

# Camtree Digital Library



## Inclusive strategies for improving subject specific vocabulary

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## Inclusive strategies for improving subject specific vocabulary

### Unlocking subject language for all learners

## School/Background Context

The Academy is a smaller than average single form entry academy for pupils aged 5 to 11.

The percentage of pupils from minority ethnic groups has been increasing and is now more than twice the national average at 84%. Pupils originate from a wide range of countries and 75% of pupils have English as a second language. 38 languages are spoken across the academy. Many pupils are new to the country and have little or no English on admission. The Academy is very inclusive and welcomes pupils with a range of abilities and needs. The diversity is seen as a strength. 16% of pupils have SEND. Four pupils have an EHCP.

The number of pupils eligible for pupil premium is significantly above average (47%). The academy is situated in a highly disadvantaged inner city area with many families affected by the cost of living crisis. The community experiences the impact of a prevalent drug, gang and gun culture which has a detrimental effect on some pupil's attendance, concentration and wellbeing. In spite of these challenges, the academy provides an environment where pupils feel safe and secure and aspirations are high.

## The Challenge

Our families live in a high deprivation area and the children enter school with very low levels of literacy, in particular, language.

Over the last few years, we have been part of the Oracy project. Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language and listening. This has certainly supported our children to have the confidence to speak in different situations.

However, across the curriculum the children struggles to articulate their learning because of a lack of subject specific vocabulary.

This was particularly the case for SEND children.

## What They Did

Following discussions with SENCO and Headteacher, the subject focus for the project would be Geography and Year 2 would be the class.

## What They Did (continued)

### Geography Lead

Firstly I carried out research into strategies to support children to learn and use subject specific vocabulary. During a staff meeting I introduced ideas to support staff in helping children, especially those with Special Educational Needs (SEN), remember the geography-specific vocabulary. For example, the use of games and songs tailored to diverse learning needs.

I collaborated with staff to design inclusive activities like matching games with visual aids, interactive bingo, and hands-on word puzzles, ensuring they were accessible for all learners. These games were designed to provide a multi-sensory experience, catering to varied learning styles.

### Year 2 Teacher

Following research into using music/song to support language acquisition, I chose a song from Youtube.

For SEN children, I emphasized the use of repetitive, rhythmic songs to embed key geographical terms, (continents song in Year 2) breaking down complex vocabulary into simple, memorable phrases.

We also incorporated actions or visuals alongside the songs to enhance comprehension and recall.

By offering staff practical tools and strategies, I ensured activities remained engaging, adaptable, and inclusive. This approach not only supported vocabulary retention but also boosted confidence and participation among all students, fostering a love for geography.

Children began to join in with the songs and grew in confidence over the course of lessons. They also began to transfer their knowledge from the songs to name continents without the songs for support.

Part of the children's morning activities are a recall activity to reinforce the learning from the topic sessions.

At the start of the unit the SEND focus children couldn't remember the continents in recall activities however a recent verbal assessment has demonstrated that they can now name all the continents.

### Broadening the Project

The Y2 teacher introduced the use of songs in History. In history this led to a performance using the glockenspiels. She also observed that using artefacts was useful to reinforce learning for the Great fire of London. They looked at the artefacts and spoke about what each artefact was. This helped reinforce learning.

## Outcomes and Anticipated Impact

### 3 months later:

- Most of the SEND children could remember all of the continents.
- Most of the SEND children could identify at least two of the continents on a world map
- All the children enjoyed recording their voice /work on Showbie.

### Quotes from SEND children:

*'Singing the song makes it more better'*

*'The song came into my head and I locked it. You get to know it'*

*'I like using the iPad to record my voice and my work on the iPad'*

*'I was saying it, it made me laugh. It's easier to speak than to write it'*



More inclusive ethos/culture in the setting



Better outcomes for learners with SEND



Increased engagement of learners with SEND