

Speech and Language Vocabulary Step by Step Programme

Programme title:	Vocabulary development	Frequency:	Once a week
Programme aim:	To develop the child / young person's understanding and use of vocabulary	Session duration:	20 minutes
Carried out by:	Teacher / Teaching Assistant / Parent	Required resources:	Attached worksheets

Progress Key: 3 = Target fully achieved 2 = Partially achieved 1 = Not achieved

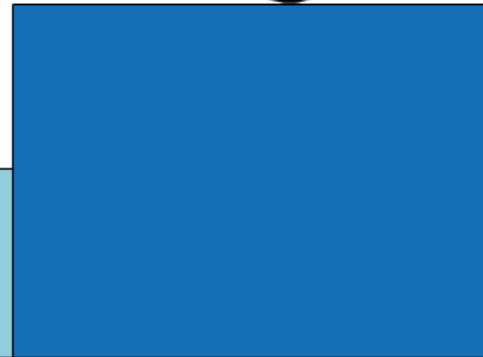
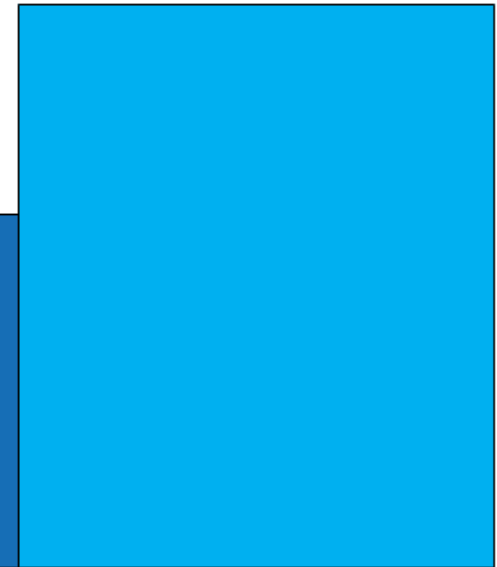
This programme may take longer than initially outlined. Individual sessions can be continued the following week and repeated where necessary. Continual consolidation should be used throughout the intervention.

Steps	Objective	Actions	Resources	Outcome	Notes
<p>Before starting this programme, please select 10 key words from the child / young person's subject specific key word lists which will be used throughout the programme. Once the programme has been completed with the 10 key words, repeat the programme with 10 new key words and ensure that you regularly consolidate previously taught vocabulary. Please share the 'vocabulary activities' with the teachers you work with to aid the vocabulary learning within the classroom.</p>					
1	To identify the key words.	<ol style="list-style-type: none"> 1. Make a list of the key words 2. Use the 'how well do I know the word?' sheet and record the answer. 3. Write the key words into the student's personal dictionary. 4. Share 'vocabulary activities' with your teachers and think about using these strategies during your sessions with the student. 	<ul style="list-style-type: none"> • 'How well do I know the word' sheet • Personal dictionary • Vocabulary activities sheet 	<input type="checkbox"/> Target fully achieved <input type="checkbox"/> Target partially achieved <input type="checkbox"/> Target not achieved	

2	<p>For the student to create word maps for the key words. (focus on one to two words per session). For the student to find out the definition of the key word.</p>	<p>1. Make a mind map about how we can find a meaning of a word e.g. electronic vs dictionaries, using class books, thinking about root words. 2. Find the definition using a range of ways for each one, e.g. using Google, a dictionary, Siri 2. Write the definitions in the personal dictionary and onto the mind map</p>	<ul style="list-style-type: none"> • Word maps • Personal dictionary • Dictionary • Laptop / computer • Mobile phone • Paper and pens for a mind map 	<p><input type="checkbox"/> Objective achieved <input type="checkbox"/> Objective partially achieved <input type="checkbox"/> Objective not achieved</p>	
3	<p>Create a visual key word list.</p>	<p>1. Use a Communicate in Print / Boardmaker / Symplify login to create visuals for the key words and put them into a key word list. These can also be made using images from the internet or hand drawings.</p>	<ul style="list-style-type: none"> • Source for images • Key words 	<p><input type="checkbox"/> Objective achieved <input type="checkbox"/> Objective partially achieved <input type="checkbox"/> Objective not achieved</p>	
4	<p>Play games with the key words.</p>	<p>1. Print off the key word list, cut up the cards and play snap, match up games and take turns to state the definition or key word and the student has to state the attached key word or definition. 2. You can also play a memory game with them when you have to match the key word to the definition when all the cards are facing down. 3. Play catch and you have to state the key word for the definition and vice versa.</p>	<ul style="list-style-type: none"> • Key word lists 	<p><input type="checkbox"/> Objective achieved <input type="checkbox"/> Objective partially achieved <input type="checkbox"/> Objective not achieved</p>	

5	For the student to use the words at sentence level.	<ol style="list-style-type: none"> 1. Put the key words in sentences, both verbally and in a written format. 2. Make the vocabulary words relatable to the child / young person and then put them into a sentence academically. 	<ul style="list-style-type: none"> • Key word lists 	<input type="checkbox"/> Objective achieved <input type="checkbox"/> Objective partially achieved <input type="checkbox"/> Objective not achieved	
6	To gain an evaluative measure.	<ol style="list-style-type: none"> 1. Make a list of the key words and test the student on their definitions. 2. Use the 'how well do I know the word?' sheet and record the answer to see if there has been progress. 3. Keep a record of what words the student has got and reconsolidate learning on the words they have struggled to recall / retain. 	<ul style="list-style-type: none"> • 'How well do I know the word' sheet • Personal dictionary 	<input type="checkbox"/> Objective achieved <input type="checkbox"/> Objective partially achieved <input type="checkbox"/> Objective not achieved	

How well do I know the word?

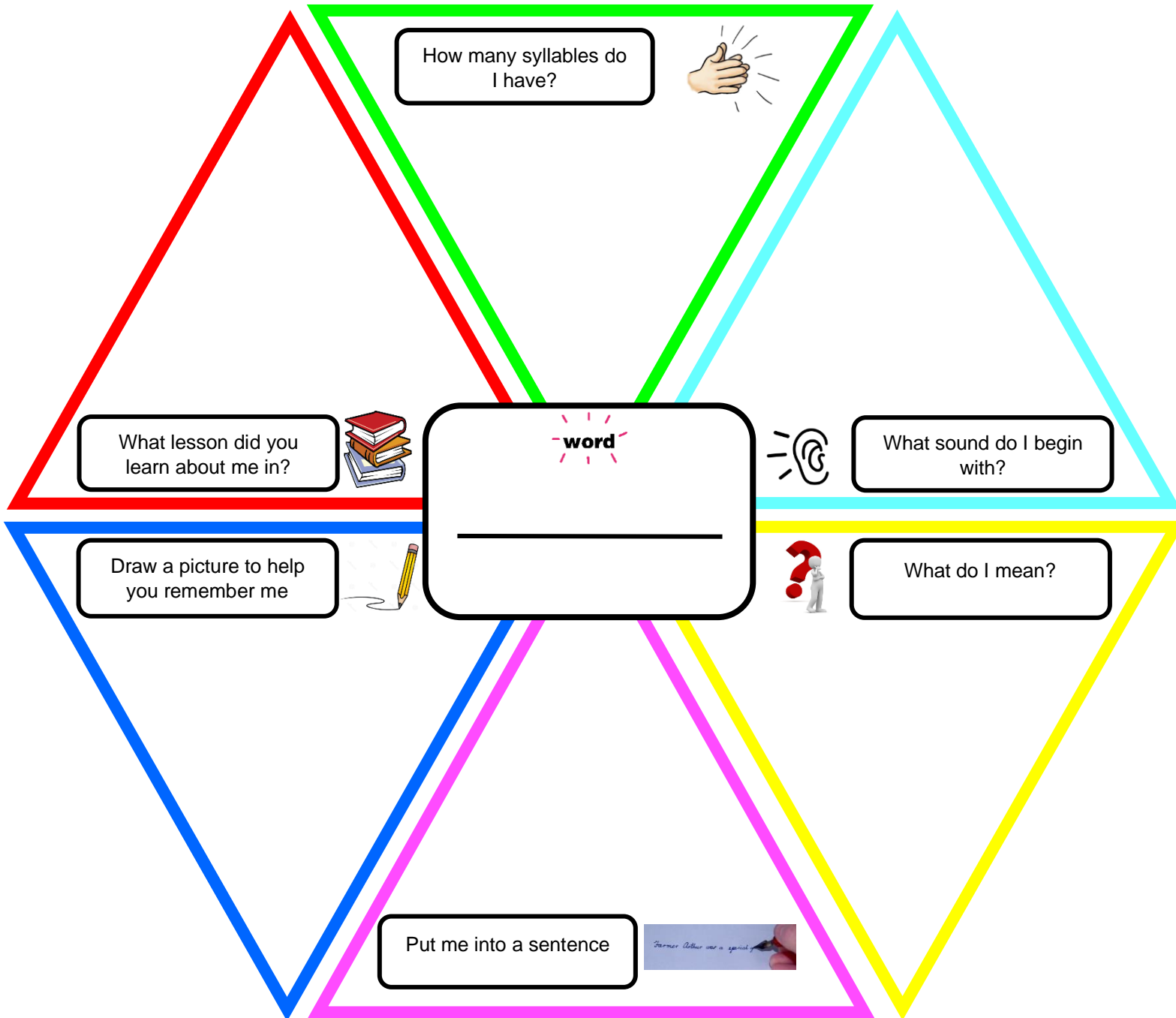


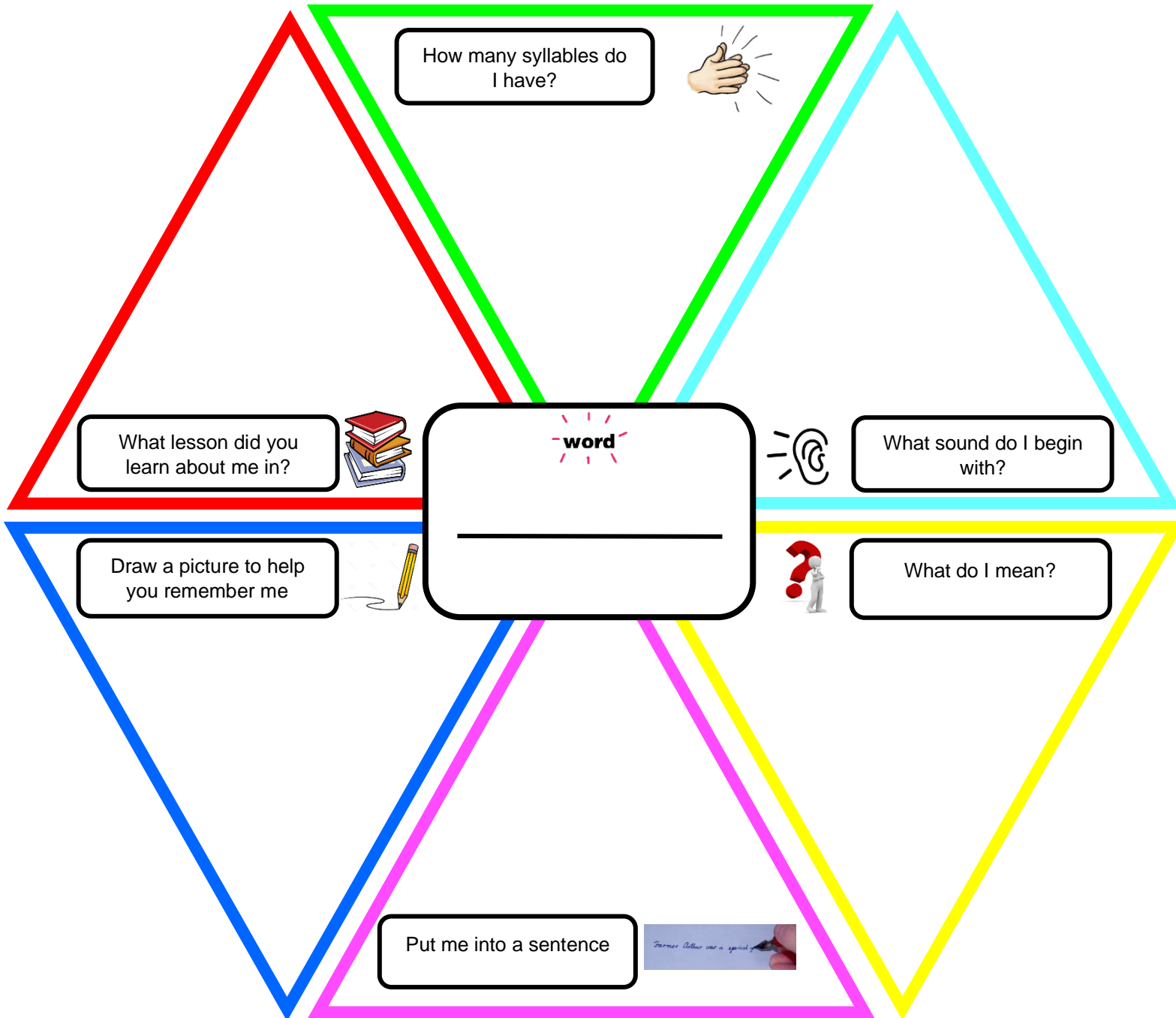
I've **never heard** the word before

I've **heard** of the word but I **don't know** what it means

I **know** what this word means but I **can't explain** it.

I **know** what this word means and I **can explain** it.





How many syllables do I have?



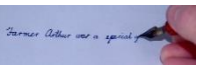
What sound do I begin with?



What do I mean?



Put me into a sentence



What lesson did you learn about me in?



Draw a picture to help you remember me

