

NHS FIFE SPEECH & LANGUAGE THERAPY & WAROUT PRIMARY SCHOOL

Aim

By April 2017, 30% of children in P5/6 and P7 in Warout Primary School will be able to use 3 or more tier 2 words in a piece of imaginative writing

Background

- Oral language skills are an important predictor of attainment.
- Oral vocabulary is important in enabling children to learn to read (Pullen, Tuckwiller, Konold, Maynard & Coyne, 2010).
- It is well documented that the vocabulary gap is widening.
- Research has shown that attending school has little effect on vocabulary growth (Biemiller and Boote, 2006).
- Developing oral language builds secure foundation for literacy and can have positive impact on reading comprehension (Fricke et al., 2013).

Approach

- “Bringing Words to Life: Robust Vocabulary Instruction” Isabel L. Beck, Margaret G. McKeown & Linda Kucan.
- Notion of Tiers of vocabulary. Tier 2 words important for enriching a child’s vocabulary → words that are important and useful and can be used in different contexts.
- Involves the selection of words, development of student friendly explanations and use of daily activities to encourage children to engage with the words.
- Introduction of ‘15 minute daily write’.

Achievements

- Use of Model for Improvement & PDSA cycles
- Using data to show improvement
 - Creates momentum to help build on the change
- Teachers able to select Tier 2 vocabulary with minimal assistance from SaLT
- Enthusiasm and ‘buy in’ from staff



Quality Feedback - From Teachers, Pupils & Parents

“Working with Speech & Language Therapy has made me completely re-evaluate how I teach vocabulary“ (Teacher)

“I much prefer the way we do 7 wonders now. It doesn't take as long and much easier to understand. Dictionaries don't give the best meanings” (Pupil)

“I love doing 15 minute write. I guess I just like letting my imagination run off“ (Pupil)

“It's really powerful to witness the pupils' engagement and excitement for writing - they want to challenge themselves with using their words” (Teacher)

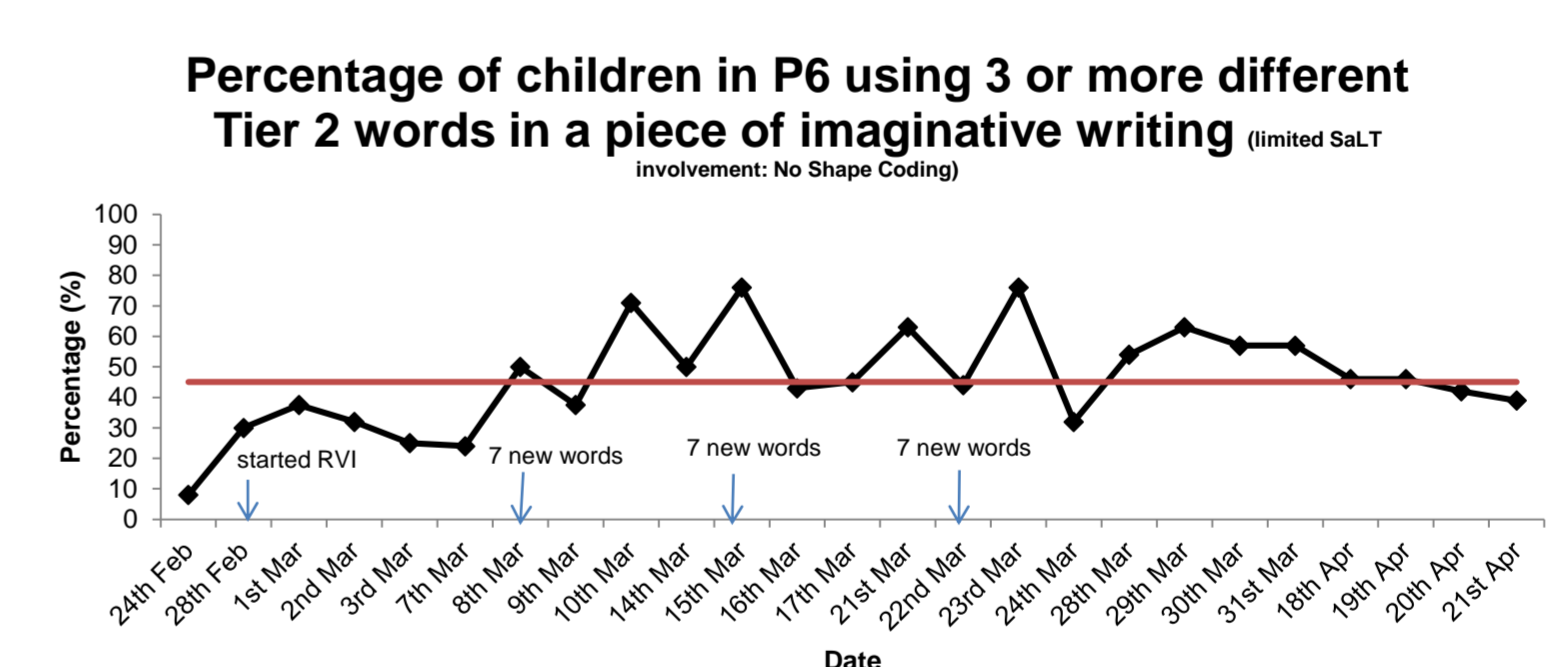
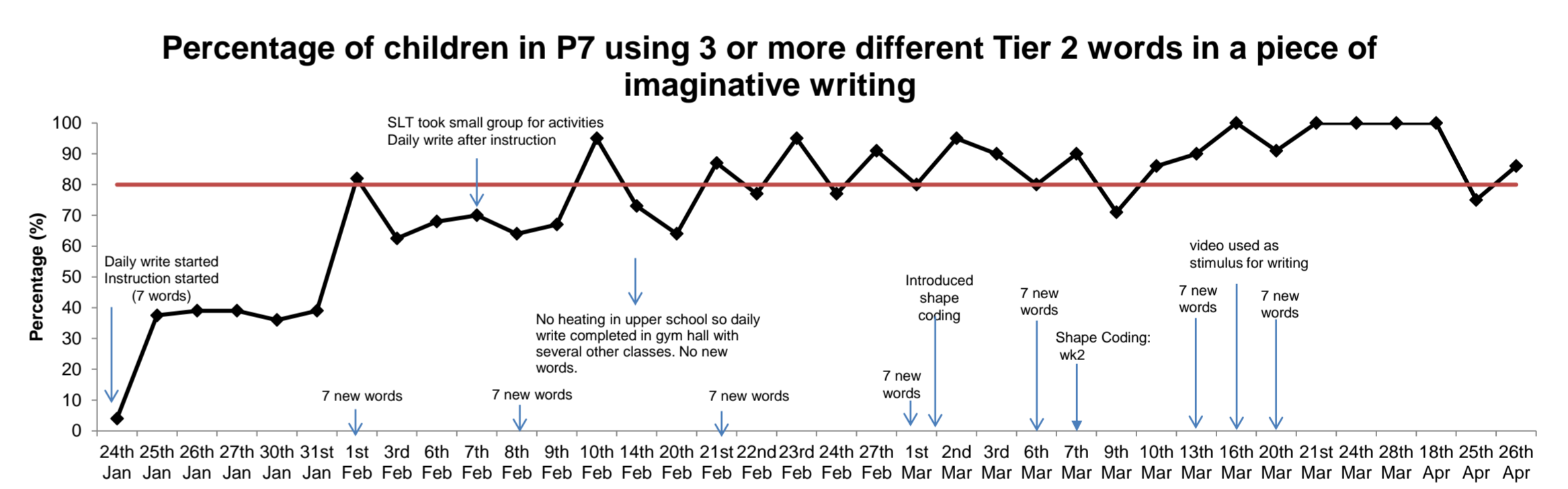
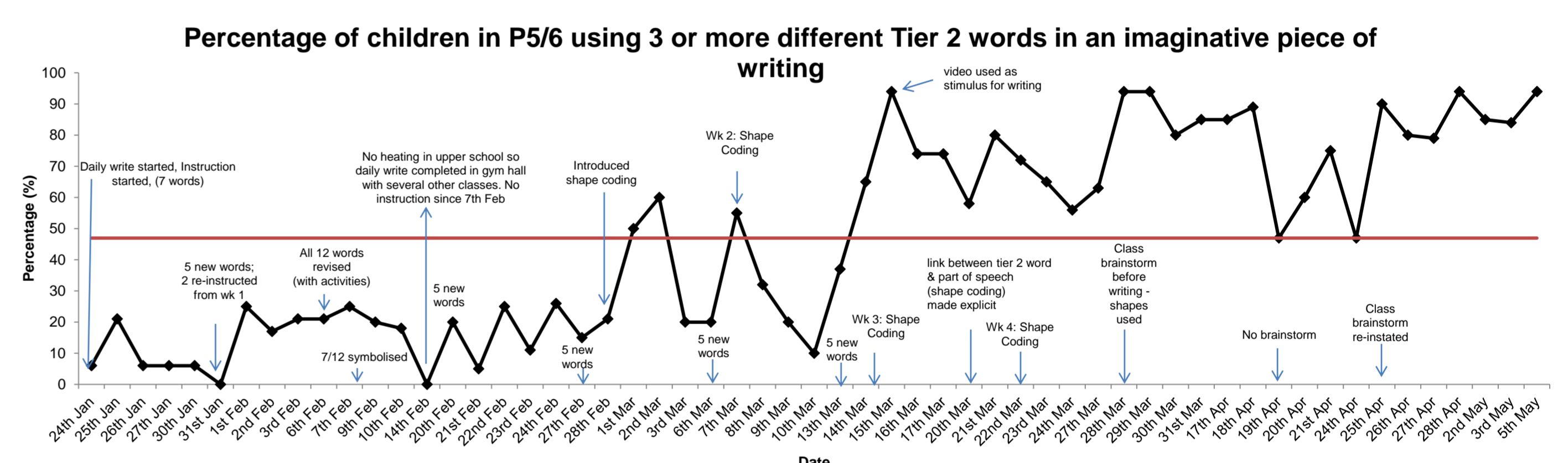
“I've heard her using these words at home and wondered where she had learned them!“ (Parent)

“He's asking me what words mean now“ (Parent)

Results

- Exceeded aim of 30% in both classes.
- The volume of words instructed and the stimulus for writing are important.
- Grammatical abilities (receptive & expressive) needed addressed in order to enable children to use the words correctly → use of Shape Coding (Susan Ebbels).
- Other staff members report use of vocabulary in other curricular areas → transference of skills.

Measurement



Next steps

- Continue with PDSA cycles and measurement in P5/6 to ensure recent successes are maintained.
- Sample work in P7 to ensure results continue → reflection and PDSA cycles if required.
- Continue to monitor whether P6 Teacher in same school can replicate the results in P7 → resources shared between teachers, limited SaLT involvement. Impact of no shape coding.
- Test out whether P5/6 and P7 Teachers can share knowledge of Robust Vocabulary Instruction with another Teacher in Warout Primary and similar results be gained, or whether SaLT involvement is necessary.