Vocabulary and Word finding

Classroom strategies

- Introduce a few new words at a time
- ***Explain new vocabulary*** and make links to children's experiences
- ***Emphasize*** key words
- ***Comment*** during routines/play
- ***Support children to learn words in categories*** such as animals, transport, clothes, fruits
- ***Review new words and concepts on a regular basis*** e.g. once a week. This could involve naming pictures, describing words and/or putting new words into sentences.

Vocabulary and Word finding

Classroom strategies

- ***Reinforce words regularly*** over a long period of time
- ***Write key vocabulary*** on the board and refer to it explicitly during topic work
- ***Use a multisensory approach*** where possible e.g. see it – objects, photos, pictures, real experiences, hear it, say it, read it, writ it
- ***Use visual strategies*** e.g. word maps, word web
- ***Encourage children to use strategies themselves***. This will support them to become more independent
- ***Provide opportunities to practice*** saying new words

Vocabulary and Word finding

For individual children



- ***Have a list of target vocabulary*** for individual children of words chosen for them to learn. This should be differentiated according to the child's level of need. Focus on words that are meaningful, motivating or useful
- ***Explain words using language the child can understand***
- ***Try a range of strategies*** and use ones that are more effective for the specific individual e.g. word maps

Vocabulary and Word finding

For individual children



- ***Pre-teach new concepts***
- ***Pre-teach key topic vocabulary*** by selecting specific topic words and teaching them in a 1:1 or small group setting. Use a multisensory approach (have visuals, real objects, watch videos, listen to sounds etc.)
- ***Create personal vocab books*** with diagrams and pictures

Vocabulary and Word finding

For individual children



- ***Create personal vocab books*** with diagrams and pictures
- For children with word finding difficulties:
  - Prompt the child to talk about what the word means or what it is associated with
  - Prompt the child by giving them the beginning sound or first syllable of the word