



Games and strategies to support vocabulary building.

Collect words on a 'Word Wall' as the year progresses. Include words from different subjects and genres. Where possible, have a colour card for each word group; e.g. green for adjectives and add pictures, objects or photos. (Board could also be made sensory e.g. with different textures.) Keep referring back and using the (new) words to play games at the start of lessons or to e.g. write a silly sentence.



From Out of Thin Air 1.

Draw spellings/key words/
new vocabulary in the air
with body parts.



Using both left and right hands, moving forward from the chest, write the word in the air. (Aids motor memory and helps improve handwriting.)

Simon Says:

1. Play Simon Says as normal to remind children of the rules. 2. Pick a small selection of words that have been learnt. 3. Make up actions for the new words.

E.g. vibrant



turret



Say it! (The new word!)

Also great for **adverbs**



Loudly

Quietly

Suspiciously

Nervously

Tiredly

Quickly

Like a robot

Bellow...



1 2 3

- Put learners into pairs.
- **Child A** says 1, **child B** says 2, **Child A** 3 - now continue with **child B** saying 1, and so on.
 - Change 1 to e.g. a clap: sequence will now go:
Child A - clap/ **child B** says 2 **child A** says 3, **child B** claps and so on.
 - Change 2 to e.g. standing up.
New sequence: **child A** claps, **child B** stands up, **child A** says 3, **child B** claps and so on.
 - Change 3 to e.g. wiggling fingers
New sequence: **child A** claps, **child B** stands up, **child A** wiggles fingers, **child B** claps and so on!

Can be adapted to practise key words/ new vocabulary: e.g. if learning about rivers - 1 could become source, 2 become mouth and 3 become ox-bow lake (even better if a movement has been created to go with each key word.) Good for assessing pronunciation of trickier words

PRECISE NOUNS SWAP!

2 minutes on the timer: swap general nouns for more precise nouns for improved detail in writing. Write 4/5 nouns with arrows and ask the children to swap with improved noun.



table



desk



flower



rose



house



bungalow

Category Rhythms

From OOTA 3- Pictures would support

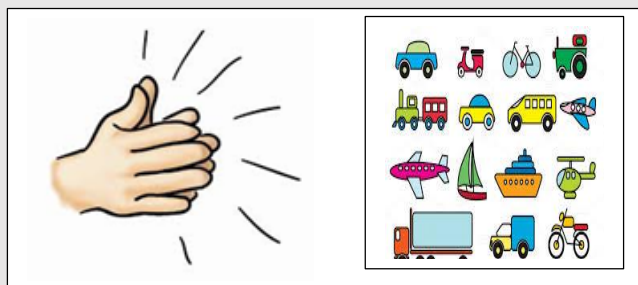
Everyone stands in a circle.

Model making a rhythm e.g. by patting side of your thigh 3 times and then clap.

(Repeat.) Practise this first.

Now introduce a category: e.g

- Types of transport
- Countries
- Abstract nouns
- Colour words (adjectives)
- Rocks and soils



Go round the circle: every time you get to the clap part of rhythm, the student calls out a word in that category. (Could play as a game by student having to sit down if repeats/ can't think of a word.)



Groups create word webs for one thing e.g. shoes, hair, places to live. (Use magazines/ old books/ thesaurus.)

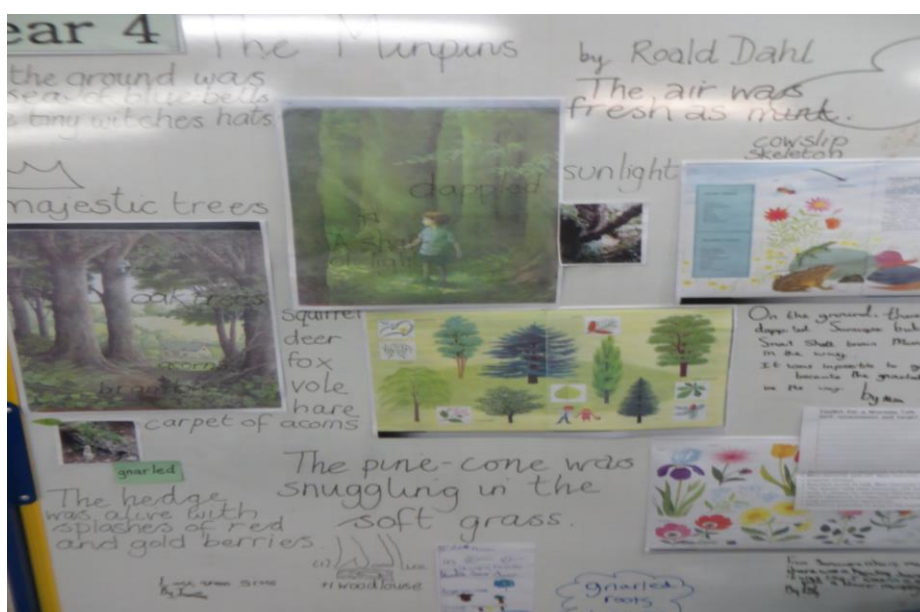
Use to e.g. add detail to character description.

She skipped along in scarlet red, scuffed shoes. (Red Riding Hood)

She tottered along in glittering high heels. (Matilda's mum! Roald Dahl.)

Mood Boards

For writing inspiration/ vocabulary collection.



Example: The Minpins by Roald Dahl.

Build a board of pictures, words and phrases 'magpied' from the text. Extend with thesauruses, pictures, photographs etc. Add words and sentences from the students own writing. (This can be built up as the unit goes on.) After a few lessons they have a whole 'mood board' of ideas and inspiration for writing.

Find something (outside) that...

Has an obtuse angle.



Has an acute angle.



Is delicate/ fragile.

Is speckled.



Endless opportunities for embedding and teaching new language!

Colour hunt: go for a walk round the school grounds (or could be a good homework to set) 'collecting' a chosen colour by photographing. Use to explore/teach new vocabulary; shades, hues; similes for colour.

bright bitter
dusty honey
vibrant dirty
neon
flaming apricot
tangerine dark
light sparkling
rustyas marmalade
terracotta ginger
With a hint of...

