i> ) -spoken into writing
↓
Identifying and using meaning of Greek and Latin roots to work out unknown words and to create words to suit their desired effect - spoken into writing
↓
Can use the knowledge and meanings of roots within subject specific words to develop understanding and thinking about wider academic vocabulary and vice versa.

Adapted and accessed from <https://highlandliteracy.com/wraparound-spelling/>

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# Morpheme task H09

- Sort these words into groups.
- Choose your own categories and be prepared to explain them

- transfer
- missile
- construct
- auditory
- obstruction
- supercilious
- structural
- conference
- supernova
- resignation
- supernatural
- signature
- transmissible
- signify
- design
- audible
- supervise
- omission
- reconstruction
- defer
- commit
- assignment
- audition
- visible

## Notes:

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# Latin and Greek Roots

Greek and Latin roots are often written with slightly varied spellings, as shown below. The hyphen indicates the most typical connecting vowel (phon-o, hydr-o, etc.)

Greek Root	Meaning(s)	Exemplars
astr-o	stars, heavens	astronaut, astrology, astronomer
bi-o	life	biography, biosphere, biology
ge-o	earth, rocks	geology, geographer, geode, geothermal
therm	heat, warm	thermostat, thermal, exothermic
auto	self	autism, automatic, autoimmune, autograph
homo	same, alike	homonym, homogenize, homophone
hydr-o	water	hydrogen, hydrology, hydroelectric
micro	small	microscope, microclimate, microcosm
macro	large	macroclimate, macroevolution
phono	sound	telephone, phonics, symphony
scope	to observe, to see	telescope, microscope, kaleidoscope
graph	write, written	autograph, telegraph, polygraph
photo	light	photograph, photon
tele	distant, end	telescope, television, telecommunications
meter, metr	measure, instrument used to measure	metric, thermometer, chronometer, diameter, perimeter, centimetre
path, pass	disease, suffering	psychopath, pathogen, sympathy, compassion
psych-o	mind, mental	psychology, psychic, psychotropic
pan	all	panorama, panacea, pantomime, pandemonium
chrono	time	chronic, chronological, synchronized
phobia	fear, intense dislike	claustrophobia, xenophobic, arachnophobia

Latin Root	Meaning(s)	Exemplars
port	carry	transport, export, porter, portal, reporter
form	shape	formation, reform, conform, formulation
tract	pull	tractor, subtract, detract, traction, retractable
rupt	break	disrupt, interrupt, rupture, corrupt
spect	see, watch	inspect, suspect, spectator, respect, specimen
struct	build	construct, structure, instruct, construe, obstruct
dict, dic	say	dictionary, dictate, predict, indicate
flex, flec	bend	flexible, reflector, genuflect, inflection, reflective
cred	believe, trust	credit, credentials, credulous, incredible
ject	throw, throw down	inject, projectile, reject, subject, conjecture
fac, fact	make, do	factory, facilitate, factor, faction, factotum
pel,pul	drive, push	propel, compel, impel, repel, impulse, pulsate
vers,vert	turn	reverse, versatile, convert, revert, divert
mit, mis	send	missile, missionary, admission, emit, transmit
mort	die	immortal, mortician, mortuary
script, srib	write	scribble, script, scripture, prescription
junct	join	conjunction, junction, adjunct, juncture
cide	kill	suicide, genocide, homicide
press	force, squeeze	pressure, impress, express, compress, repress
spire	breath/e	respire, respiration, respiratory, conspire, inspire, perspire, expire, spirit, spirited, spiritual
grad,gress	step	graduate, gradual, gradations, regress, progress, digress, transgress
cept, capt	to take, seize	receive capture, captivity, intercept, exception

## Introduction

Many schools (and now also Ofsted) have been rethinking their curriculum offer in the light of the new GCSEs and A-levels and are moving towards a more knowledge-based curriculum. Vocabulary knowledge is very much embedded in this educational focus. Our curriculum knowledge is largely expressed through words and vocabulary size is a strong predictor of academic attainment as well as being a method of assessing the curriculum knowledge. Numerous research studies have found a strong, positive reciprocal relationship between word knowledge and reading comprehension (Baumann, Kame'enui, & Ash, 2003; National Reading Panel, 2000; Anderson & Freebody, 1981).

Biemuller (2003) found that seven-year-olds in the highest quartile had an estimated receptive vocabulary of 7,100 root words. In contrast, children from the lowest quartile had an average receptive vocabulary size of 3,000 root words. This gap continues to grow throughout the years of schooling. Predictably, it seems that students with limited vocabularies read less and thus learn fewer new words, 'the Matthew effect' (Stanovich, 1986).

A critical point occurs around the age of nine or ten. In the USA, research into the 'grade 4 slump' suggests that at this age learning to read turns into reading to learn. As vocabulary becomes more literary and abstract, pupils come across unfamiliar words and begin to read less so their reading fluency then declines. Some learners never catch up again. (Chall and Jacobs, 2003) This vocabulary knowledge gap continues into secondary school. Nagy and Anderson (1984) estimated that students in grades 6 to 9 may be exposed to 3,000 to 4,000 unfamiliar words while reading during an academic school year. It is estimated that knowledge of 95% of the words in any given text is required for full comprehension. So even young people who do read widely may not fully understand what they read.

## What does word knowledge entail?

There is much more to word knowledge than simply being able to give a definition. The following are all key components of word knowledge.

- Morphology (units of meaning – affixes)
- Orthography (spelling)
- Pronunciation (syllables and stress)
- Meaning (range, variant meanings, homophones)
- Collocations (what other words commonly go with a word)
- Meaning associations (topical links, synonyms, antonyms)
- Specific uses (technical, common, subject specific)
- Register (power, disciplinary domain, formality, dialect)

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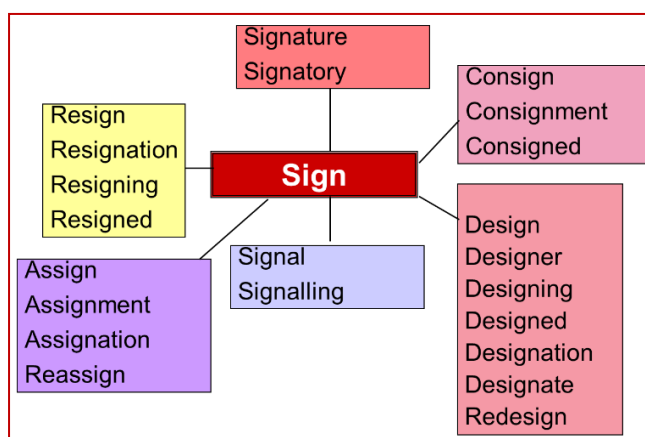
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## 5. Association methods

Careful selection and attention to word roots and affixes, synonyms, antonyms in order to build knowledge of word families.



## Direct instruction methods

### 1. Recall and checking of previously taught words

Use anagrams, quizzes and word play using subject words previously taught to provide a vocabulary consolidation task at the start of a lesson. Here are five words for the start of a maths lesson. Can you work out what they are and what links them?

trangle, detirtn, plitret, cytrilec, roptid

### 2. Collocations: what goes with what?

Collocations are words that commonly appear together – like fish and chips or salt and pepper. Native speakers know these instinctively, but even the most fluent EAL learners may not. For example, particular adjectives for size go with certain nouns. Can you complete this grid?

adjective/noun	problem	shame	mistake	amount	man
big	?				
large	x				
great	✓				
major	✓				

(adapted from McCarthy, 1990)

### 3. Pay attention to analytical verbs used by specific subject disciplines

For example, in art, we use a specific set of verbs to analyse an image:  
accentuates, indicates, illustrates, depicts, enhances, frames, represents, manipulates.

#### 4. Develop a conscious, whole-school vocabulary curriculum

For example, rather than 'word of the week' choose ten related words a week.

Give students a grid and ask them to record each time they use the word in a lesson during that week. Read further about a [KS3 vocabulary banking project](#) (Research Schools Network/Institute for Effective Education, 2018).

Word/Subject	English	Maths	Science	History	Geography	D and T	Music
obstruct							
obstruction							
deconstruct							
destruction							
construction							
construct							
constructive							
reconstruct							
structural							
structure							

This resource is supported by the following documents available from the Vocabulary building resource page.

- The academic word list – use this to help you choose suitable word families
- Vocabulary: top ten research reports and resources