

# Vocabulary teaching discussion

Teacher:

Date:

Year Group (and set):

Observer:

School:

Language:

## Lesson learning objective:

**NB: There is no expectation that all these elements would be present in one lesson.**

**Comments (e.g. on the amount, frequency, or nature of activities observed):** Use additional paper, if required.

### From this lesson, there is evidence that learners:

- quickly establish the meanings of new words (e.g., with L1 translations)
- practise connecting **spoken** and **written** forms of new words to their meaning, initially individually (including pre-lesson) in pairs chorally
- make effective use of techniques to memorise words
- know the grammatical function of new words
- use new and previously learnt words from a range of word classes in oral and written sentences receptively productively
- are required to re-cycle and extend a core repertoire of high frequency: verbs pronouns other high frequency words
- are asked to spot and use patterns in cognates and in word families that change the meaning or class of words (e.g., -tion for nouns, -able for adjectives)
- develop their fluency/automaticity in tasks that speed up word recognition and recall
- deepen vocabulary knowledge by encountering words multiple times in different contexts in different collocations (alongside other words)
- use information gap tasks, which make the vocabulary essential for completing the task
- work out meaning of new words in extended reading activities
- have opportunities for incidental vocabulary learning (e.g., 'picking words up' in homework or wider reading tasks)
- know how to assess their own vocabulary knowledge learn vocabulary independently

### From this lesson, there is evidence that the teacher:

- takes account of word frequency and word classes in lesson planning
- assesses vocabulary knowledge formally (in planned tests) informally (spontaneously in class)

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Questions following the lesson / teaching sequence	Discussion notes
<p>1. In your lesson, to what extent do you think that learners successfully:</p> <ul style="list-style-type: none"><li>• learnt new grammar features?</li><li>• consolidated knowledge of previously taught grammar features?</li><li>• developed accurate use of grammar knowledge in comprehension and production, in oral and written modalities?</li><li>• developed fluency/automaticity?</li></ul> <p>2. How do you know?</p> <p>3. What aspects of grammar learning and teaching are you pleased with?</p> <p>4. What do you think are the next steps for this class in terms of their grammar development?</p> <p>5. What would help you to further ensure that previously taught grammar features are consolidated and revisited systematically?</p> <p>6. To what extent are learners gaining from the following approaches to developing their grammar knowledge?:</p> <ul style="list-style-type: none"><li>• providing succinct explanations of new grammar features</li><li>• comparing two grammar features with contrasting meanings / functions</li><li>• initially practising the grammar features in reading and listening when the features are essential for understanding meaning</li><li>• providing extensive scaffolded production practice, gradually introducing meaningful, freer production practice</li><li>• regular re-visiting (i.e., spaced practice)</li><li>• using the grammar feature in multiple contexts (oral, written, comprehension and production)</li><li>• doing information gap tasks, where production of the target feature is essential to communicate meaning</li><li>• short, regular assessments to check learning is incremental</li></ul> <p>7. Are there any aspects of grammar teaching that you want to develop further?</p>	