

EYFS
VOCABULARY
DEVELOPMENT

2024 - 2025



Vocabulary Development Intent



The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

In the Matlock and Dales Partnership we introduce new words to children that are useful and meaningful.

Early language ability is one of the strongest predictors of later development through school and in life. Language is essential for thinking, expressing our feelings, making friends and finding solutions.

The rate of language development in the first few years of life is, like many other aspects of young children's development, dramatic. If a young child does not develop the basic skills of speech, language and communication they are likely to be disadvantaged for life.

For this reason, it is a priority in our EYFS curriculum.

Bringing Words to Life



Beck et al (2013), provide evidence-based guidance, in their book 'Bringing Words to Life', that sets out three tiers for vocabulary. The definitions are provided below.

1

SELECTING WORDS FOR ROBUST INSTRUCTION: The Three Tiers Framework (Beck, McKeown & Omanson, 1987)

3

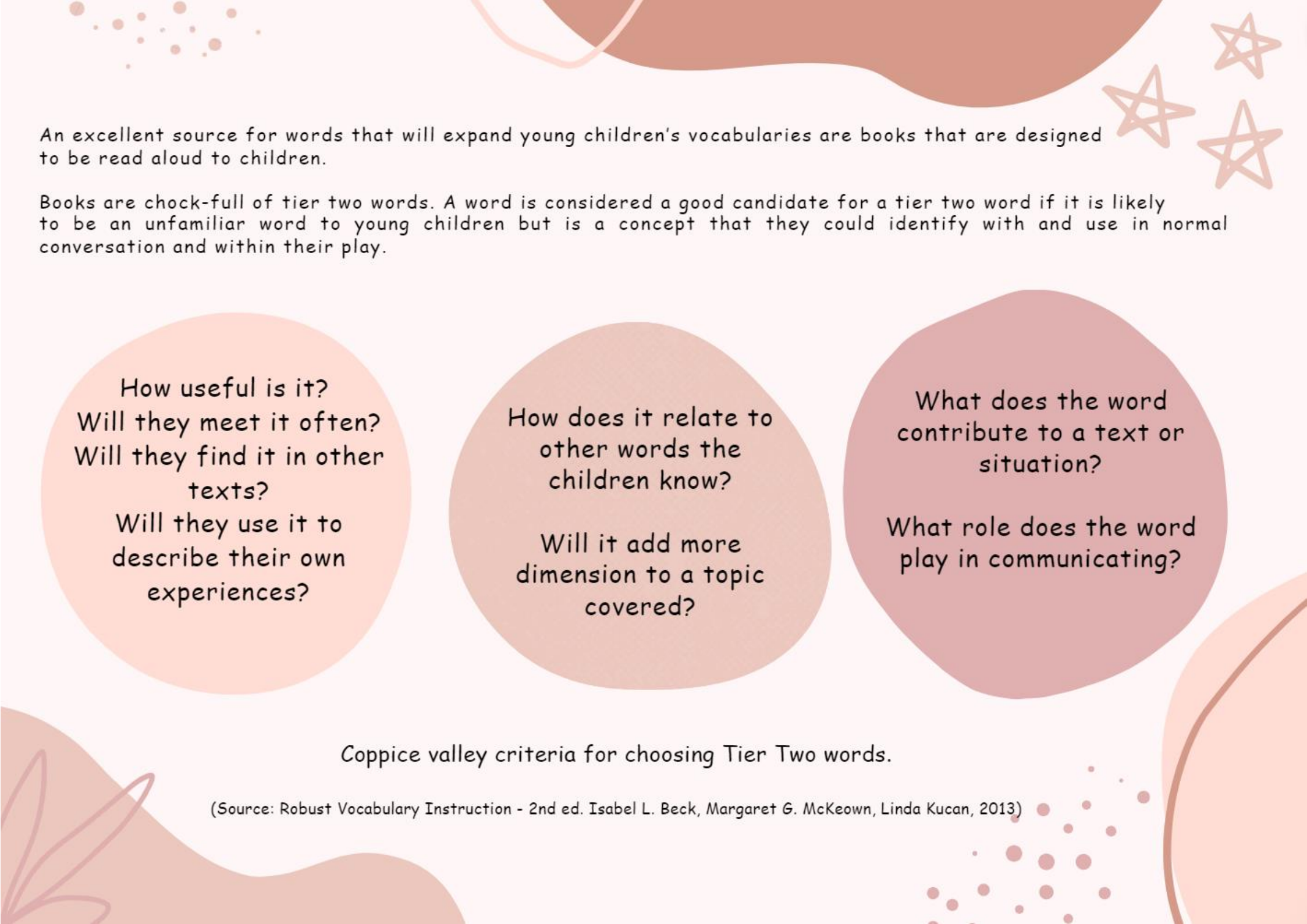
The first tier consists of the most basic words: warm, dog, tired, run, talk, party, swim, look, and so on. These are the words that typically appear in oral conversations, and so children are exposed to them at high frequency from a very early age.

This high exposure means that children become familiar with this set of words pretty readily, and so these Tier One words rarely require instructional attention to their meanings in school.



The second tier words are of high utility for literate language users and are found across a variety of domains. These words are characteristic of written text and are found only infrequently in conversation, which means that children are less likely to learn these words independently, compared with Tier One words. Because of the large role Tier Two words play in a language user's repertoire, rich knowledge of words in the second tier can have a powerful impact on verbal functioning. Thus, planned vocabulary development is directed toward Tier Two words.

The third tier of words has a frequency of use that is quite low and often limited to specific topics and domains. Some examples of Tier Three words might be filibuster, pantheon, and epidermis. In general, a rich understanding of these words would not be of high utility for most learners. These words are probably best learned when a specific need arises.



An excellent source for words that will expand young children's vocabularies are books that are designed to be read aloud to children.

Books are chock-full of tier two words. A word is considered a good candidate for a tier two word if it is likely to be an unfamiliar word to young children but is a concept that they could identify with and use in normal conversation and within their play.

How useful is it?
Will they meet it often?
Will they find it in other texts?
Will they use it to describe their own experiences?

How does it relate to other words the children know?
Will it add more dimension to a topic covered?

What does the word contribute to a text or situation?
What role does the word play in communicating?

Coppice valley criteria for choosing Tier Two words.

(Source: Robust Vocabulary Instruction - 2nd ed. Isabel L. Beck, Margaret G. McKeown, Linda Kucan, 2013)

Vocabulary Instruction in EYFS

One

The word is identified as part of our weekly story time and is known as a '**golden word**'. This provides a situation that is already familiar to the children and offers a rich example of the word's use and meaning.

Two

The word is explained in a child friendly way. For example, 'reluctant means you are not sure if you want to do something'.

Three

The children are asked to repeat the word. Pronouncing the word repeatedly helps children to memorise the sound and meaning of the word. For example, 'my turn, your turn, all together'.

Four

We give examples of the word used in different contexts as well as the one provided by the story. (You might be reluctant to eat a food that you never had before, or you might be reluctant to ride a roller coaster because it looks scary).

Five

Children have the chance to discuss and talk about the examples and are given the opportunity to provide their own examples if they wish. For example, 'tell a friend about something you would be reluctant to do. Try to use the word reluctant. You could start by saying "I would be reluctant to..."'.

Six

Children say the word again to reinforce its phonological representation and meaning. The adult might ask questions such as 'what is the word that means you might not want to do something?' to ensure the children fully understand the word and its meaning.

Vocabulary Development

LONG TERM PLAN



Autumn 1 - Once Upon a Time

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Focus Text	<p>Little Red Riding Hood</p> 	<p>The Gingerbread Man</p> 	<p>Jack and the Beanstalk</p> 	<p>The Three Little Pigs</p> 
Tier Two Vocabulary	<ul style="list-style-type: none">- Gathering- Peeping- Fabulous	<ul style="list-style-type: none">- Scurrying- Pranced- Bleated- Frolicked	<ul style="list-style-type: none">- Dozing- Furious- Magnificent- Enormous- Gigantic	<ul style="list-style-type: none">- Chuckled- Plodded- Trembled- Clattered

Vocabulary Development

LONG TERM PLAN



Autumn 2 - Winter Wonderland

Focus Text	Poles Apart	Blown Away	Over and Under the Snow	Lost & Found
Tier Two Vocabulary	<ul style="list-style-type: none"> - Drifting - Wondered - Awesome - Charming - Dazzling 	<ul style="list-style-type: none"> - Plight - Soar - Intrepid - Denying - Companions 	<ul style="list-style-type: none"> - Frosted - Morsels - Invisible - Gnaw 	<ul style="list-style-type: none"> - Ignored - Disappointment - Discovered - Delighted

Vocabulary Development

LONG TERM PLAN



Spring I - Don't Wake the Dragon

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Focus Text	<p>Zog</p> 	<p>The Knight who said No!</p> 	<p>Dragon Stew</p> 	<p>Don't Wake the Dragon</p> 
Tier Two Vocabulary	<ul style="list-style-type: none"> - Expert - Capture - Exclaimed - Soothing - Triumph 	<ul style="list-style-type: none"> - Swooping - Prickly - Clenched - Uncertain - Impress 	<ul style="list-style-type: none"> - Hollered - Suggested - Amused - Collapsed - Quest 	<ul style="list-style-type: none"> - Rascally - Entire - Politely - Jiggle

Vocabulary Development

LONG TERM PLAN



Spring 2 - Furry Friends


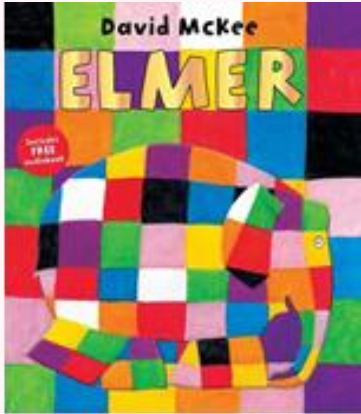
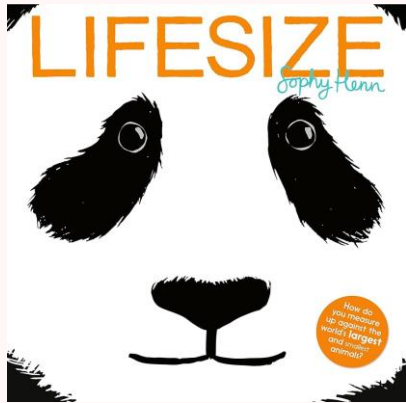
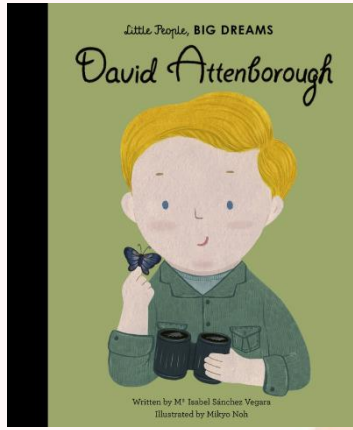
	Spring 2 - Furry Friends			
Focus Text	Farmer Clegg's Night Out 	Hairy McClary 	Sticky 	Oi Cat! 
Tier Two Vocabulary	<ul style="list-style-type: none"> - Bleated - Disastrous - Pizzazz - Enchanted - Slumber 	<ul style="list-style-type: none"> - Clatter - Bundle - Snooped - Trotted - Howl 	<ul style="list-style-type: none"> - Particular - Situation - Nibbled - Luckily 	<ul style="list-style-type: none"> - Unbelievable - Shortage - Sighed - Shame

Vocabulary Development

LONG TERM PLAN



Summer 1 - On Safari

Summer 1 - On Safari				
Focus Text	<p>The Tiger that came to Tea</p> 	<p>Elmer</p> 	<p>Lifesize</p> 	<p>Little People, Big Dreams - David Attenborough</p> 
Tier Two Vocabulary	<ul style="list-style-type: none">- Supper- Grocer- Suddenly	<ul style="list-style-type: none">- Unnoticed- Recognised- Serious- Gasp	<ul style="list-style-type: none">- Flamboyance- Handy- Powerful- Predator- Extraordinarily- Swivel	<ul style="list-style-type: none">- Curious- Fascinated- Naturalist- Geology- Zoology- Knighthood- Preserve

Vocabulary Development

LONG TERM PLAN



Summer 2 - Under the Sea

Summer 2 - Under the Sea				
Focus Text	<p>Tiddler</p> 	<p>Somebody Swallowed Stanley</p> 	<p>Captain Sparklebeard</p> 	<p>The Big Book of the Blue</p> 
Tier Two Vocabulary	<ul style="list-style-type: none"> - Captured - Dawdling - Hauling - Glimmered 	<ul style="list-style-type: none"> - Hummed - Vast - Spluttered - Bobbed - Tugged 	<ul style="list-style-type: none"> - Wicked - Commanded - Dazzled 	<ul style="list-style-type: none"> - Bristly - Streamline - Crunchy - Drifts

Providing a Language Rich Environment

In addition to daily teaching of our 'golden words' we also ensure that we provide our children with a language rich environment, where words are skilfully used in play and within our environment. Words and language are noticed, investigated and savoured, and every opportunity is taken to add words to the children's surroundings.

The adults play a vital role in creating a language rich environment. They are alert to opportunities to use sophisticated, interesting and precise language.

Adults are sensitive to words and show their own curiosity about words.

Adults skilfully repeat and recast children's sentences, extending children where appropriate.

Throughout the year, a range of poetry is used to expose children to fascinating and innovative ways of celebrating language, whether this be through poems that lend themselves to performance or poems encouraging children to think about the images that words evoke.

Adults take spontaneous opportunities to introduce new words as they naturally arise. Once words have been introduced and discussed, they can be celebrated in the classroom, such as by showcasing them on our literacy working walls and display boards, with adults alert for ways to "sprinkle them in".

Closing the Word Gap

Vocabulary is developed through the specific areas of learning. Below is the planned foundational vocabulary needed to prepare the children for their learning in Year One. These words are a mixture of Tier 2 and Tier 3 vocabulary.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development Vocabulary	Being me in my world/ Exploring Emotions/ Being me Responsible, disappointed, jealous, proud, special	Celebrating difference/ Difference and diversity Deliberate, include, unique, celebrate, talent	Healthy me/ Being Healthy/ Being responsible/ Being safe Physical, manners, recycle,	Dreams and goals Challenge, persevere, goal, encourage, obstacle, achieve.	Relationships/ Bullying matter Belong, resolve, quarrel, lonely, co-operate, belong	Changing me/ Growing up/ Changes Respect, express, concerns, memories, Money matters Charity
Communication & Language Vocabulary	Rhyme, Author, Illustrator, Apple Blossom, Cherry Blossom					
Physical Development Vocabulary	Gymnastics Balance Control Sequence Direction	Body Management Climb Alternate Slither Apparatus	Dance Twist Rhythm Teamwork	Cooperate and Solve Problems Cooperate Switch Agility Trails	Manipulation and Coordination Freeze Pause Prepare Anticipate Opposition	Speed Agility Travel Pause Switch Weight Powerful

<p>Mathematical Vocabulary</p>	<p>Number and counting Total</p> <p>Comparing numbers Represent Quantity Subitise</p> <p>Shape and Space 2D (two dimensional) 3D (three dimensional) Property (properties)</p> <p>Composition of Number Parts Whole Number bonds</p> <p>Space Position Direction</p>		<p>Number and Counting Method Difference</p> <p>Addition and Subtraction Combine Subtract Recombine</p> <p>measure (weight and length) Equal Balance Estimate Predict</p> <p>Exploring Patterns Repeat Continue</p>		<p>Counting on and counting back (addition and subtraction) Opposite Inverse Possibilities</p> <p>Numbers to 20 Teen</p> <p>Understanding pattern Double Halve Odd (uneven) Even</p> <p>Shape Puzzle</p> <p>Measure (Volume and Capacity) Narrow(er/est)</p> <p>Sorting Describe Explain</p> <p>Measure (time) Sequence</p>	
<p>Scientific Vocabulary</p>	<p><u>Weather & Seasons:</u> Season, rainforest, movement, melt, Spring, Summer, Autumn, Winter, temperature</p>	<p><u>The Senses:</u> Senses hearing vibration taste buds</p> <p><u>Food:</u> Diet, fuel, wheat, grain</p>	<p><u>Plants:</u> Nutrients, seed, stem, compost, weeds, roots, flower</p>	<p><u>Our Body:</u> Blink, eyebrows, freckles, different, unique</p> <p><u>Forces:</u> Suck, swing, sink, float, force</p>	<p><u>Materials:</u> Non-living, change, solid, liquid, melt, sculpture</p> <p><u>Space:</u></p>	<p><u>Insects & Invertebrates:</u> Invertebrate, sap, cocoon</p> <p><u>Machines:</u> Gear lever mechanism pulley</p>

			Animals: Living, non-living, adult, young, reptile, camouflage		Space, planet, Solar System, gas, sun	wheel axle, crane machine, transport, bicycle
Musical Vocabulary	Rhythm, perform, audience, imagine, respond, steady, structure, emotion, silent, absence					
RE Vocabulary	Harvest Precious Community Bible Symbol	Nativity Celebration	Belong Baptism Muslim Allah Jewish Creation	Forgive	Disciple Holy Qu'ran Prophet	Mosque Festival Sukkot
	Belief, faith, prayer, reflect, worship.					
Historical Vocabulary	Aunt, uncle, cousin, similar, different, birth, toddler, past, present, history, before, now, young, old,					
Geographical Vocabulary	Habitat, north, south, country, north pole, south pole, desert, ocean, jungle, river, mountain, valley, waves, shoreline, beach, world, globe, United Kingdom, map, community					
Art & Design Vocabulary	Rough, smooth, wavy, squiggly, observe, shiny, silky, slippery, squelch, slimy, texture, permanent, temporary, flick, glide, splatter, stroke, swish, smear, spread, sprinkle					
Design & Technology Vocabulary	Tear, pinch, squash, stretch, twist, slice, bend, design, flatten, reflect, thread, slot, sturdy, wobbly, crease, wrap, template, scrunch, separate, bitter, sour, watery, spiky, edge, weave, waterproof, absorb, leak, predict, experiment, investigate					
British Values Vocabulary	Discover Confidence	Respect Tolerance Unique Community*	Democracy		Law Consequence	