



CHERRY TREE

PRIMARY SCHOOL

Vocabulary Development EYFS



Vocabulary Intent

COMMUNICATION & LANGUAGE STATUTORY EDUCATIONAL PROGRAMME:

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, story telling 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.

EYFS Statutory Framework

The Why!

At Cherry Tree Primary School we introduce new words to children that are useful and meaningful.

Early language skills are among the strongest predictors of a child's future success both in school and in life. Language allows children to think clearly, express their emotions, build friendships, and solve problems.

During the first few years, children's language development progresses at a remarkable pace. When a child does not acquire essential speech, language, and communication skills during this critical period, they are at risk of experiencing long-term disadvantages.

For this reason, it is a priority in our classrooms.



The Research

Beck, McKeown and Kucan (2013) provide evidence-based guidance in their book *Bringing Words to Life*, where they outline a three-tier model for vocabulary instruction.



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 selecting words for robust instruction

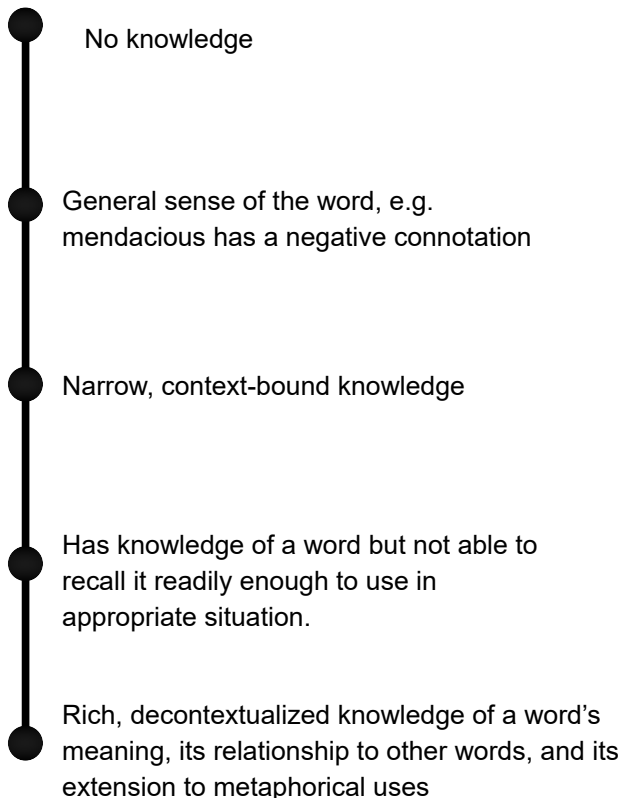
Vocabulary Implementation

The richest source of new vocabulary for young children is high-quality books that are read aloud to them.

A strong vocabulary approach begins with carefully selecting a set of words that will be introduced and revisited over several days.

While research indicates that children can successfully learn up to ten new words within a week, this is not presented as a fixed expectation. Instead, the number of words taught should be determined by the teacher, taking into account available time and what else is happening in the classroom.

It is not the case that one either knows or does not know a word. In fact, word knowledge is a rather complex concept. Word knowledge can be described as falling along a continuum (Beck et al, 1987)



Process for vocabulary instruction in the EYFS

- 1 The word is identified as part of a story context or through curriculum adult led teaching. This provides a situation that is already familiar to children and a rich example of the word's use.
- 2 The meaning of the word is explained in a child-friendly way e.g. reluctant means you are not sure you want to do something. The sign of the word is also shared.
- 3 The children are asked to repeat the word because pronouncing a word helps build a memory for the sound and meaning of the word (Say the word with me).
- 4 Examples given in contexts other than the one used in the teaching are provided (You might be reluctant to eat a food that you never had before, or you might be reluctant to ride a rollercoaster because it looks scary).
- 5 Children interact with examples or provide their own examples (Tell about something you would be reluctant to do. Try to use reluctant when you tell about it. You could start by saying something like "I would be reluctant to ").
- 6 Children say the word again to reinforce its phonological representation and meaning (What's the word that means you don't want to do it?).



Planned Vocab Development



There is a clear defined list of tier 1 vocabulary that is spread across the learning areas. These are represented by widget visuals across the environments. There are a number of words that are incidental conversational words and these are identified within the Tier 1 planning.

Tier Two vocabulary is intentionally planned using story books, concept cards and the maths scheme that align with our curriculum teaching and long term plan.

When choosing the books to share with children we ensure they are chosen for the richness of their language, their links to religious festivals, and the opportunities they provide for children to encounter and understand protected characteristics.

Studies have shown that by the age of two, the disparity in children's vocabulary development is already clearly evident. For those who start school with poorer language skills than their peers, their vocabulary deficiency will have a significant impact on their academic progress and could ultimately affect their future life chance'

Tier Three vocabulary is planned to be introduced through meaningful, hands-on experiences that encourage children to use new words in purposeful and engaging ways.

Energising the verbal environment

In addition and complementary to robust vocabulary instruction, at Cherry Tree Primary School we create an “energised verbal environment”, a classroom where words are in play almost all of the time - noticed, investigated and savoured - and where every opportunity is taken to add words to children's surroundings. (Beck et al, 2013)

- The adults are the most important element in our 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 take spontaneous opportunities to introduce new words as they naturally arise, using their professional judgment as to what best to do with words as they enter the verbal environment.
- All tier 1 vocabulary is displayed in the most appropriate areas within the classrooms.
- Tier 2 words are displayed throughout the week of teaching
- allowing children to re visit and consolidate what has been taught.



Daily Opportunities for a language rich day

Creating a language-rich day is essential for supporting strong communication and vocabulary development. When children are consistently surrounded by meaningful language, they build deeper understanding, strengthen their ability to express ideas, and develop confidence in using new words. Prioritising these daily opportunities lays the foundation for lifelong learning, critical thinking, and successful literacy skills.



Rich and varied,
meaningful
activities and
experiences

Daily songs and
rhymes

Daily whole
class reading

Informal 1:1
conversations -
both planned
and unplanned

Listen as well as
talk
opportunities

Concept cat
sessions across
the week



TIERED LANGUAGE NURSERY

Tier 1 Vocabulary

Definition: High-frequency words that children typically acquire through conversation and direct experience. These will be taught in Autumn Term Nursery and displayed in both Nursery and Reception.

Conversational Words – these are everyday words and have no visuals around the classroom

Communication & Language

Angry	Ask	Bowl	Box	Bright
Car	Carry	Chair	Clap	Close
Cold	Copy	Cup	Daddy	Dark
Door	Dry	Eat	Food	Her
He	Hear	Help	I	Here
Hide	His	Hungry	Loud	In
Kick	Later	Listen	My	Me
Milk	Mine	Mummy	Question	Open
Our	Out	Plate	Shoe	Quiet
Scared	See	She	Soon	Sing
Sit	Sleep	Smell	That	Spoon
Table	Talk	Taste	Touch	There
They	Thirsty	This	We	Toy
Train	Water	Wave		Wet
You	Yours			

Personal, Social & Emotional Development (PSED)

Angry	Baby	Calm	Clean	Cry
Dirty	Excited	Family	Friend	Gentle
Go	Happy	Help	Laugh	Sad
Silly	Smile	Sorry	Take turns	Upset
Wait				

Physical Development

Catch	Climb	Crawl	Cut	Drop
Grip	Hold	Hop	Jump	Lift
Pinch	Press	Pull	Push	Roll
Run	Sit down	Skip	Slide	Spin
Squeeze	Stand up	Swing	Tap	Throw
Turn	Twist	Walk		

Literacy

Book	Circle	Colour	Dot	Draw
Find	Guess	Line	Look	Page
Paper	Pencil	Picture	Point	Say
Show	Song	Story	Tell	Turn
Write				



TIERED LANGUAGE NURSERY

Mathematics

After	Before	Big	Count	Different
Eight	Empty	First	Five	Four
Full	Group	Last	Less	Long
Many	More	Nine	On	One
Pair	Same	Seven	Short	Six
Small	Tall	Ten	Three	Two
Under				

Understanding the World

Bake	Birthday	Bucket	Child	Cloud
Cook	Family	Flower	Garden	Grass
Grow	Home	House	Jug Old	Leaf
Morning	New	Night	School	Pan
Parents	Rain	Sand	Today	Sky
Snow	Spade	Sun		Tomorrow
Tree	Yesterday			

Expressive Arts & Design

Bead	Beat	Blue	Brush	Build
Button	Crayon	Dance	Glue	Green
Music	Paint	Play	Playdough	Pretend
Purple	Red	Scissors	Sing	Sound
Stick	String	Tape	Yellow	



TIERED LANGUAGE NURSERY

Tier 2 Curriculum and Maths Based Language

Definition: Words that are more sophisticated and are used across a variety of domains but are not typically part of everyday conversation.

Autumn 1 - Me and My Family	Match	Pattern	Shape	Size
	Sort			
Autumn 2 - Past and Present	Elf	Father Christmas	Fireworks	Owl
	Present	Star		
Spring 1 - Let's investigate	Dinosaur	Duck	Egg	Frog
	Pentagon	Rectangle	Square	Triangle
Spring 2 - Imaginary World	Bean	Chick	Easter	Pig
	Vegetable			
Summer 1 – Journeys	Boat	Hot Air Balloon	Kite	Pirate
	Walk			
Summer 2 - Animal Adventures	Bear	Bird	Butterfly	Caterpillar
	Chicken	Cow	Crocodile	Dog
	Duck	Elephant	Leopard	Lion
	Monkey	Pig	Rabbit	Snake
	Sheep	Tiger		

Tier 2 Concept Cat Vocabulary

Size, weight and measuring Space	Heavy	Little	Large	Light (not heavy)
	Thin			
	Above	Around	Back	Behind
	Between	Bottom	Front	Near
	Next to	Over	Side	Top
	Through			
Quantity	All	Both	Lots	Most
	Whole			
Properties	Bendy	Hard	New	Old
	Shiny	Soft		
Light and Sound	Light (not dark)	Noisy		
	Backwards	Fast	Slow	Quick
Comparatives/ Superlatives	Bigger	Biggest	Heavier	Heaviest
	Longer	Longest	Taller	Tallest
Order/Organise	Next			
	Day			
Time Shape	Circle	Corner	Round	Straight



TIERED LANGUAGE NURSERY

Tier 3 Curriculum and Maths Based Language

Definition: Low-frequency, subject-specific vocabulary used in particular contexts or academic disciplines.

Autumn 1 - Me and My Family	Grandparent	Parent	Senses	
Autumn 2 - Past and Present	Celebration	Festival	Nocturnal	Numeral
	Subitise			
Spring 1 - Let's investigate	Autumn	Spring	Summer	Winter
Spring 2 - Imaginary World	Author	Capacity	Fairytale	Height
	Length	Life Cycle		
Summer 1 – Journeys	Adventure	Destination	Fewer than	More Than
	One Less	One More	Passenger	Sequencing
Summer 2 - Animal Adventures	Cocoon	Country	Habitats	



TIERED LANGUAGE RECEPTION

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TIERED LANGUAGE RECEPTION

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Morning	New	Night	School	Pan
Parents	Rain	Sand	Today	Sky
Snow	Spade	Sun		Tomorrow
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Purple	Red	Scissors	Sing	Sound
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TIERED LANGUAGE RECEPTION

Tier 2 Curriculum and Maths Based Language

Definition: Words that are more sophisticated and are used across a variety of domains but are not typically part of everyday conversation.

Autumn 1 – All About Me/Favourite Stories	Beginning	Compare	Curious	Ecstatic
	End	Likes/dislikes	Middle	Objects
	Senses	Set	Subitise	Upset
	Worried			
Autumn2 – My Special People/Story Books (Patterns)	Circle	Gnat (linked to book)	Grandparent	More than
	Part	Repeat	Rhyming	Special
	Trust			
Spring1 – Things I Like/Animal Stories	Adventure	Because	Character	Favourite
	Idea	Setting		
Spring 2 – My Celebration/Journey Stories	Belief	Celebrate	Cuboid	Cylinder
	Destination	Festival	Journey	Time
	Travel		Imagination	Order
	Abilities	Brain		
Summer1 – My Amazing Body/Traditional Tale	Movements	Traditional tale		
Summer 2 – Our Natural World/My Very Own Story Book	Earth	Habitats	Lifecycle	Nature
	Retell	Sequence	Trip	



TIERED LANGUAGE RECEPTION

Tier 2 ConceptCat Vocabulary

Size, weight and measuring	Deep	Height	Length	Measure
	Narrow	Shallow	Thick	Weight
	Wide	Width		
Space	Across	Below	Close to	End
	Far	Further	Left (direction)	Opposite
	Position	Right (direction)		
Quantity	(A) bit	Amount	Enough	Every
	Few	Fewer	Greater	Half
	Least	Less	Pair	Some
	Too Few	Too Many		
Properties	Float	Rough	See-through	Sink
	Smooth	Symmetrical		
Movement	Direction	Forwards	Sideways	
Order/Organise	Group	In Order/Order	Repeat	Second
	Sort			
Time	Early	Later		
Comparison	Changes	Nearly	Similar	
Shape	Cube	Cone	Curved	Edge
	Face (of 3D shape)	Pyramid	Sphere	
Money	Cost	Spend		
Number Operations	Add	Altogether	Double	Halve
	Leave/Left	Take Away	Total	
Number Properties/Value	Difference Between	Even	Equal	Odd
	Zero			

Tier 3 Curriculum and Maths Based Language

Definition: Low-frequency, subject-specific vocabulary used in particular contexts or academic disciplines.

Autumn 1 – All About Me/Favourite Stories	Blurb	Feelings	Hobbies	Settings
Autumn 2 – My Special People/Story Books (Patterns)	Community	Network/Hands	Relative	
Spring 1 – Things I Like/Animal Stories	Audience	Belong	Preference	
Spring 2 – My Celebration/Journey Stories	Gathering	Places of Worship	Religion	
		Talents		
Summer 1 – My Amazing Body/Traditional Tale	Organ		Unique	
Summer 2 – Our Natural World/My Very Own Story Book	Chrysalis	Number bonds	Sprouting	