

Is your school Word Aware?

Key question: Imagine you are a child entering your school and classroom for the first time. How would you know that spoken and written words are a high priority?

Physical environment

	See chapter	Comments
Current words are displayed on a Working Word Wall. Topic words are accompanied by pictures or symbols.	STAR: 3-7	
Latest word taught is highlighted, for example, by placing it on a coloured square/callout.	STAR: 3-7	
The Working Word Wall is accessible to children.	STAR: 3-7	
Any topic-related displays include key vocabulary. The words should be picture/symbol supported where possible.	Make Words Count: 2	
Word-learning resources, such as dictionaries and thesauri, are accessible and routinely used by students. These may be collated all together into a word-learning area.	Make Words Count: 2	
Displays or posters to promote independent word learning are present.	Word Detective: 8	

Spoken environment

	See chapter	Comments
Students' use of vocabulary is routinely highlighted and rewarded.	Make Words Count: 2	
Students are encouraged to ask about words they do not know.	Make Words Count: 2 Word Detective: 8	

There are frequent 'think alouds' in which adults model how to learn new words.	Word Detective: 8	
There are regular opportunities to talk about vocabulary, such as an author's use of words, the words that students need for a subject area or words that students find interesting.	Make Words Count: 2	
Regular opportunities throughout the week to play word games are provided. This may be a timetabled slot or as moments arise.	Fun with Words: 9	

Specific teaching (using the STAR approach)

	See chapter	Comments
Goldilocks words are identified as part of the topic planning.	STAR: 4	
Topic-based Goldilocks words are specifically taught on a regular basis.	STAR: 4	
Words that are identified as concepts are explored in more depth.	STAR: 5	
Whole class texts are used to identify Goldilocks words to teach.	STAR: 6	
Text-based Goldilocks words are specifically taught on a regular basis.	STAR: 6	
Opportunities are given to activate the meaning of new words (ie use the new words in context and link the word to what the child already knows).	STAR: 3-7	
Opportunities for reviewing words are built into planning.	STAR: 3-7	

Whole school

	See chapter	Comments
Whole school events such as vocabulary assemblies, 'no pens' days or dressing up as a favourite word are part of the school yearly planner.	Making Words Count: 2	
Parents/carers are informed of the importance of vocabulary and know how they can support vocabulary development.	Involving Parents: 11	

Making our school more word aware

Date: Staff involved:

Areas where I am/we are supporting vocabulary well. 1. 2. 3.
Which area/s are the priorities for development? <input type="checkbox"/> Physical environment <input type="checkbox"/> Spoken environment <input type="checkbox"/> Specific teaching (using the STAR approach) <input type="checkbox"/> Whole school
Targets for developing vocabulary. 1. 2. 3.

Target review date: