

Vocabulary activities in KS3

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Below you will find a selection of activities to help expand your students' vocabulary. For each one, we have provided an example based on a given target word (the new vocabulary you wish to introduce to students). Try these out with your students, changing the target words.

These vocabulary activities are just a taster to start you off. All these and far more examples can be found in the menu of instructional activities found in *"Bringing Words to Life"* 2013 by Beck, McKeown & Kucan.

Creating questions, reasons and examples

Target words *cautiously*, *extraordinary*

Example 1: If you are walking around a dark room, you need to do it... *cautiously*. Why? What are some other things that need to be done *cautiously*?

Example 2: Which of these things might be...*extraordinary*? Why or why not?

- A shirt that was comfortable, or a shirt that washed itself?
- A person who has a library card, or a person who has read all the books in the library?

Example / non example

Target word: *sleek*

If any of these things I say are things that might be *sleek*, shout "That's smooth!"

- A porcupine
- A duck
- A leaf
- A car

Making choices

Target word: *leisurely*

I'll say some things, if they sound *leisurely*, shout '*leisurely*', if you'd need to be in a hurry shout '*hurry*'.

- Taking a walk in the park

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- Firefighters getting to a fire
- Runner in a race
- A dog lying in the sun

Word associations

Target word: *necessity*

Pupils hear a sentence which has something to do with one of the target words, they select the associate word(s) and then orally revise the sentence to include that word.

- Milk is something that babies need to grow.
- Milk is a *necessity* for babies.

Word relationships

Ask pupils to describe how two vocabulary words might be connected or related.

- *Conscientious / haphazard* – a response might be something like “Someone who is conscientious would not do things in a haphazard way.”

Writing Prompts

Use sentence stems using the target word:

- The King was *miserable* because...
- The child was *perplexed* because...

Extend writing:

- Think of a time when you felt either *diligent*, *envious* or *placid*. Write a paragraph about what made you feel like that

Returning to the story context

With older pupils and longer texts encourage them after exploring a target word like ‘*discrimination*’ to find as many examples as they can of discrimination mentioned throughout the story.

Puzzles

Provide clues for target words. Each clue should narrow the range of possibilities. Take the word *spectator*...

- A lot of people would not actually see this person
- It is someone who just watches
- The word has nine letters
- It starts with s...