



The Blossom Curriculum Vocabulary Strategy



Intent from The Blossom Curriculum specific to Vocabulary.

St Meriadoc CE Infant Academy's bespoke curriculum is designed to:

- **Have high expectations in speech, language and communication to strengthen children's ability to dive deeper and to expose them to a rich, specific and varied vocabulary to enable them to articulate their learning.**

Rationale and Intent

As detailed in the Index of Multiple Deprivation (Cornwall) 2019 our school serves the highest ranking area for deprivation as well as the third, fourth, fifth and fourteenth most deprived areas in Cornwall. If we combine this level of deprivation with research-based evidence from the Hart and Risley report, [*The 30 Million Word Gap*](#), we know our children will need further exposure to language to close the word/language gap.

The report states that children of different socioeconomic status have starkly different experiences with the number of words they are exposed to during childhood with children from high-income families hearing 45 million words, children from working-class families hearing 26 million words and children from lower-income families hearing 13 million words. This is important because the number of words heard and ultimately the greater the child's vocabulary has a direct correlation with the child's processing speed to learn and their academic success for life. Ultimately, the report states that the larger a child's vocabulary, the higher their processing speed to learn and consequently the greater the child's academic success in later life.

It also states that children from lower socioeconomic backgrounds have poorer early life experiences, so do not have as much prior knowledge and experience (as well as the vocabulary which accompanies the experiences) to draw upon for comprehension of future learning and understanding.

Due to this research, it is our intent that The Blossom Curriculum focuses on building children's vocabulary through a topic-linked vocabulary word bank and by offering a plethora of life-enhancing experiences to begin to fill the word gap and prior knowledge experiences of our most deprived children.

Implementation

The Blossom Curriculum is designed to repeat and revisit learning through its spiral design, to ensure our skills and knowledge components have the opportunity to become well embedded in the children's long-term memory, with a clear composite ending finale.

Vocabulary is an integral aspect to the structure of The Blossom Curriculum.

For each topic there is a vocabulary word bank, which children are immersed in during the half-termly topic. These words are revisited and built upon in subsequent topics throughout the years. Each classroom has a vocabulary area and each topic has linked texts following our Reading and Poetry Spines to support exposure to new vocabulary. See Reading Strategy and Reading/Poetry Spines for further details.

In addition to the vocabulary word bank, each topic has linked trips, visitors, topic launches and finales planned in to embody the school's vision of the 'enjoyable, memorable learning' approach' and to complement or fill any missed early experiences to develop children's prior knowledge for them to draw upon for future comprehension.

Impact

The curriculum is designed to wrap vocabulary around the children through the vocabulary word lists, reading and poetry spines and rich life experiences, to contribute to and continue to build on the children's own bank of prior knowledge.

The impact of this is that children have a richer bank of prior knowledge and vocabulary to draw upon to support them to analyse and comprehend new information.

Children:

- Can comprehend and understand new reading texts across the curriculum;
- Have a richer spoken vocabulary;
- Can make imaginative vocabulary choices in their writing;
- Are enabled to use their prior knowledge to 'join up or make links' to new texts, experiences or situations.