Professional Development Knowledge Organiser – Mind the Gap (VMU)

| Key word	Definition ('It's a bit like…')
Phonemic knowledge	Is knowledge of the sounds letters or pairs of letter make
Morphological knowledge	focuses on the meaning of words in its smallest form (morphemes) and how they change when making compound words or using suffixes and prefixes.
Etymological knowledge	Where a word comes from, its origins
Semantic knowledge	The meaning of words in context.
Visual knowledge	What a word looks like
Homophones	Words that sound the same but have different meanings
Homograph	Words that look the same but have different meanings
Tier one words	Words that are the most basic or frequently used
Tier two words	Sophisticated words that are used by more mature language users
Tier three words	Subject specific words that are not used as frequently

Why is this PD necessary?

At Henry Box the last 2 cohorts that have entered the school have nearly 10% more pp children, the Year 6 class at QE's has 35% pp.

The current Year 7 cohort has 15% SEN, national is 11%. The current Year 6 class at QE's has 21% SEN.

Disadvantaged students:
- PP
- Services
- Young Carers
- SEND
- Low attendance
- LAC
- Long term Injury or illness

All disadvantaged pupils

Secondary School 19.3 months
Primary: Year 6 (KS2) 9.5 months
Primary: Year 2 (KS1) 5.4 months
Early Years 4.3 months

Disadvantaged — Non-disadvantaged

-30 Months behind average — -15 — 0 Average — 15 — 30 Months ahead of average
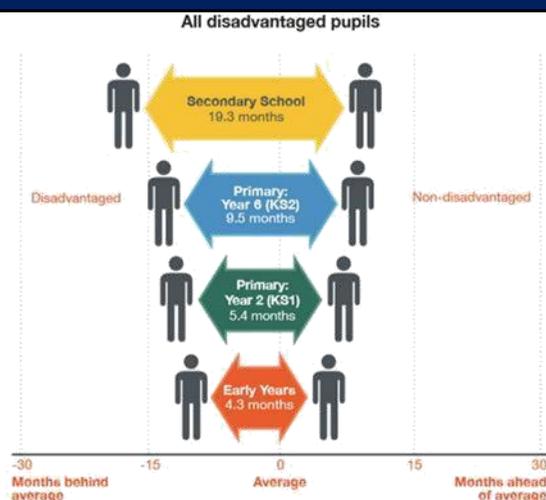
"Students reading a text in which they do not know 15 words on a 300-word page (95 percent coverage) will need some instructional support to comprehend the text well, especially considering that the unknown words may carry most of the new information in the text."

'Reading in a second language', WILLIAM GRABE (2009)

In order to understand a text a student needs to know 95% of the words contained within it.

Students with a reading age below 10 years will not be able to access GCSE exam papers

What can we do? The Fantastic five:

Explicitly teach vocabulary (tier two and three)	Foster structured reading opportunities	Promote and scaffold high quality academic talk in the classroom	Promote and scaffold high quality academic writing in the classroom	Foster 'word consciousness' and independent word learning strategies
Teach both the subject specific (T3) & mature vocab (T2) required for your lessons explicitly.	Use 3 reads: 1 accuracy 2 fluency 3 comp Identify tier 2 & 3 words and pre teach	Use speaking frames. Voice21 Resources. Use My turn – your turn 4 strands - oracy Think carefully about groups & structures. Have explicit expectations.	Encourage use of 'because, but and so' to extend writing Using ideas like 'writers palette' from *'Making every lesson count'*	We want our children to ask, to want to know more, to be inquisitive. Word of the day,– Vocab Ninja

Advice for feedback

Teaching is adapted based on student responses. *So that …* Teaching is responsive.

Teacher → Feedback loop → Student
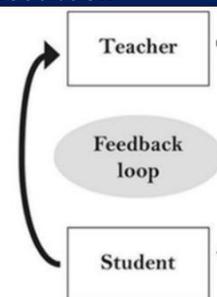
Regular and specific improvement points are used to close the learning gap. *So that …* Learning is informed.

"Feedback should be a medical, not a Post Mortem"

Live feedback and your response both in the lesson and the next lesson will have the greatest impact.

Don't highlight the whole word, highlight the incorrect phoneme or grapheme.

Interested in finding out more? Read these:
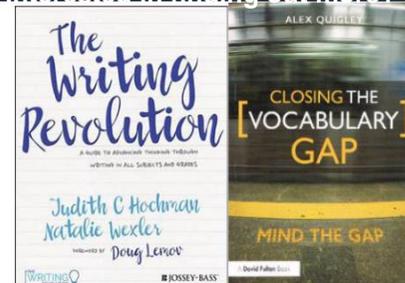
'The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades' (2017) Hockman and Wexler

'Closing the Vocabulary Gap' (2018) Quigley

'Making Every Lesson Count: Six principles to support great teaching and learning' (2015) Allison and Tharby

https://educationendowmentfoundation.org.uk/tools/guidance-reports/
https://www.ncl.ac.uk/press/articles/latest/2019/01/vocabularybehaviou/
https://www.vocabularyninja.co.uk/resources.html
https://www.voice21.org/