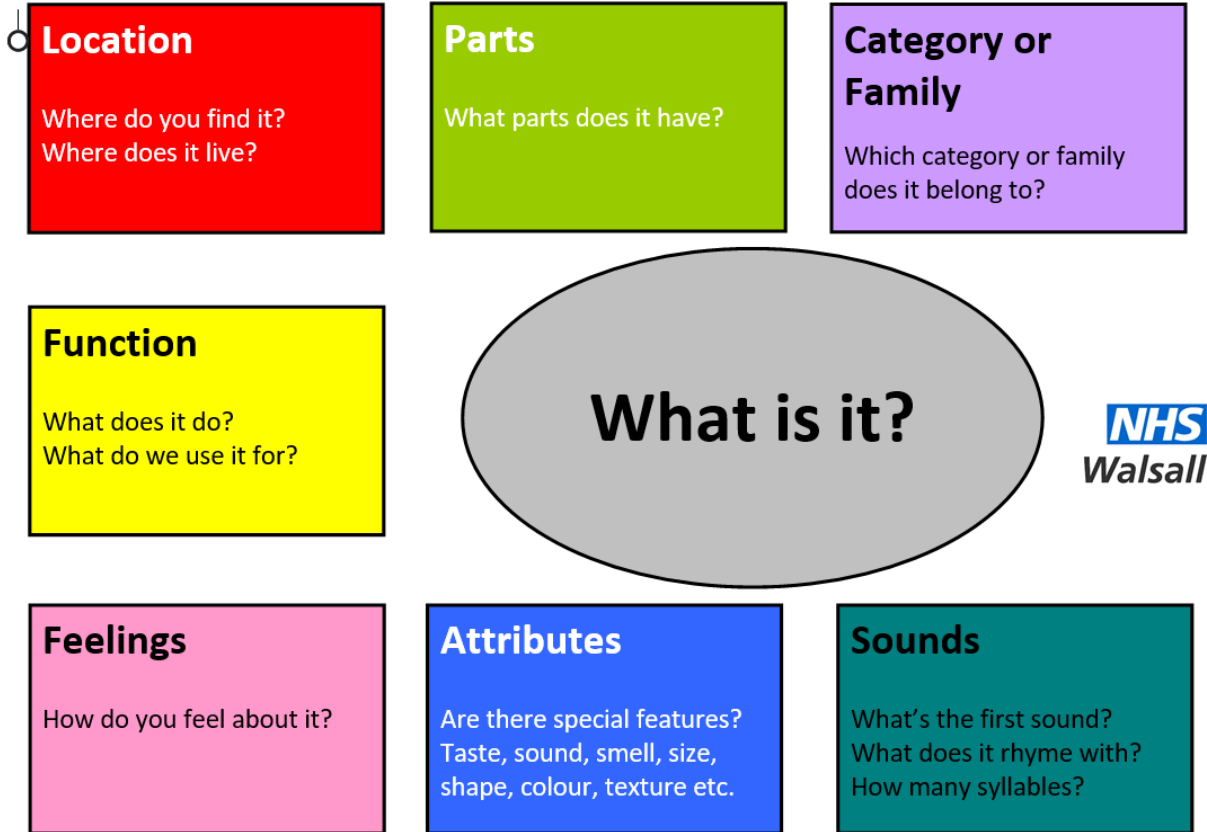# HOW CAN WE HELP AT SCHOOL?
KS1 & KS2

Strategies to Support
Vocabulary Development

- Introduce new vocabulary/ key words at the beginning of a topic or lesson before using them in the context of what is being taught

- Use pictures/symbols/objects to match words and support understanding

- Provide lots of opportunities for revision and repetition of new vocabulary.

- Try to put new words into a familiar context for pupils by relating them to their own experiences or lives. Provide the children with new real life experiences so that vocabulary is meaningful

- After teaching new vocabulary discuss ways in which the words can be used in different contexts

- Support memory by using both semantic links (meaning associations) and phonological strategies (what the word sounds like, rhymes with etc). Children will often have a natural preference for one of these routes into memory.

- Use a multi-sensory approach to consolidate vocabulary. Rather than relying only on spoken language to build understanding, engage the child's other senses too

- To develop word finding skills give the child time to think then offer semantic and phonological cues as needed

- Set up a word book for the child to record new vocabulary that they learn in school and at home. Organise it in to topics with visual support if needed

- Encourage the use of a dictionary

- Give the pupil opportunities to describe items by their attributes e.g. physical appearance (it's orange and round), function (you eat it) and location (you can find it in the fridge)

If you require any further support/advice please contact via the following email address
walsall.slt@nhs.net
In the subject line please state **FAO Virtual School SLCN Support** to ensure your message is actioned by the relevant team

Location	Parts	Category or Family
Where do you find it? Where does it live?	What parts does it have?	Which category or family does it belong to?

Function	
What does it do? What do we use it for?	**What is it?**

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Feelings	Attributes	Sounds
How do you feel about it?	Are there special features? Taste, sound, smell, size, shape, colour, texture etc.	What's the first sound? What does it rhyme with? How many syllables?

Phonological Cues

1. Talk about initial sound
2. Long or short word
3. Number of syllables
4. Rhymes with
5. **Sounds like**