

Which words should we focus on?

Anchor words (Tier 1): children are more likely to* have a good understanding of these words, they are more likely to be used at home and in school in daily interactions e.g. *warm, egg, chick*

Goldilocks words (Tier 2): these words should be the focus for the direct teaching of vocabulary - really useful words which are likely to be encountered again and again **across topics** e.g. *hatch, grow, feathers, beak, shell*
Words in this group are “not too easy, not too hard, but just right!”.

Step-on words (Tier 3): less likely to be encountered in other subjects: subject-specific words: *embryo, incubator, brooder*

Source: <http://soundswellspeech.com/resources/are-you-word-aware/>



Around 6 – 10 ‘Goldilocks’ words in a two-week period may be appropriate.

soft

texture

characteristics

shiny

microfibre

properties

hard

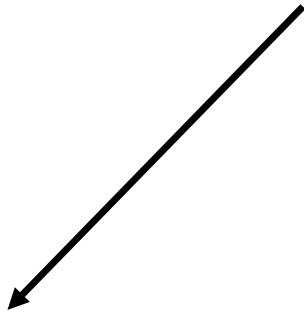
compare


materials

polymer

Tier 1	Tier 2	Tier 3
		

- ✓ Used across different subjects
- ✓ Children are likely to come across these words often at school
- ✓ Don't forget to include 'academic' words when necessary such as 'describe' and 'explain' – we often forget about these.



Tier 1	Tier 2	Tier 3
Soft Shiny Hard	Texture Characteristics Properties Compare Materials 	Microfibre Polymer Platinum