

Strategies to Develop Vocabulary



Teach key words

Ask teachers to make word lists for each new topic to be introduced in class i.e. a list of up to 10 key words that will be frequently used when teaching that topic and that will be useful in the future.

If possible, go through this list with him before the topic is introduced to the class so that he is familiar with the words when they come up. Include these words in a 'category book' (see below).

The key words will need to be revised on a number of occasions and sent home to ensure that he can learn and remember them.

Use a category book

Make up a word book with the child (an exercise book with one page for each category.)

The categories should be selected by him, e.g. science, countries, animals etc.

Encourage him to write any new words that he learns about in this book. The category could be divided into smaller categories, eg

| | | |
|---------|--------|--------------------------|
| ANIMALS | Zoo : | elephant giraffe, etc |
| | Farm : | cow pig, etc |
| | Pets : | dog cat, etc |

It may help to underline or colour the first sound of the word.

At the end of each week, revise words in the book by having a 'quiz', i.e. you say the word and he gives a definition or you give the definition and he has to find the target word.

Find more information and advice on the NHS Speech and Language Therapy Service in Bedfordshire and Luton on the website or Facebook page:
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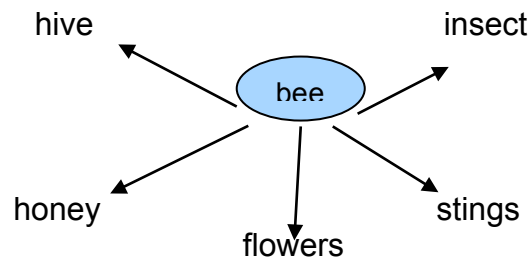
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Use spider diagrams

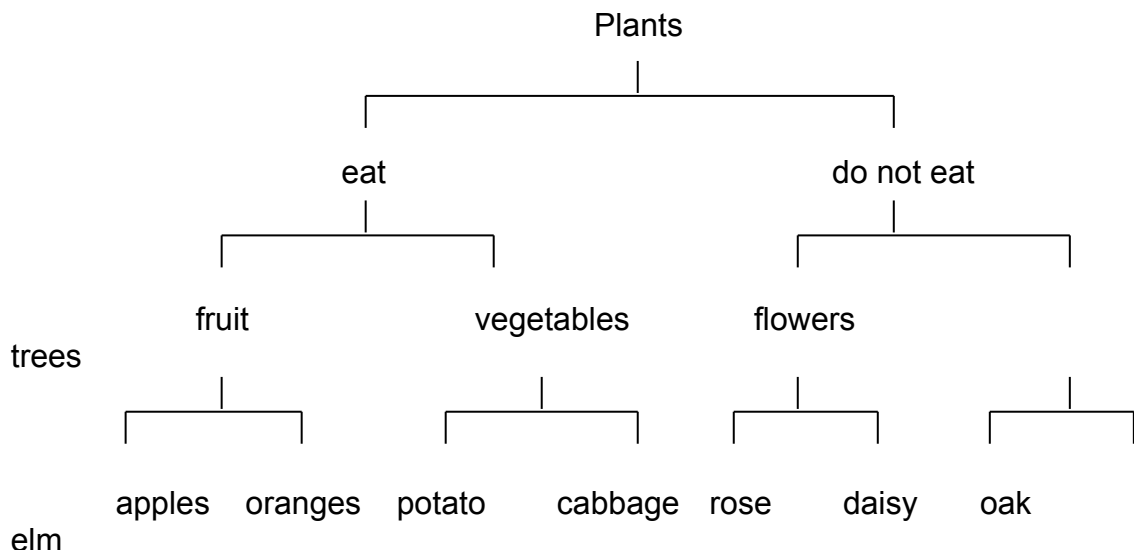
Provide the key word, at the centre and then ask him to think of associated words. Ask him to say why they go with the key word, e.g.



Revise the words at the end of the week either by telling him the associated words and see if he can name the central word or by telling him the central word and asking him to remember as many of the associated words as he can.

Use word trees

Use a 'word tree' to show how words are related, e.g. :
Using the topic of plants :-



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In General

During all teaching of new vocabulary ensure that it is topic based, i.e. teach related words which can be grouped into categories or sets.

Always start with the wider picture, e.g. myself, living things, countries and refer back to this.

Use vocabulary that is already known to him to help him learn new vocabulary, e.g. 'countries', start by talking about England then build up vocabulary in a hierarchical way e.g.:

the world



continents

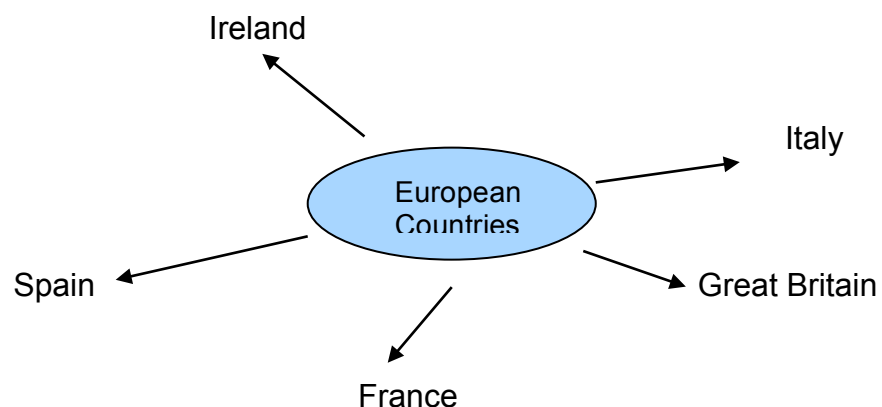


countries



Capitals

Discuss relevant vocabulary at each level, e.g. use a spider diagram:



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