

Using A Vocabulary Checklist

Word Meaning



When children learn a **new word**, they have to relate it to words they already know.

For example, a young child will know the word cat. later, when they come across the word kitten, the two words will be linked in their memory. **The word kitten will also be linked to words like pet, fluffy, play, puppy, miaow.**

We call these connections "**semantic relationships**".

By building up these "**semantic relationships**" we can help children get better at learning and remembering new words.

It is an effective strategy to improve **word finding**. Try the following during everyday activities. Frequent repetition, especially across different activities, is very helpful.



Select **pictures or objects** for the items of vocabulary which are being taught (up to 10 at a time) – or just use opportunities as they arise.

Ask the child to name the picture. Then, whether or not they have succeeded in telling you the name, ask the following questions (ignoring any that are not appropriate):

- Can you describe it?
- What does it do?
- What else can you do with it?
- Where might you find it?
- What group does it belong to?
- What else does it make you think of? (Up to 5 examples)

Word Pronunciation

It also helps to think about how we say the word (knowledge of sound structure, or phonological awareness). Discuss the following:

- Is it a short or long word?
- What sound does it start with?
- Can you think of any other sounds in the word?
- Can you think of another word (real/nonsense) to rhyme with it?
- Can you clap how many syllables it has?



Vocabulary Checklist

WHAT IS IT CALLED?

WHAT SUBJECT IS IT FROM?

WHAT WOULD YOU DO WITH IT?

WHAT DOES IT LOOK LIKE?

WHERE WOULD YOU FIND IT?

WHAT PARTS DOES IT HAVE?

WHAT CATEGORY DOES IT BELONG TO?

WHAT'S THE FIRST SOUND AND LAST SOUND?

PUT IT IN A LOGICAL SENTENCE.

HOW MANY SYLLABLES?