

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) **V1**
- practise connecting **spoken** and **written** forms of new words to their meaning, initially individually (including pre-lesson) in pairs chorally **V2**
- make effective use of techniques to memorise words **V3**
- know the grammatical function of new words **V4**
- use new and previously learnt words from a range of word classes in oral and written sentences receptively productively **V5**
- are required to re-cycle and extend a core repertoire of high frequency: verbs pronouns other high frequency words **V6**
- 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) **V7**
- develop their fluency/automaticity in tasks that speed up word recognition and recall **V8**
- deepen vocabulary knowledge by encountering words **V9**
multiple times in different contexts in different collocations (alongside other words)
- use information gap tasks, which make the vocabulary essential for completing the task **V10**
- work out meaning of new words in extended reading activities **V11**
- have opportunities for incidental vocabulary learning (e.g., 'picking words up' in homework or wider reading tasks) **V12**
- know how to
assess their own vocabulary knowledge learn vocabulary independently **V13**

From this lesson, there is evidence that the teacher:

- takes account of word frequency and word classes in lesson planning **V14**
- assesses vocabulary knowledge
formally (in planned tests) informally (spontaneously in class) **V15**

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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">• learnt new grammar features?• consolidated knowledge of previously taught grammar features?• developed accurate use of grammar knowledge in comprehension and production, in oral and written modalities?• developed fluency/automaticity? <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">• providing succinct explanations of new grammar features• comparing two grammar features with contrasting meanings / functions• initially practising the grammar features in reading and listening when the features are essential for understanding meaning• providing extensive scaffolded production practice, gradually introducing meaningful, freer production practice• regular re-visiting (i.e., spaced practice)• using the grammar feature in multiple contexts (oral, written, comprehension and production)• doing information gap tasks, where production of the target feature is essential to communicate meaning• short, regular assessments to check learning is incremental <p>7. Are there any aspects of grammar teaching that you want to develop further?</p>	