



# Dictionary & Thesaurus Policy 2017 – 2018

*'Reading and Writing float on a sea of language and vocabulary'*

*James Britton*

## **Rationale**

Leading Learners Multi Academy Trust is passionate about raising the life chances of our young people, preparing them fully for the next stage in their development through an enriched curriculum which places reading and writing at the heart. Our vision is for children to experience a language-rich environment which provides opportunities for children to explore vocabulary and apply it to their learning – celebrating success along the way! Research shows that children's vocabulary size approximately doubles between KS1 and KS2 and there is a clear correlation between vocabulary and children's success in later life. Therefore, the Senior Leaders alongside the English Leads of Leading Learners MAT have developed a Dictionary and Thesaurus strategy which is to be embedded, after whole staff training, into each school's teaching and learning approach.

## **Aims**

### *Children:*

- Have access to high quality Dictionaries and Thesauri
- Enjoy exploring vocabulary and experimenting with it
- To be immersed in a language-rich environment
- Be provided with opportunities to apply new vocabulary to writing
- Develop resilience and independence

### *Teachers:*

- Offer a range of language opportunities
- Encourage and promote independence
- Read high-quality texts to children
- Teach the full range of reading strategies required for their year group
- Understand the progression in language acquisition and development
- Promote reading for enjoyment and as a life skill
- Maintain home/school links
- Expose children to a range of new vocabulary and in still a sense of enthusiasm when exploring vocabulary

## **EYFS –**

- **Engagement:**
  - Showing particular interests
  - Seeking challenge
  - Showing a 'can do' attitude
  - Taking a risk, engaging in new experiences, and learning by trial and error
- **Motivation:**
  - Maintaining focus on their activity for a period of time
  - Showing high levels of energy, fascination
  - Being proud of *how* they accomplished something – not just the end result
- **Thinking:**
  - Finding new ways to do things
  - Changing strategy as needed

## **KS1 -**

- **Year One:**
  - I can use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
  - I can name the letters of the alphabet in order
- **Year Two:**
  - I can spell words with different alternative spellings, including a few common homophones
  - I can spell longer words using suffixes such as: ment, ness, ful, less and ly
  - I can use knowledge of alternative phonemes to narrow down possibilities for accurate spelling

## **KS2 -**

- **Year Three:**
  - I can use the first two or three letters of a word to check its spelling in a dictionary
  - I can make links from a word already known to apply to an unfamiliar word
  - I can make improvements to grammar, vocabulary and punctuation
  - I can proof-read to check for errors in spelling and punctuation
  - I can make links from a word already known to apply to an unfamiliar word
- **Year Four:**
  - I can recognise and spell homophones; for example, accept and except, whose and who's
  - I can use the first two or three letters of a word to check a spelling in a dictionary
  - I can improve my writing by changing grammar and vocabulary to improve consistency
  - I can recognise and spell homophones; for example, accept and except, whose and who's
- **Year Five:**
  - I can spell words with silent letters, e.g. knight, psalm, solemn
  - I can distinguish between homophones and other words which are often confused
  - I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary
  - I can use a range of spelling strategies
  - I can use grammar and vocabulary to create an impact on the reader
- **Year Six:**
  - I can distinguish between homophones and other words which are often confused
  - I can convert verbs into nouns by adding a suffix
  - I understand that the spelling of some words must be learnt specifically
  - I can use any dictionary or thesaurus independently to improve the quality of my writing
  - I use a range of spelling strategies
  - I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect

## **Entitlements and Expectations**

- High-quality Dictionaries and Thesauri available on the top of all the tables in each classroom, for every lesson
- Planned activities as part of English/GPS teaching to utilise Dictionaries and Thesauri to equip children with the skills needed to access and use new vocabulary
- Marking should regularly prompt children to use the Dictionaries and Thesauri to edit/evaluate/up-level writing
- Vocabulary should be celebrated and have a high profile in each classroom through high quality displays
- Children should be immersed in age-appropriate rich vocabulary through reading and writing and the use of high quality texts
- Teachers, Teaching Assistants and additional adults to promote the use of Dictionaries and Thesauri and ensure they are embedded into daily classroom practice and impact on children's outcomes
- Children to become increasingly responsible for self-correction

## **Outcomes**

- To provide children with a high-quality, stimulating and rich learning environment where language and vocabulary is taught effectively and systematically, celebrated and promoted to improve the reading and writing outcomes of all groups in order to prepare our young people to be life-long learners demonstrating resilience, confidence and independence.