

Curriculum Focus: Vocabulary

- Have you reviewed the vocabulary that's being taught in Art and Design in your school?
- Has a decision been made for the specific vocabulary that is to be learned in each unit?
- Does this include the definitions that teachers should use for the specific age and understanding of the pupils?
- How will this vocabulary be taught?

Helping		Hindering	
<ul style="list-style-type: none"> • Tier 2 and Tier 3 vocabulary introduced systematically and with depth. • Pupils' broad sense of understanding enables them to link words and make connections with known language. • Pupils can deconstruct, explain and transfer the origin of words. • Pupils have an awareness of themselves as a learner of language and use vocabulary integrally in their studies. • Unknown words can be unwrapped by pupils using prior knowledge of roots, suffixes and prefixes e.g. 'meso' • Vocabulary quizzes are precise, frequent and have a wide range of diagnostic questions to assess word knowledge and understanding. 	<ul style="list-style-type: none"> • Specific Tier2/Tier3 words are taught and used to support understanding within the subject study. • Pupils can locate and talk about vocabulary in context. • New vocabulary is introduced in a logical sequence. • Pupils can decide, decipher and give a broad sense of meaning about Tier 2 and Tier 3 words. • A range of phases are used to teach vocabulary, ranging from defining and decoding to using, connecting and analysing. • Pupils regularly engage with word meaning retrieval practice. 	<ul style="list-style-type: none"> • Tier 2 and Tier 3 words are taught but without sequence or development. • Children are aware of words but lack connection with meaning and use. • New vocabulary is introduced and pupils can read Tier 2 and Tier 3 words. • Recognising words is the predominant strategy. • Pupils are taught some Tier 2 and Tier 3 words but this is not sequenced or well-planned. 	<ul style="list-style-type: none"> • There is sporadic or unplanned use of Tier 2 and Tier 3 vocabulary. • Children are unaware of Tier 2 and Tier 3 word meaning, use or transference to other contexts. • Copying words is the predominant strategy. • Pupils are not familiar with contextual Tier 2 or Tier 3 words and find it hard to use them meaningfully. • Pupils are not familiar with simple vocabulary quizzes and find it hard to recall the meaning of contextual and taught words.
STRONG	DEVELOPING +	DEVELOPING -	LIMITATION



Gap task: Vocabulary and SEND

- How effectively are you supporting the implementation of your curriculum through teaching the appropriate vocabulary correctly?
- How accessible is subject's curriculum for all learners? Try to address the point you identified from reading the NASEN handbook
- Use chat in team at any time
- Learn-AT colleagues: Make you have been on the curriculum cupboard at least once to look at what's there

Date of next meetings:

Focus of next meeting: pupil voice monitoring

Subject Leader Networks

Aim: to support colleagues with leadership and monitoring of their subject.

Summer Meeting

- Updates, internally and externally, since last meeting.
- Evaluating monitoring from last term and creating action plans for next year based on EEF implementation logic model.
- Identifying cross trust themes to feed into next year or to raise across the trust.

Autumn Meeting

- Review of last year, learning from monitoring, sharing challenges and successes from last year, identifying shared areas of focus.
- Updates eg from OFSTED, subject bodies, pedagogical input
- How do we know whether our curriculum intent is high quality and meets the needs of all learners
- Learn AT US programme and its application for subject areas

Spring Meeting

- Updates, internally and externally, since last meeting.
- Identifying area of focus for monitoring over the next term.
How to monitor, what to look for, how to gain evidence of implementation and impact, how to give feedback or address areas of concern, what to record in monitoring.



Encourage use of Curriculum Leader Teams channels for anytime questions, successes, shared resources and subject specific information.