

WMAT

Reading and Writing Strategy

October 2020

We know that.....

- * A poor vocabulary is a huge barrier to academic success. To comprehend a text we need to know an estimated 95% of its vocabulary.
- * After the age of 5, we acquire most new vocabulary through reading.
- * 28% of 4 and 5 year olds who started school last year lacked the early communication skills to describe events in the past and future .
- * Children who have poor vocabulary at the age of 5 yrs are twice as likely to be unemployed at 34 yrs compared to a child with good vocabulary.

What does this look like in school.....

- On average, primary school teachers reported that 49% of their students have a limited vocabulary to the extent that it affects their learning, for secondary the figure was 43%
- 69% of the primary school teachers and 60% of the secondary school teachers believe the word gap is increasing
- 79% of the secondary school teachers believe the word gap contributes to worse results in national tests such as GCSEs

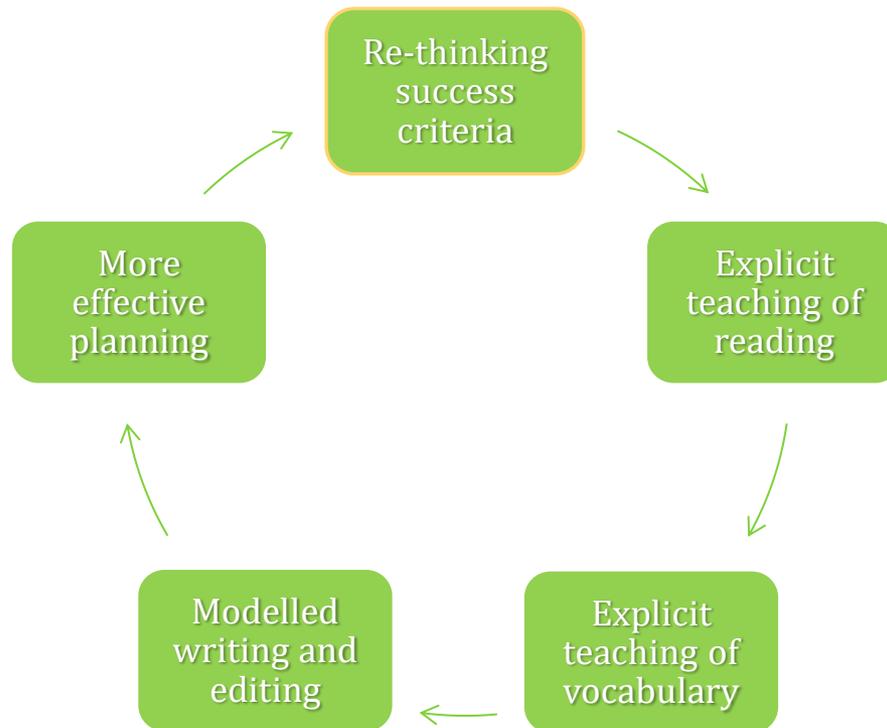
Wider consequences

- * The word gap affects pupils' ability to work independently and follow what is going on in class
- * The word gap impacts pupils' self-esteem, behaviour and likelihood of staying in education.

So what are we doing?

- * A WMAT strategy for all schools that is based on local and national evidence
- * Leaders in schools promoting the strategy
- * Inset provided for all staff in the WMAT
- * School Peer Reviews to include a focus on the strategy
- * All SIPs to include the strategy as a priority
- * Governors informed to enable informed discussion

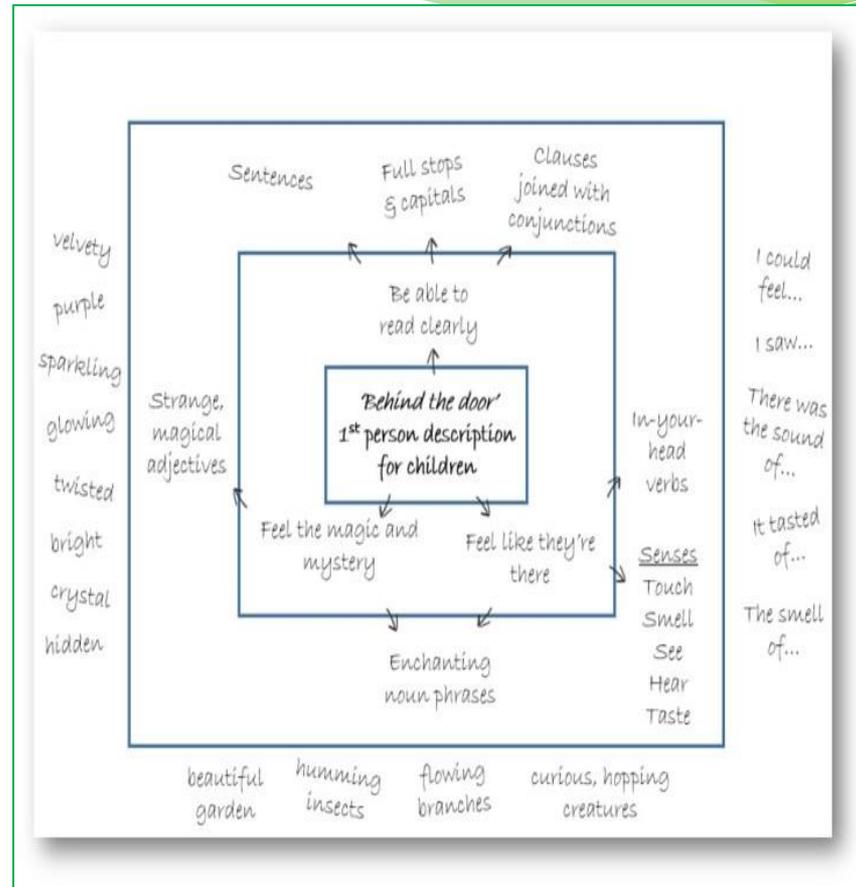
What does the strategy look like?



Ensure that the goal and purpose are explicit.

Ensure that the learning environment supports the development of metacognition.

Provide examples of models/
WAGOLL.
Model the process, strategies and reflection.



Identify and teach new vocabulary and skills - scaffold.

Develop in discussion with students. Display and refer to regularly.

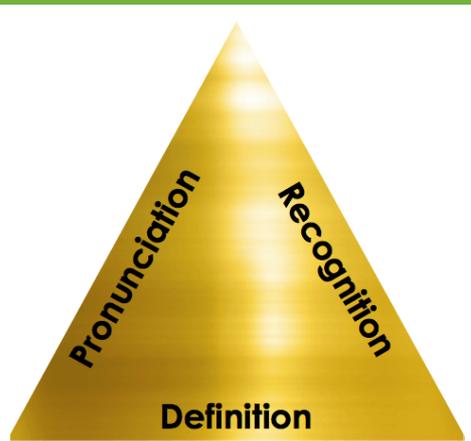
Explicit
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Modelling of
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Targeted teaching of
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Vocabulary, inference,
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graph TD; A[Explicit teaching of vocabulary] --> D((High Quality Text)); B[Modelling of reading and imitation] --> D; C[Targeted teaching of reading. Vocabulary, inference, Prediction, Explanation, Retrieval, Summarise] --> D;
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Vocabulary can be usefully divided into 3 tiers:

- * Tier 1 – high frequency in spoken language (table, slowly, write, horrible)
- * Tier 2 – high frequency in written texts (gregarious, beneficial, required, maintain)
- * Tier 3 – subject specific, academic language (osmosis, trigonometry, onomatopoeia)

Consider audience

With a sigh of relief, Jo sat down under the trees and watched as the bumble bees flitted from flower to flower collecting pollen. It was here that she had first seen the baby dragon. A light breeze made the trees dance cheerfully side to side. For what seemed like a lifetime, she waited, till in the end, her eyes closed and she slept, dreaming of marble towers and fairies.

Apply skills in new context

Articulate the process of writing

Demonstrate the application of spelling and grammar rules

Practise through repetition and in similar contexts

Re-read regularly

What can you do to support your child.....

Read to your child whatever their age

Talk, talk, talk!

It goes without saying that parents talk to their children all the time. But research with very young children shows that if we use richer language, children's vocabulary increases dramatically

Have fun with words

Have fun finding out new words together. Create an excitement about discovering new words. Tell your child that it's fine not to know what a word means – we are all learning new words all the time. Encourage them to tell you when they don't know what something means. Talk about it together.

Explore word meanings together

When your child comes across a new word in their reading or when you are reading to them, talk together about what the word might mean. Encourage them to use the other words and sentences around it to try to work out the meaning

Check for understanding

Never assume that children know the meaning of words or phrases