



Aston Hall
Junior & Infant School

EYFS Vocabulary Development at Aston Hall



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Vocabulary Development Intent

Children's spoken language development is an essential factor in all **seven** areas of their learning and development. From an early age, back-and-forth interactions with adults and peers lay the foundation for their language and cognitive development. The number and quality of conversations children have throughout the day in a language-rich environment are crucial for their growth. Practitioners can effectively build children's language skills by commenting on what they are interested in or doing and echoing back what they say with new vocabulary added. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes, and poems, and providing them with extensive opportunities to use and embed new words in various contexts, will allow children to thrive. Through conversation, storytelling, and role-playing, where children share their ideas with support and modelling from their teacher, and with sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

At Aston Hall, we teach children new words that are useful and meaningful.

Early language ability is one of the strongest predictors of later development in school and in life. Language is essential for thinking, expressing our feelings, making friends, and finding solutions. The rate of language development in the first few years of life is dramatic, just like many other aspects of young children's development. If a child does not develop basic speech, language, and communication skills, they are likely to be disadvantaged for life. That's why it's a priority in our EYFS curriculum.



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SELECTING WORDS FOR ROBUST INSTRUCTION

The Three-Tiers Framework (Beck, McKeown, & Omanson, 1987)

1

The first tier consists of the most basic words: warm, dog, tired, run, talk, party, swim, look, and so on. These are the words that typically appear in oral conversations, and so children are exposed to them at high frequency from a very early age. This high exposure means that children become familiar with this set of words pretty readily, and so these Tier One words rarely require instructional attention to their meanings in school.

2

The second tier words are of high utility for literate language users and are found across a variety of domains. These words are characteristic of written text and are found only infrequently in conversation, which means that children are less likely to learn these words independently, compared with Tier One words. Because of the large role Tier Two words play in a language user's repertoire, rich knowledge of words in the second tier can have a powerful impact on verbal functioning. Thus, planned vocabulary development is directed toward Tier Two words.

3

The third tier of words has a frequency of use that is quite low and often limited to specific topics and domains. Some examples of Tier Three words might be filibuster, pantheon, and epidermis. In general, a rich understanding of these words would not be of high utility for most learners. These words are probably best learned when a specific need arises.



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At Aston Hall, we think about these questions before picking the vocabulary:

- What does the word contribute to a text or situation?
- What role does the word play in communicating?
- How does it relate to other words the children know?
- Will it add more dimension to a topic covered?
- How useful is it? Will they meet it often?
- Will they find it in other texts?
- Will they use it to describe their own experiences?





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Curriculum Tier 2 Vocabulary Long Term Plan

The Tier Two words are planned and identified through termly learning umbrellas. These are below.

<i>Autumn 1</i> Who lives in the woods?	<i>Autumn 2</i> Can you take care of me?	<i>Spring 1</i> Can you read me a story?	<i>Spring 2</i> Who is your Hero?	<i>Summer 1</i> Do cows drink milk?	<i>Summer 2</i> What do you see at the coast?
Habitat Talons Nocturnal Autumn Seasons Hibernation Scarecrow Acorn Branch Bare Pinecone Harvest Senses Rustling Crisp Dew Foggy	Hero Vet Key Worker Ambulance Fire Engine Firefighter Nurse Doctor Stethoscope Thermometer Bandage Carer Guide Dog Paramedic Police Officer Supervisors Teacher	Character Setting Traditional Tale Fiction Mythical One Upon A Time Happily, Every After Blurb Prediction Title Design Recipe Story Map Magic Castle Dungeon Moat Draw Bridge	Hero Decay Growth Healthy Hero Kindness Superhero Costume Transform Strong Flying Lightning Sidekick X-Ray Vision Invisibility Disguise Intelligent Psychic	Harvesting Livestock Life Cycle Herd Habitats Young Farm Yard Duckling Foal Piglet Calf Tadpole Frogspawn Chrysalis Tractor Sheepdog Combine Harvester Straw Bale Wheat	Waves Beach Cliffs Seaweed Horizon Ocean Tide Harbour Seaside Pier Lighthouse Coast Guard Floating Sinking Recycling Pirate



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ENERGISING THE VERBAL ENVIRONMENT

In addition, and complementary to a robust vocabulary plan, at Aston Hall we create an **“energised language rich environment”**, a classroom where words are in play almost all of the time - noticed, investigated and savoured - and **where every opportunity is taken to add words to children’s surroundings.**

- The adults are the most important element in this environment – alert to opportunities to use sophisticated, interesting and precise language.
- Adults are sensitive to words and show their own curiosity about words.
- Our reading corner is used to expose children to fascinating and innovative ways of celebrating language, whether this be through books and poems that lend themselves to performance or books encouraging children to think about the images that words evoke.
- Adults come into school weekly for our ‘Mystery Reader project’ this is a parent/family member of one of the children. The mystery reader chooses a book of their preference to read and this gives the children exposure to wider vocabulary.
- Adults take spontaneous opportunities to introduce new words as they naturally arise, using their professional judgment as to what best to do with words as they enter the verbal environment. Once words have been introduced and discussed, they can be ‘kept around’ in the classroom, for example on a word wall or display board, with adults’ alert for ways to “sprinkle them in”.

Daily Opportunities for a language rich day

- Daily whole class shared reading
- Daily songs, rhymes and poems
- Tiny talkers small group interventions
- Rich and varied, meaningful activities and experiences
- Informal 1:1 conversations
- Listen as well as talk opportunities
- Vocabulary on display inside and outside



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CLOSING THE WORD GAP

Vocabulary development is specific to certain areas of learning. Below is the foundational vocabulary needed to prepare children for year one.

Progressive Vocabulary Across the Prime Areas of Learning Including Literacy and Maths

Tier 2	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths
Baseline/FS1 All children need to understand this vocabulary before moving onto the vocabulary in Reception. The vocabulary will be revisited throughout	Talk Say Tell Copy Listen Look Who? What? Where? Why? Idea Instruction Understand Turn Partner Wait Sentence And Speaking Close Inside Outside Notice	Feelings Happy Worried Sad Angry Excited Share Take Turns Wash Healthy Clean Rules Toilet Flush Soap Dry Shoe Socks Like Dislike Kind Playing Together Choice Wrong Right Explore Wipe Sorry Please Thank You	Walk Climb Ride Run Jump Knife Fork Spoon Pinch And Flick Brush Hop Balance Crawl Zip Kick Throw Catch Roll Pedal Scrunch Fold Rip Snip Space Hot Cold Heart Beating Warm Up Sweaty Breath Peel Hold Squeeze Roll Press Poke Stretch Pinch	Story Book Page Song Rhyme Draw Turn (The Page) Author Illustrator Character Start End Title Blurb Setting Missing Voice Body Listen Rhyme Beat Pair Clap Sound Blend First Letter	Number Shape Square Circle Triangle Rectangle Count How Many Big Small Tall Short Long Up Down Round On Under Behind In Front More Less Same Different 2d Shape Full Empty Half Full Heavy Light Sort Jigsaw Repeating Morning Afternoon Monday Tuesday-wednesday Thursday Friday Saturday Sunday Thick Thin



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Tier 2	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy		Maths	
Reception vocabulary which is taught though out the year in teacher led discussions, activities and provision	Explain Describe Question Answer/Re-spond How, When? Speaker Reason Agree And Disagree Discuss Problem Because Opinion Suggestion Example	Emotions Fair Frustrated Confused Upset Try Challenge Germs Exercise Team Determination Respect Calm Confident Safe Permission Apologise You're Welcome	Grip Bounce High/Low Fingers Skip Peddle Holepunch Staple Collage Split Pin Aiming Passing Kicking Batting Body Temperature Muscles Deep Breaths	Fiction Non-Fiction Information Facts Write Word Sentence Question Sounds Digraph Trigraph Tricky Word Grapheme Phoneme Poem Beginning, Middle And End Traditional Tale Once Upon A Time First, Next After That Then	Finally Retell Sequence Vocabulary Animation Repeat Clue Language Front Cover Blending Spell Capital Letter Finger Space Full Stop Check Letter Formation	High Low Heavy Light Bigger Smaller 3d Sphere Cube Cuboid Cone Number Sentence Problem Part Whole Equal Composition Doubling Halving	Odd Even Group Numeral Add Take Away Number Bonds Measure Inbetween Next To Opposite Time Repeating Pattern Months



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Progressive Vocabulary across the Specific Areas of learning

Understanding the world/ Expressive Arts and Design

Tier 2	Historical Vocabulary	Geographical Vocabulary	Scientific Vocabulary	Religious Vocabulary including celebrations	Musical Vocabulary including performance	Artistic Vocabulary including design	Computing Vocabulary
Baseline/FS1 All children need to understand this vocabulary before moving onto the vocabulary in Reception. The vocabulary will be revisited throughout.	Before After A Long Time Ago Same Different Now Next Then Yesterday Today Tomorrow Mum Dad Grandma Grandad Old New	Place Visit Travel Rain Sun Weather Map Journey House City England United Kingdom Hot Cold Land Sea Air Street Globe Freezing Chilly Warm Icy Snow Windy Cloudy Puddles	<ul style="list-style-type: none"> • Working Scientifically: Look, Watch, Touch, Feel, Smell, Listen, Same, Different, Sort, Guess, Magnifying Glass, Change • Plants: Plant, Tree, Leaf, Flower, Seed, Fruit, Vegetable, Dig, Water, Grow, Dead, Soil, Sunlight • Animals: Egg, Chick, Caterpillar, Cocoon, Butterfly, Tadpole, Frog, Sheep, Goat, Cow, Horse, Pig, Baby, Child, Adult, Hand, Arm, Legs, Head, Foot, Shoulders, Knees, Toes, Ankle, Wrist, Elbow, Life Cycle, Feathers, Wings, Beak, Hair • Seasonal Changes: Wet, Snow, Sunshine, Hot, Rain • Materials: Wood, Plastic, Paper, Fabric, Cork, Shells, Pebbles, Stones, Hard, Soft, Melt, Frozen, Leaves • Light: Light, Dark, Torch, Bright • Forces: Float, Sink, Up, Down, Top, Bottom, Push, Pull, Squash, Roll, Fast, Slow, Spin, • Electricity: Battery, Plug, 	Celebration Christmas Eid Christianity Family Easter Helper Diwali Birthday Wedding Halloween Bonfire Night Lunar New Year	Music Dance Sing Pretend Loud Quiet Instrument Song Drum Tambourine Triangle Shake Rattle Sound Noise Bang Maraca Bells	Paint Stick Glue Cut Cooking Drawing Painting Collage Fringe Print Pva Glue Spreader Rolling Pin Colour Fold Tape Dispenser Build Needle Thread Made Red Green Yellow Orange Blue Black White Mix Pour Stir	Press Camera Beet Bot Forward Backwards Turn Video Photo Torch On Off

Tier 2	Historical Vocabulary	Geographical Vocabulary	Scientific Vocabulary	Religious Vocabulary including celebrations	Musical Vocabulary including performance		Artistic Vocabulary including design	Computing Vocabulary
Reception vocabulary which is taught though out the year in teacher led discussions, activities and provision	Past Present History Prehistoric Future First Next After Later Before Change Happen Job Work Artifact Modern Similar Different Same Police Officer Firefighter Postal Worker Doctor Dentist Shop Owner Vicar	Globe Ice Building Planet Earth Space Birdseye View Environment Community Litter Country Continent Capital Thunder Lightening Frosty Rainbow Storm Map Direction Follow Home House Bungalow Street Church Zebra Crossing Under Traffic Lights Tunnel Bridge Roundabout Map	<ul style="list-style-type: none"> • Working Scientifically: Notice, Compare, Record, Group, Dissolve, Experiment, Test, Investigate, Predict, Scientist, • Plants: Stem, Branch, Bark, Petal, Berry, Bulb, Shoot, Alive, Compost, Herb • Animals, Including Humans: Lamb, Kid, Calf, Foal, Piglet, Duckling Jungle, Desert, Nocturnal, Hibernation, Habitat, Skeleton, Brain, Bones, Claws, Talons Hooves • Seasonal Changes: Spring, Summer, Autumn, Winter, • Materials: Shiny, Slippery, Smooth, Bendy, Rough, Card, Metal, Strong, Weak, Waterproof, Soggy, Magnetic, Glass, Wool, See Through • Light: Shadow, Lamp • Forces: Drop, Turn, Magnet, Magnetic, Stretch • Electricity: Socket, Electricity, Wire, Switch • Earth And Space: Sun, Moon, Star, Sky, Day, Night, 	Festival Special Different Same Culture Religion (Christianity, Islam, Hinduism) Church Nativity Jesus Mosque Celebration Belief Tradition Leader Sacred Promise Believe Responsibility Friendship Place Of Worship Synagogue Celebration Festival Unique Valuable Special Symbol Wonder Beauty	Song Words Clap Stamp Move Dance Instrument Drum Tambourine Bells Maracas Claves Glockenspiel Xylophone Shake Tap Bang Pulse Beat Orchestra Violin Flute Clarinet Trombone	Cellos Horn Bells High Low Pitch Rhythm Tempo Long Short Fast Slow Melody Steps Leaps Imagine Imagination Actor Stage Story Tell Prop Instruction Costume	Print Design Label Twist Bend Link Curl Tear Tape Cut Spread Construct Design Purpose Adapt Evaluate Explore Function Approach Explain Method	App Laptop Green Screen Film Record Torch Timer Walkie Talkies Instruction Follow Direction Left Right