

Safeguarding Statement

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality & Diversity Statement

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

POLICY TITLE: LPGS VOCABULARY

Approval Body:	Governing Body
Approval Date:	January 2020
Implementation Date:	January 2020
Designated Person (as appropriate):	Coral Sunman
Committee with Remit (as appropriate):	Governing Body
Intended Audience:	Staff
Review Date:	December 2020

Version History

Version	Approval Date	Summary of Changes
1.0	January 2020	New Policy

LPGS VOCABULARY

At LPGS we recognise:

- There are already huge differences in breadth of vocabulary in children coming from word rich families compared with those coming from word poor families, on starting school at the age of 4
- The gap widens as student's progress through school, if it is not addressed
- Word wealth is related to material wealth, qualifications and mental health
- English has a very challenging spelling system due to the borrowing of words
- The need to cultivate word consciousness in all students

At LPGS we will:

- Identify key words for every unit of work on schemes of learning
- Display key words in the classroom for interactive use
- Explicitly teach key words/academic vocabulary with coherent planning throughout the curriculum
- Explicitly teach etymology and morphology to foster word – consciousness in our students
- Explicitly teach the meaning of 'false friends' eg. *Factor* used as a tier 2 word has a different meaning when used as a tier 3 word in Maths
- Plan for structured timed paired discussion in which each student is accountable for an area of feedback to develop confidence in the use of tier 2 and tier 3 vocabulary
- Promote and scaffold high quality academic talk in the classroom to train students to 'talk like a scientist, geographer, historian, mathematician ...'
- Promote and scaffold high quality academic writing in the classroom
- Teach students vocabulary learning strategies

In all key stages we aim to :

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

Further Support (below)

- a. Vocabulary at KS3
- b. Vocabulary and the Learning Environment
- c. Vocabulary and EAL students
- d. Strategies for Teaching Vocabulary
- e. The Freyer Model
- f. Eight ways to improve students' spelling of key words
- g. Strategies for Developing Terminology
- h. Useful Word Root Meanings
- i. Key Words
- j. Key Phrases for Talk