

Frayer Model

4 min · Solo → pairs

Prepare

one high-value word from the current topic

Teaching sequence

1. Place the concept in four spaces: meaning, defining features, examples and non-examples.
2. Complete the spaces using evidence from the current subject and justify a near miss.
3. Apply the definition to a new example without relying on superficial appearance.

Worked example

For rectangle: four right angles are a defining feature; a square is an example; a slanted non-rectangular parallelogram is a non-example. Justify each classification.

Teacher prompt

Which defining feature includes this example and excludes the near miss?

Scaffold the language. Preserve the thinking.

VOCABULARY | 02 OF 100

6 MIN | PAIRS

Word Sort by Meaning



Word Sort by Meaning is a vocabulary routine built around eight terms from a shared unit. It takes about 6 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need eight terms from a shared unit | 6 min | Pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

Geography Use a riverbank image to connect erosion, weathering and deposition; learners label which process changes the bank and how.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 03 OF 100

8 MIN | PAIRS

Vocabulary Gallery Walk



Vocabulary Gallery Walk is a vocabulary routine built around images and words posted around the room. It takes about 8 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need images and words posted around the room | 8 min | Pairs

HOW TO RUN IT

- 1 Place target words with an image, example or short context at separate stations. Give learners a recording grid with meaning, evidence and a question.
- 2 Pairs rotate, infer or confirm each word's meaning from context, then add a precise example or non-example.
- 3 Choose one word and use it in a new subject sentence; peers check that the meaning fits the example.

TRY IT IN THIS SUBJECT

English Place irritated, angry and furious on a scale. Learners justify the order using a line from a character's dialogue.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 04 OF 100

10 MIN | SOLO -> PAIRS

Word Knowledge Jigsaw



Word Knowledge Jigsaw is a vocabulary routine built around meaning, example, word form and translation cards. It takes about 10 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need meaning, example, word form and translation cards | 10 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose one useful word from the current unit and show it in a short, meaningful context. Ask learners what they already know.
- 2 Learners connect the word to an example, a related term or a visual, then say or write it in a subject sentence.
- 3 Check recall later with a fresh example so learners retrieve the word and use it accurately.

TRY IT IN THIS SUBJECT

Design Match material words to samples, then describe one property using a precise term such as flexible, rigid or absorbent.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

Morphology Word Builder

4 min · Pairs

Prepare

roots and affixes linked to the topic

Teaching sequence

1. Choose a root and meaningful prefixes or suffixes used in the unit.
2. Build related words and check how each part changes meaning or grammatical function.
3. Use the appropriate complete word in a new subject sentence, explaining the choice.

Worked example

Use predict, prediction and predictable. “We predict a rise” requires a verb; “our prediction” requires a noun. Related forms cannot be substituted mechanically.

Teacher prompt

What does this word part change, and does the complete form fit the sentence?

Scaffold the language. Preserve the thinking.

VOCABULARY | 06 OF 100

6 MIN | PAIRS

Word Family Tree



Word Family Tree is a vocabulary routine built around a useful root and its related forms. It takes about 6 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a useful root and its related forms | 6 min | Pairs

HOW TO RUN IT

- 1 Choose a useful unit word and provide a visual organiser for its parts, relatives, examples or levels of precision. Model one link.
- 2 Learners add related forms or words, label each connection and use the links to distinguish close meanings.
- 3 Use one new word from the same family or scale and ask learners to infer its meaning, then verify it in context.

TRY IT IN THIS SUBJECT

Mathematics Compare factor, multiple and product with number examples. Learners choose the correct term to explain a fresh calculation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 07 OF 100

8 MIN | SOLO -> PAIRS

Concept Circle



Concept Circle is a vocabulary routine built around four words, three related and one outlier. It takes about 8 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need four words, three related and one outlier | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose one useful word from the current unit and show it in a short, meaningful context. Ask learners what they already know.
- 2 Learners connect the word to an example, a related term or a visual, then say or write it in a subject sentence.
- 3 Check recall later with a fresh example so learners retrieve the word and use it accurately.

TRY IT IN THIS SUBJECT

History Build a word family from migrate, migration and migrant, then use each form in a sentence about a studied movement of people.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 08 OF 100

10 MIN | PAIRS

Example and Non-Example



Example and Non-Example is a vocabulary routine built around a technical term and four cases. It takes about 10 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a technical term and four cases | 10 min | Pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

Geography Use a riverbank image to connect erosion, weathering and deposition; learners label which process changes the bank and how.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 09 OF 100

4 MIN | PAIRS

Vocabulary Pictionary



Vocabulary Pictionary is a vocabulary routine built around six words learners can draw or sketch. It takes about 4 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need six words learners can draw or sketch | 4 min | Pairs

HOW TO RUN IT

- 1 Choose one useful word from the current unit and show it in a short, meaningful context. Ask learners what they already know.
- 2 Learners connect the word to an example, a related term or a visual, then say or write it in a subject sentence.
- 3 Check recall later with a fresh example so learners retrieve the word and use it accurately.

TRY IT IN THIS SUBJECT

English Place irritated, angry and furious on a scale. Learners justify the order using a line from a character's dialogue.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 10 OF 100

6 MIN | SOLO -> PAIRS

Taboo: Explain Without the Word



Taboo: Explain Without the Word is a vocabulary routine built around a key term and three forbidden clue words. It takes about 6 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a key term and three forbidden clue words | 6 min | Solo -> pairs

HOW TO RUN IT

- 1 Select a target word and prepare a way to explain it without simply giving the definition. Set clear boundaries for gestures, clues or forbidden words.
- 2 One learner gives clues or acts while partners infer the word and state which clue helped. Rotate roles and ask for an example after each answer.
- 3 Learners use the word in a subject sentence and identify a related term that would not mean the same thing.

TRY IT IN THIS SUBJECT

Design Match material words to samples, then describe one property using a precise term such as flexible, rigid or absorbent.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 11 OF 100

8 MIN | PAIRS

Collocation Match-Up



Collocation Match-Up is a vocabulary routine built around verbs, adjectives and nouns from a subject text. It takes about 8 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need verbs, adjectives and nouns from a subject text | 8 min | Pairs

HOW TO RUN IT

- 1 Prepare cards that pair a word with a definition, image, example, word part or related term. Include a few plausible distractors.
- 2 Learners match each pair and explain the clue; ask them to challenge one match by testing it in a sentence.
- 3 Check the matches with a new example and ask learners to retrieve the word without the card.

TRY IT IN THIS SUBJECT

Science Teach "evaporate" with a warm puddle example and a boiling-water non-example. Learners use the word to explain a new observation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 12 OF 100

10 MIN | PAIRS

Word Continuum



Word Continuum is a vocabulary routine built around near-synonyms ordered by strength or precision. It takes about 10 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need near-synonyms ordered by strength or precision | 10 min | Pairs

HOW TO RUN IT

- 1 Choose a useful unit word and provide a visual organiser for its parts, relatives, examples or levels of precision. Model one link.
- 2 Learners add related forms or words, label each connection and use the links to distinguish close meanings.
- 3 Use one new word from the same family or scale and ask learners to infer its meaning, then verify it in context.

TRY IT IN THIS SUBJECT

Mathematics Compare factor, multiple and product with number examples. Learners choose the correct term to explain a fresh calculation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 13 OF 100

4 MIN | SOLO -> PAIRS

Vocabulary Dominoes



Vocabulary Dominoes is a vocabulary routine built around terms and definitions on matching cards. It takes about 4 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need terms and definitions on matching cards | 4 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare cards that pair a word with a definition, image, example, word part or related term. Include a few plausible distractors.
- 2 Learners match each pair and explain the clue; ask them to challenge one match by testing it in a sentence.
- 3 Check the matches with a new example and ask learners to retrieve the word without the card.

TRY IT IN THIS SUBJECT

History Build a word family from migrate, migration and migrant, then use each form in a sentence about a studied movement of people.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

Nine-Word Retrieval Round

vocabulary-14 | 6 min | Pairs

Teaching purpose

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

The activity

Use nine recently taught words for a short retrieval round. Learners explain, draw or apply the word rather than copy its definition.

Teaching sequence

1. Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
2. Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
3. Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

Subject example: Geography

Choose nine terms from a studied landscape unit. With the source closed, learners recall a meaning, sketch or relevant example for each term, then check and repair one response.

Teacher prompt

Can you use this word accurately in a new subject example?

Compare Word Meanings in a Passage

vocabulary-15 | 8 min | Pairs

Teaching purpose

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

The activity

Put a short passage with new terms in context on cards or around the room. Learners match, sort or compare meanings and justify each choice.

Teaching sequence

1. Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
2. Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
3. Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

Subject example: English

Place irritated, angry and furious on a scale. Learners justify the order using a line from a character's dialogue.

Teacher prompt

Can you use this word accurately in a new subject example?

VOCABULARY | 16 OF 100

10 MIN | SOLO -> PAIRS

Draw a Word Map



Draw a Word Map is a vocabulary routine built around one concept with examples, parts and related ideas. It takes about 10 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need one concept with examples, parts and related ideas | 10 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose a useful unit word and provide a visual organiser for its parts, relatives, examples or levels of precision. Model one link.
- 2 Learners add related forms or words, label each connection and use the links to distinguish close meanings.
- 3 Use one new word from the same family or scale and ask learners to infer its meaning, then verify it in context.

TRY IT IN THIS SUBJECT

Design Match material words to samples, then describe one property using a precise term such as flexible, rigid or absorbent.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 17 OF 100

4 MIN | PAIRS

Two-Minute Word Challenge



Two-Minute Word Challenge is a vocabulary routine built around a target term to use in several new sentences. It takes about 4 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a target term to use in several new sentences | 4 min | Pairs

HOW TO RUN IT

- 1 Choose one useful word from the current unit and show it in a short, meaningful context. Ask learners what they already know.
- 2 Learners connect the word to an example, a related term or a visual, then say or write it in a subject sentence.
- 3 Check recall later with a fresh example so learners retrieve the word and use it accurately.

TRY IT IN THIS SUBJECT

Science Teach "evaporate" with a warm puddle example and a boiling-water non-example. Learners use the word to explain a new observation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 18 OF 100

6 MIN | PAIRS

Vocabulary Charades



Vocabulary Charades is a vocabulary routine built around actions or processes from a unit. It takes about 6 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need actions or processes from a unit | 6 min | Pairs

HOW TO RUN IT

- 1 Select a target word and prepare a way to explain it without simply giving the definition. Set clear boundaries for gestures, clues or forbidden words.
- 2 One learner gives clues or acts while partners infer the word and state which clue helped. Rotate roles and ask for an example after each answer.
- 3 Learners use the word in a subject sentence and identify a related term that would not mean the same thing.

TRY IT IN THIS SUBJECT

Mathematics Compare factor, multiple and product with number examples. Learners choose the correct term to explain a fresh calculation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 19 OF 100

8 MIN | SOLO -> PAIRS

Label the Diagram from Memory



Label the Diagram from Memory is a vocabulary routine built around a familiar subject diagram. It takes about 8 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a familiar subject diagram | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose one useful word from the current unit and show it in a short, meaningful context. Ask learners what they already know.
- 2 Learners connect the word to an example, a related term or a visual, then say or write it in a subject sentence.
- 3 Check recall later with a fresh example so learners retrieve the word and use it accurately.

TRY IT IN THIS SUBJECT

History Build a word family from migrate, migration and migrant, then use each form in a sentence about a studied movement of people.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 20 OF 100

10 MIN | PAIRS

Word Association Chain



Word Association Chain is a vocabulary routine built around one starting term and related concepts. It takes about 10 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need one starting term and related concepts | 10 min | Pairs

HOW TO RUN IT

- 1 Choose a useful unit word and provide a visual organiser for its parts, relatives, examples or levels of precision. Model one link.
- 2 Learners add related forms or words, label each connection and use the links to distinguish close meanings.
- 3 Use one new word from the same family or scale and ask learners to infer its meaning, then verify it in context.

TRY IT IN THIS SUBJECT

Geography Use a riverbank image to connect erosion, weathering and deposition; learners label which process changes the bank and how.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 21 OF 100

4 MIN | PAIRS

Bingo: Listen for the Word



Bingo: Listen for the Word is a vocabulary routine built around a set of unit terms on learner grids. It takes about 4 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a set of unit terms on learner grids | 4 min | Pairs

HOW TO RUN IT

- 1 Give learners a grid of current unit words. Read definitions, examples or clues without saying the target word.
- 2 Learners mark a word only when they can explain the clue that matches it. Pause after each call for a partner to justify the choice.
- 3 Ask learners to use one marked word in a new subject sentence or draw a precise example before confirming the answer.

TRY IT IN THIS SUBJECT

English Place irritated, angry and furious on a scale. Learners justify the order using a line from a character's dialogue.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

Retrieve Four Terms and Apply Them

vocabulary-22 | 6 min | Solo → pairs

Teaching purpose

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

The activity

Use four terms that must be explained and applied for a short retrieval round. Learners explain, draw or apply the word rather than copy its definition.

Teaching sequence

1. Set up a short retrieval route with target words or examples around the room. Agree that each answer needs a reason, not a guess.
2. Teams find a word, match it to an example and explain the connection. Rotate the recorder so everyone contributes. Accuracy and explanation count before speed.
3. Review one difficult match and ask learners to use that word independently in a fresh subject context.

Subject example: Practical subjects

Cover the definitions of flexible, rigid, absorbent and waterproof. Learners retrieve a meaning and a material example for each term, then apply one term in a new sentence.

Teacher prompt

Can you use this word accurately in a new subject example?

VOCABULARY | 23 OF 100

8 MIN | PAIRS

Odd One Out: Defend Your Choice



Odd One Out: Defend Your Choice is a vocabulary routine built around four terms from one topic. It takes about 8 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need four terms from one topic | 8 min | Pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

Science Teach "evaporate" with a warm puddle example and a boiling-water non-example. Learners use the word to explain a new observation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 24 OF 100

10 MIN | PAIRS

Word-Part Snap



Word-Part Snap is a vocabulary routine built around matching roots, prefixes and suffixes. It takes about 10 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need matching roots, prefixes and suffixes | 10 min | Pairs

HOW TO RUN IT

- 1 Choose a useful unit word and provide a visual organiser for its parts, relatives, examples or levels of precision. Model one link.
- 2 Learners add related forms or words, label each connection and use the links to distinguish close meanings.
- 3 Use one new word from the same family or scale and ask learners to infer its meaning, then verify it in context.

TRY IT IN THIS SUBJECT

Mathematics Compare factor, multiple and product with number examples. Learners choose the correct term to explain a fresh calculation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 25 OF 100

4 MIN | SOLO -> PAIRS

Vocabulary Interview



Vocabulary Interview is a vocabulary routine built around a word card and a partner. It takes about 4 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a word card and a partner | 4 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

History Build a word family from migrate, migration and migrant, then use each form in a sentence about a studied movement of people.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 26 OF 100

6 MIN | PAIRS

Make a Personal Glossary



Make a Personal Glossary is a vocabulary routine built around three new words from today's lesson. It takes about 6 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need three new words from today's lesson | 6 min | Pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

Geography Use a riverbank image to connect erosion, weathering and deposition; learners label which process changes the bank and how.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 27 OF 100

8 MIN | PAIRS

Word and Image Match



Word and Image Match is a vocabulary routine built around images and terms from a topic. It takes about 8 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need images and terms from a topic | 8 min | Pairs

HOW TO RUN IT

- 1 Prepare cards that pair a word with a definition, image, example, word part or related term. Include a few plausible distractors.
- 2 Learners match each pair and explain the clue; ask them to challenge one match by testing it in a sentence.
- 3 Check the matches with a new example and ask learners to retrieve the word without the card.

TRY IT IN THIS SUBJECT

English Place irritated, angry and furious on a scale. Learners justify the order using a line from a character's dialogue.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 28 OF 100

10 MIN | SOLO -> PAIRS

Synonym or Not?



Synonym or Not? is a vocabulary routine built around pairs of technical and everyday words. It takes about 10 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need pairs of technical and everyday words | 10 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

Design Match material words to samples, then describe one property using a precise term such as flexible, rigid or absorbent.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 29 OF 100

4 MIN | PAIRS

Multiple-Meaning Word Sort



Multiple-Meaning Word Sort is a vocabulary routine built around one word used in two subjects. It takes about 4 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need one word used in two subjects | 4 min | Pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

Science Teach "evaporate" with a warm puddle example and a boiling-water non-example. Learners use the word to explain a new observation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 30 OF 100

6 MIN | PAIRS

Vocabulary Foldable



Vocabulary Foldable is a vocabulary routine built around one word to capture in four ways. It takes about 6 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need one word to capture in four ways | 6 min | Pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

Mathematics Compare factor, multiple and product with number examples. Learners choose the correct term to explain a fresh calculation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 31 OF 100

8 MIN | SOLO -> PAIRS

Explain It to a Younger Learner



Explain It to a Younger Learner is a vocabulary routine built around a concept term from the unit. It takes about 8 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a concept term from the unit | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

History Build a word family from migrate, migration and migrant, then use each form in a sentence about a studied movement of people.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

Model a Word for Tomorrow's Lesson

vocabulary-32 | 10 min | Pairs

Teaching purpose

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

The activity

Model one item from a new word learners will need tomorrow, then have learners use the target word in a new subject example.

Teaching sequence

1. Choose one useful word from the current unit and show it in a short, meaningful context. Ask learners what they already know.
2. Learners connect the word to an example, a related term or a visual, then say or write it in a subject sentence.
3. Check recall later with a fresh example so learners retrieve the word and use it accurately.

Subject example: Geography

Model deposition with a diagram, a pronunciation model and one example of material being laid down. Learners use the word to explain a new feature in tomorrow's river task.

Teacher prompt

Can you use this word accurately in a new subject example?

VOCABULARY | 33 OF 100

4 MIN | PAIRS

Word Ladder



Word Ladder is a vocabulary routine built around related terms from everyday to technical. It takes about 4 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need related terms from everyday to technical | 4 min | Pairs

HOW TO RUN IT

- 1 Choose a useful unit word and provide a visual organiser for its parts, relatives, examples or levels of precision. Model one link.
- 2 Learners add related forms or words, label each connection and use the links to distinguish close meanings.
- 3 Use one new word from the same family or scale and ask learners to infer its meaning, then verify it in context.

TRY IT IN THIS SUBJECT

English Place irritated, angry and furious on a scale. Learners justify the order using a line from a character's dialogue.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 34 OF 100

6 MIN | SOLO -> PAIRS

Vocabulary Hunt in the Room



Vocabulary Hunt in the Room is a vocabulary routine built around labels, displays or equipment. It takes about 6 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need labels, displays or equipment | 6 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up a short retrieval route with target words or examples around the room. Agree that each answer needs a reason, not a guess.
- 2 Teams find a word, match it to an example and explain the connection. Rotate the recorder so everyone contributes. Accuracy and explanation count before speed.
- 3 Review one difficult match and ask learners to use that word independently in a fresh subject context.

TRY IT IN THIS SUBJECT

Design Match material words to samples, then describe one property using a precise term such as flexible, rigid or absorbent.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 35 OF 100

8 MIN | PAIRS

Which Word Fits Best?



Which Word Fits Best? is a vocabulary routine built around a sentence and three plausible terms. It takes about 8 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a sentence and three plausible terms | 8 min | Pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

Science Teach "evaporate" with a warm puddle example and a boiling-water non-example. Learners use the word to explain a new observation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 36 OF 100

10 MIN | PAIRS

Definition Line-Up



Definition Line-Up is a vocabulary routine built around definitions to match with word cards. It takes about 10 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need definitions to match with word cards | 10 min | Pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

Mathematics Compare factor, multiple and product with number examples. Learners choose the correct term to explain a fresh calculation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 37 OF 100

4 MIN | SOLO -> PAIRS

Root Word Investigation



Root Word Investigation is a vocabulary routine built around a term with a familiar root. It takes about 4 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a term with a familiar root | 4 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose a useful unit word and provide a visual organiser for its parts, relatives, examples or levels of precision. Model one link.
- 2 Learners add related forms or words, label each connection and use the links to distinguish close meanings.
- 3 Use one new word from the same family or scale and ask learners to infer its meaning, then verify it in context.

TRY IT IN THIS SUBJECT

History Build a word family from migrate, migration and migrant, then use each form in a sentence about a studied movement of people.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 38 OF 100

6 MIN | PAIRS

Vocabulary Auction



Vocabulary Auction is a vocabulary routine built around definitions with a mix of precise and vague meanings. It takes about 6 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need definitions with a mix of precise and vague meanings | 6 min | Pairs

HOW TO RUN IT

- 1 Choose one useful word from the current unit and show it in a short, meaningful context. Ask learners what they already know.
- 2 Learners connect the word to an example, a related term or a visual, then say or write it in a subject sentence.
- 3 Check recall later with a fresh example so learners retrieve the word and use it accurately.

TRY IT IN THIS SUBJECT

Geography Use a riverbank image to connect erosion, weathering and deposition; learners label which process changes the bank and how.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 39 OF 100

8 MIN | PAIRS

Connect Four Words



Connect Four Words is a vocabulary routine built around four terms linked in a concept map. It takes about 8 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need four terms linked in a concept map | 8 min | Pairs

HOW TO RUN IT

- 1 Choose one useful word from the current unit and show it in a short, meaningful context. Ask learners what they already know.
- 2 Learners connect the word to an example, a related term or a visual, then say or write it in a subject sentence.
- 3 Check recall later with a fresh example so learners retrieve the word and use it accurately.

TRY IT IN THIS SUBJECT

English Place irritated, angry and furious on a scale. Learners justify the order using a line from a character's dialogue.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 40 OF 100

10 MIN | SOLO -> PAIRS

Use the Word in a New Context



Use the Word in a New Context is a vocabulary routine built around a known term applied to a fresh example. It takes about 10 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a known term applied to a fresh example | 10 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

Design Match material words to samples, then describe one property using a precise term such as flexible, rigid or absorbent.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 41 OF 100

4 MIN | PAIRS

Flashcard with a Twist



Flashcard with a Twist is a vocabulary routine built around a term card with an image or example on the reverse. It takes about 4 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a term card with an image or example on the reverse | 4 min | Pairs

HOW TO RUN IT

- 1 Prepare cards that pair a word with a definition, image, example, word part or related term. Include a few plausible distractors.
- 2 Learners match each pair and explain the clue; ask them to challenge one match by testing it in a sentence.
- 3 Check the matches with a new example and ask learners to retrieve the word without the card.

TRY IT IN THIS SUBJECT

Science Teach "evaporate" with a warm puddle example and a boiling-water non-example. Learners use the word to explain a new observation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 42 OF 100

6 MIN | PAIRS

Vocabulary Question Box



Vocabulary Question Box is a vocabulary routine built around new words from a reading or practical. It takes about 6 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need new words from a reading or practical | 6 min | Pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

Mathematics Compare factor, multiple and product with number examples. Learners choose the correct term to explain a fresh calculation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 43 OF 100

8 MIN | SOLO -> PAIRS

Word Detective: Parts and Clues



Word Detective: Parts and Clues is a vocabulary routine built around one unfamiliar word in a subject text. It takes about 8 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need one unfamiliar word in a subject text | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose a useful unit word and provide a visual organiser for its parts, relatives, examples or levels of precision. Model one link.
- 2 Learners add related forms or words, label each connection and use the links to distinguish close meanings.
- 3 Use one new word from the same family or scale and ask learners to infer its meaning, then verify it in context.

TRY IT IN THIS SUBJECT

History Build a word family from migrate, migration and migrant, then use each form in a sentence about a studied movement of people.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 44 OF 100

10 MIN | PAIRS

One-Minute Retrieval Pairs



One-Minute Retrieval Pairs is a vocabulary routine built around five words from the last lesson. It takes about 10 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need five words from the last lesson | 10 min | Pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

Geography Use a riverbank image to connect erosion, weathering and deposition; learners label which process changes the bank and how.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 45 OF 100

4 MIN | PAIRS

Vocabulary Board Race



Vocabulary Board Race is a vocabulary routine built around teams add accurate examples to a word. It takes about 4 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need teams add accurate examples to a word | 4 min | Pairs

HOW TO RUN IT

- 1 Set up a short retrieval route with target words or examples around the room. Agree that each answer needs a reason, not a guess.
- 2 Teams find a word, match it to an example and explain the connection. Rotate the recorder so everyone contributes. Accuracy and explanation count before speed.
- 3 Review one difficult match and ask learners to use that word independently in a fresh subject context.

TRY IT IN THIS SUBJECT

English Place irritated, angry and furious on a scale. Learners justify the order using a line from a character's dialogue.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 46 OF 100

6 MIN | SOLO -> PAIRS

Choose a Stronger Word



Choose a Stronger Word is a vocabulary routine built around a draft with an imprecise term. It takes about 6 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a draft with an imprecise term | 6 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose one useful word from the current unit and show it in a short, meaningful context. Ask learners what they already know.
- 2 Learners connect the word to an example, a related term or a visual, then say or write it in a subject sentence.
- 3 Check recall later with a fresh example so learners retrieve the word and use it accurately.

TRY IT IN THIS SUBJECT

Design Match material words to samples, then describe one property using a precise term such as flexible, rigid or absorbent.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 47 OF 100

8 MIN | PAIRS

Translate, Compare, Explain



Translate, Compare, Explain is a vocabulary routine built around a term learners know in more than one language. It takes about 8 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a term learners know in more than one language | 8 min | Pairs

HOW TO RUN IT

- 1 Choose a key concept and invite learners to note a familiar-language equivalent or explanation where useful. Make clear that translations may not align exactly.
- 2 Compare examples across languages and identify the shared concept, any difference in meaning and the English form needed for this subject task.
- 3 Learners explain the concept in English with a precise example and note where the translation helped or needed checking.

TRY IT IN THIS SUBJECT

Science Teach "evaporate" with a warm puddle example and a boiling-water non-example. Learners use the word to explain a new observation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 48 OF 100

10 MIN | PAIRS

Word Relationship Web



Word Relationship Web is a vocabulary routine built around one central concept and its linked terms. It takes about 10 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need one central concept and its linked terms | 10 min | Pairs

HOW TO RUN IT

- 1 Choose a useful unit word and provide a visual organiser for its parts, relatives, examples or levels of precision. Model one link.
- 2 Learners add related forms or words, label each connection and use the links to distinguish close meanings.
- 3 Use one new word from the same family or scale and ask learners to infer its meaning, then verify it in context.

TRY IT IN THIS SUBJECT

Mathematics Compare factor, multiple and product with number examples. Learners choose the correct term to explain a fresh calculation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 49 OF 100

4 MIN | SOLO -> PAIRS

Vocabulary Step-Up



Vocabulary Step-Up is a vocabulary routine built around everyday, school and subject versions of an idea. It takes about 4 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need everyday, school and subject versions of an idea | 4 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose one useful word from the current unit and show it in a short, meaningful context. Ask learners what they already know.
- 2 Learners connect the word to an example, a related term or a visual, then say or write it in a subject sentence.
- 3 Check recall later with a fresh example so learners retrieve the word and use it accurately.

TRY IT IN THIS SUBJECT

History Build a word family from migrate, migration and migrant, then use each form in a sentence about a studied movement of people.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 50 OF 100

6 MIN | PAIRS

Which Example Proves It?



Which Example Proves It? is a vocabulary routine built around a term and three possible examples. It takes about 6 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a term and three possible examples | 6 min | Pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

Geography Use a riverbank image to connect erosion, weathering and deposition; learners label which process changes the bank and how.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 51 OF 100

8 MIN | PAIRS

Vocabulary Exit Ticket



Vocabulary Exit Ticket is a vocabulary routine built around one term to explain and use independently. It takes about 8 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need one term to explain and use independently | 8 min | Pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current unit and prepare a clear example plus a near-miss or non-example. Ask learners to retrieve before showing the definition.
- 2 Learners compare the examples, identify the feature that matters and explain the word to a partner. Then use it in a new subject sentence.
- 3 Collect an individual example or exit response and check whether the word is used accurately, not just remembered.

TRY IT IN THIS SUBJECT

English Place irritated, angry and furious on a scale. Learners justify the order using a line from a character's dialogue.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 52 OF 100

10 MIN | SOLO -> PAIRS

Vocabulary Bingo with Definitions



Vocabulary Bingo with Definitions is a vocabulary routine built around a class grid of unit words and teacher-read clues. It takes about 10 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

Meeting a word through examples, retrieval and use helps learners remember it and choose it accurately in a new context.

What you need a class grid of unit words and teacher-read clues | 10 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a grid of current unit words. Read definitions, examples or clues without saying the target word.
- 2 Learners mark a word only when they can explain the clue that matches it. Pause after each call for a partner to justify the choice.
- 3 Ask learners to use one marked word in a new subject sentence or draw a precise example before confirming the answer.

TRY IT IN THIS SUBJECT

Design Match material words to samples, then describe one property using a precise term such as flexible, rigid or absorbent.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you use this word accurately in a new subject example?"

VOCABULARY | 53 OF 100

4 MIN | PAIRS

Concept Sort with a Borderline Case



Concept Sort with a Borderline Case is a 4-minute vocabulary routine. Sort examples and non-examples, then use a borderline case to refine the definition. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need concept cards and two sorting headings | 4 min | Pairs

HOW TO RUN IT

- 1 Set up concept cards and two sorting headings; name the subject question and show a short model of the task.
- 2 Learners sort examples and non-examples, then use a borderline case to refine the definition. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Mathematics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Mathematics Sort shapes by a property and discuss a shape that tests the boundary of the rule.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What in the example makes you say that?"

VOCABULARY | 54 OF 100

5 MIN | SOLO -> PAIRS

Word-Part Investigation Board



Word-Part Investigation Board is a 5-minute vocabulary routine. Collect roots, prefixes and suffixes from a topic, then build and explain related terms. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Morphology

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need word-part cards and a topic text | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up word-part cards and a topic text; name the subject question and show a short model of the task.
- 2 Learners collect roots, prefixes and suffixes from a topic, then build and explain related terms. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Build "photosynthesis", "photograph" and "photolysis" from shared parts and test the meanings.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you show the step or detail that supports your answer?"

VOCABULARY | 55 OF 100

6 MIN | SMALL GROUPS

Word Gradient with Evidence



Word Gradient with Evidence is a 6-minute vocabulary routine. Arrange near-synonyms on a scale and justify each placement with a context sentence. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need five related words and a continuum | 6 min | Small groups

HOW TO RUN IT

- 1 Set up five related words and a continuum; name the subject question and show a short model of the task.
- 2 Learners arrange near-synonyms on a scale and justify each placement with a context sentence. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from English to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

English Place "annoyed", "angry" and "furious" by intensity and give evidence for the order.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"How would this change in a different subject example?"

VOCABULARY | 56 OF 100

7 MIN | PAIRS

Vocabulary in Three Contexts



Vocabulary in Three Contexts is a 7-minute vocabulary routine. Meet a new term in three short contexts and identify what stays stable in its meaning. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need three example sentences | 7 min | Pairs

HOW TO RUN IT

- 1 Set up three example sentences; name the subject question and show a short model of the task.
- 2 Learners meet a new term in three short contexts and identify what stays stable in its meaning. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Geography to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Geography Compare "current" in river and data contexts, noting shared meaning and subject-specific use.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Which part can you now do without the prompt?"

VOCABULARY | 57 OF 100

8 MIN | SOLO -> PAIRS

Draw, Label, Retrieve



Draw, Label, Retrieve is an 8-minute vocabulary routine. Draw a concept from memory, label the parts and retrieve the precise term without looking. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Retrieval

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need blank paper and target terms | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up blank paper and target terms; name the subject question and show a short model of the task.
- 2 Learners draw a concept from memory, label the parts and retrieve the precise term without looking. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Biology to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Biology Sketch a cell, label organelles and then cover the word bank for a quick retrieval check.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What would you ask next to make the meaning clearer?"

VOCABULARY | 58 OF 100

9 MIN | SMALL GROUPS

Collocation Detective



Collocation Detective is a 9-minute vocabulary routine. Find which words naturally travel together in a subject text and build a useful phrase bank. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Collocation

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need short source text and phrase cards | 9 min | Small groups

HOW TO RUN IT

- 1 Set up short source text and phrase cards; name the subject question and show a short model of the task.
- 2 Learners find which words naturally travel together in a subject text and build a useful phrase bank. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Notice "conduct an investigation" and "record a measurement"; use each in a new sentence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you explain why that choice fits this task?"

VOCABULARY | 59 OF 100

4 MIN | PAIRS

Definition That Travels



Definition That Travels is a 4-minute vocabulary routine. Write a learner-friendly definition that works across more than one example. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need target word and two example cases | 4 min | Pairs

HOW TO RUN IT

- 1 Set up target word and two example cases; name the subject question and show a short model of the task.
- 2 Learners write a learner-friendly definition that works across more than one example. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Mathematics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Mathematics Define "ratio" using two contexts, then test whether the definition still fits both.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What in the example makes you say that?"

VOCABULARY | 60 OF 100

5 MIN | SOLO -> PAIRS

Word Web with a Rule



Word Web with a Rule is a 5-minute vocabulary routine. Connect related terms, but label each link so the web shows the relationship precisely. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need large paper and vocabulary cards | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up large paper and vocabulary cards; name the subject question and show a short model of the task.
- 2 Learners connect related terms, but label each link so the web shows the relationship precisely. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Geography to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Geography Connect erosion, transport and deposition with a verb phrase that explains each link.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you show the step or detail that supports your answer?"

VOCABULARY | 61 OF 100

6 MIN | SMALL GROUPS

Retrieval Grid: Look, Cover, Say, Use



Retrieval Grid: Look, Cover, Say, Use is a 6-minute vocabulary routine. Retrieve a word, its meaning and a subject example from a grid without checking the source. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need four-part grid and vocabulary list | 6 min | Small groups

HOW TO RUN IT

- 1 Set up four-part grid and vocabulary list; name the subject question and show a short model of the task.
- 2 Learners retrieve a word, its meaning and a subject example from a grid without checking the source. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from History to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

History Recall the term, definition, event example and one sentence using the term.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"How would this change in a different subject example?"

VOCABULARY | 62 OF 100

7 MIN | PAIRS

Vocabulary Mismatch Challenge



Vocabulary Mismatch Challenge is a 7-minute vocabulary routine. Find the term that does not fit a set and defend the decision with a clear criterion. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need sets of four vocabulary cards | 7 min | Pairs

HOW TO RUN IT

- 1 Set up sets of four vocabulary cards; name the subject question and show a short model of the task.
- 2 Learners find the term that does not fit a set and defend the decision with a clear criterion. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Choose which material property does not fit a set and explain the classification rule.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Which part can you now do without the prompt?"

VOCABULARY | 63 OF 100

8 MIN | SOLO -> PAIRS

One Term, Two Representations



One Term, Two Representations is an 8-minute vocabulary routine. Match a word to a diagram, symbol, gesture or example, then explain the connection. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need term cards and visual representations | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up term cards and visual representations; name the subject question and show a short model of the task.
- 2 Learners match a word to a diagram, symbol, gesture or example, then explain the connection. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Mathematics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Mathematics Match "equivalent" to a number line and fraction model, explaining what remains the same.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What would you ask next to make the meaning clearer?"

VOCABULARY | 64 OF 100

9 MIN | SMALL GROUPS

Personal Glossary with a Sketch



Personal Glossary with a Sketch is a 9-minute vocabulary routine. Build a compact glossary entry using a definition, sketch, example and useful word partner. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need glossary template | 9 min | Small groups

HOW TO RUN IT

- 1 Set up glossary template; name the subject question and show a short model of the task.
- 2 Learners build a compact glossary entry using a definition, sketch, example and useful word partner. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Art to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Art Record "perspective" with a quick sketch, a plain definition and a phrase from critique.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you explain why that choice fits this task?"

VOCABULARY | 65 OF 100

4 MIN | PAIRS

Vocabulary Four-Card Teach



Vocabulary Four-Card Teach is a 4-minute vocabulary routine. Teach a term through four cards: word, example, non-example and clue. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need four small cards per key term | 4 min | Pairs

HOW TO RUN IT

- 1 Set up four small cards per key term; name the subject question and show a short model of the task.
- 2 Learners teach a term through four cards: word, example, non-example and clue. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Teach "independent variable" using an investigation example, a non-example and a memory clue.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What in the example makes you say that?"

VOCABULARY | 66 OF 100

5 MIN | SOLO -> PAIRS

Choose the Precise Verb



Choose the Precise Verb is a 5-minute vocabulary routine. Replace a general verb with a precise one and explain how the new choice improves the account. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need sentence strips and verb bank | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up sentence strips and verb bank; name the subject question and show a short model of the task.
- 2 Learners replace a general verb with a precise one and explain how the new choice improves the account. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from History to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

History Choose whether a policy limited, prohibited or discouraged an action, based on source evidence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you show the step or detail that supports your answer?"

VOCABULARY | 67 OF 100

6 MIN | SMALL GROUPS

Word Family in a Sentence Chain



Word Family in a Sentence Chain is a 6-minute vocabulary routine. Move from noun to verb to adjective forms, keeping the meaning clear in connected sentences. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need word-family cards | 6 min | Small groups

HOW TO RUN IT

- 1 Set up word-family cards; name the subject question and show a short model of the task.
- 2 Learners move from noun to verb to adjective forms, keeping the meaning clear in connected sentences. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Use vary, variation and variable in a short explanation about a fair test.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"How would this change in a different subject example?"

VOCABULARY | 68 OF 100

7 MIN | PAIRS

Vocabulary Relay with Quality Check



Vocabulary Relay with Quality Check is a 7-minute vocabulary routine. Teams retrieve a term, definition and example; another team checks precision before it counts. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Meaning and examples

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need term cards and answer-check sheet | 7 min | Pairs

HOW TO RUN IT

- 1 Set up term cards and answer-check sheet; name the subject question and show a short model of the task.
- 2 Learners teams retrieve a term, definition and example; another team checks precision before it counts. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Geography to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Geography Retrieve contour line, define it and give a map example before passing the turn.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Which part can you now do without the prompt?"

VOCABULARY | 69 OF 100

8 MIN | SOLO -> PAIRS

From Familiar Word to Subject Term



From Familiar Word to Subject Term is an 8-minute vocabulary routine. Start with a familiar description and agree the precise subject term that names it. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need everyday descriptions and topic terms | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up everyday descriptions and topic terms; name the subject question and show a short model of the task.
- 2 Learners start with a familiar description and agree the precise subject term that names it. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Mathematics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Mathematics Move from "the answer stays the same" to "equivalent expressions" and explain the connection.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What would you ask next to make the meaning clearer?"

VOCABULARY | 70 OF 100

9 MIN | SMALL GROUPS

Use It Again Tomorrow



Use It Again Tomorrow is a 9-minute vocabulary routine. Plan a short delayed retrieval prompt that brings yesterday's word back in a new context. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Transfer

WHY IT HELPS

This brings a term back into use and connects it to examples and relationships. Retrieving and explaining a word helps learners move beyond recognition to accurate subject use.

What you need yesterday's key terms and one new prompt | 9 min | Small groups

HOW TO RUN IT

- 1 Set up yesterday's key terms and one new prompt; name the subject question and show a short model of the task.
- 2 Learners plan a short delayed retrieval prompt that brings yesterday's word back in a new context. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Retrieve "density" during a materials lesson and use it to explain a new comparison.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Can you explain why that choice fits this task?"

VOCABULARY | 71 OF 100

5 MIN | PAIRS

Meaning, Form, Sound



Learners connect a term's meaning, spelling and pronunciation, then use it in a subject sentence. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Word knowledge | ★☆☆ Independent response

WHY IT HELPS

Knowing several parts of a word makes recall and use more secure.

What you need one important term and its spoken form | 5 min | Pairs

HOW TO RUN IT

- 1 Choose one term that is central to the next lesson.
- 2 Explore its meaning, spelling pattern, syllables and stress.
- 3 Learners retrieve it from a clue and say it accurately in a sentence.

TRY IT IN THIS SUBJECT

Science Work with "condensation": meaning, syllables and a sentence about a cool surface.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Which part of knowing the word do you still need to practise?"

VOCABULARY | 72 OF 100

7 MIN | SOLO -> PAIRS

Build the Word Family



Learners build a family of nouns, verbs and adjectives from a root and fit each into a subject sentence. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Morphology | ★☆☆ Independent response

WHY IT HELPS

Word families reveal useful links in form and meaning.

What you need a root word with related forms | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose a root learners will meet across the unit.
- 2 Make a simple word-family chart with related forms.
- 3 Learners use two forms in context and explain how their roles differ.

TRY IT IN THIS SUBJECT

Humanities Connect migrate, migration and migrant to different sentences in a case study.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What changed in the word form, and what changed in its job?"

VOCABULARY | 73 OF 100

9 MIN | SMALL GROUPS

Collocation Snap



Pairs match terms to words they commonly occur with, then use each partnership in a complete sentence. This routine takes about 9 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Collocation | ☆☆☆ Independent response

WHY IT HELPS

Words are easier to use precisely when learners meet them in useful combinations.

What you need word cards that form common subject partnerships | 9 min | Small groups

HOW TO RUN IT

- 1 Prepare two sets of cards: key terms and words that partner naturally with them.
- 2 Pairs match combinations and check them against a source or model.
- 3 Each learner uses one combination in a fresh subject sentence.

TRY IT IN THIS SUBJECT

Mathematics Match "draw" with "a conclusion", "a graph" and "a diagram" where appropriate.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Which words naturally travel together in this subject?"

VOCABULARY | 74 OF 100

11 MIN | PAIRS

Prefix and Suffix Clues



Learners use an affix clue and sentence context to predict a new word, then check the meaning. This routine takes about 11 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Affixes | ★☆☆ Independent response

WHY IT HELPS

Word parts give readers a useful route to unfamiliar vocabulary.

What you need a short list of words with a shared prefix or suffix | 11 min | Pairs

HOW TO RUN IT

- 1 Select three related words with a visible affix.
- 2 Learners identify the shared part and predict what it contributes.
- 3 Apply the clue to a new word and verify it in a source or glossary.

TRY IT IN THIS SUBJECT

Science Use re-, un- and -able to explore reuse, unstable and soluble.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Which part of the word gave you a clue?"

VOCABULARY | 75 OF 100

13 MIN | SOLO -> PAIRS

Retrieval Grid



Learners recall a term, meaning, example and visual cue without looking, then check and correct. This routine takes about 13 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Retrieval | ★☆☆ Independent response

WHY IT HELPS

Retrieval strengthens access to vocabulary and reveals what needs another encounter.

What you need a blank four-box grid and recently taught terms | 13 min | Solo -> pairs

HOW TO RUN IT

- 1 Draw four boxes labelled word, meaning, example and sketch.
- 2 Learners fill the grid from memory for three terms.
- 3 Reveal notes or a glossary; learners correct one gap and reuse the term.

TRY IT IN THIS SUBJECT

Geography Retrieve watershed, define it, sketch one and locate an example on a map.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Which part came back from memory, and which needed checking?"

VOCABULARY | 76 OF 100

5 MIN | SMALL GROUPS

Odd One Out: Explain the Link



Learners choose an odd item in a set, but must explain the relationship among the others and defend another possible choice. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Semantic relationships | ★☆☆ Independent response

WHY IT HELPS

Explaining categories reveals how learners organise meaning.

What you need four related terms or examples | 5 min | Small groups

HOW TO RUN IT

- 1 Show four terms or examples with more than one defensible grouping.
- 2 Learners choose an odd one and name the rule behind their choice.
- 3 Compare alternative answers and ask what the grouping tells us about the terms.

TRY IT IN THIS SUBJECT

Biology Group habitat, population, community and ecosystem; defend which term is different.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What relationship links the three you kept together?"

VOCABULARY | 77 OF 100

7 MIN | PAIRS

Definition Match and Improve



Learners match terms to definitions and improve a vague definition by adding a distinguishing feature. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Definitions | ★☆☆ Independent response

WHY IT HELPS

A strong definition names both a broad category and what makes the term distinct.

What you need term cards and short definitions | 7 min | Pairs

HOW TO RUN IT

- 1 Prepare terms and short definitions, including one vague example.
- 2 Pairs match and identify what the vague definition leaves out.
- 3 Rewrite it so another learner could distinguish the concept from a near neighbour.

TRY IT IN THIS SUBJECT

Mathematics Improve "a fraction is part of a whole" by distinguishing numerator and denominator.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What feature separates this word from a similar one?"

VOCABULARY | 78 OF 100

9 MIN | SOLO -> PAIRS

Word Network



Learners connect a central term to examples, opposites, causes or related processes and label each connection. This routine takes about 9 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Semantic mapping | ★☆☆ Independent response

WHY IT HELPS

A network captures relationships that a simple list misses.

What you need a central term and related word cards | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Place a key term in the centre of a page.
- 2 Add examples and related words, drawing and labelling links between them.
- 3 Choose one link and use it to explain a subject idea.

TRY IT IN THIS SUBJECT

English Map "tension" to a quotation, a character's choice and the reader's response.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What kind of connection joins those two words?"

VOCABULARY | 79 OF 100

11 MIN | SMALL GROUPS

Use It in a New Context



Learners retrieve a familiar term and apply it to an unfamiliar but related case, explaining what still fits. This routine takes about 11 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Transfer | ★☆☆ Independent response

WHY IT HELPS

Transfer is visible when learners use a word beyond its first example.

What you need one familiar term and a new example | 11 min | Small groups

HOW TO RUN IT

- 1 Choose a term already taught and a new example where it applies.
- 2 Ask learners to identify what the term explains and what needs adapting.
- 3 They write or say a new sentence and defend their word choice.

TRY IT IN THIS SUBJECT

Art Use "contrast" to explain a new pairing of colour, shape or tone.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What part of the meaning transfers to this new example?"

VOCABULARY | 80 OF 100

13 MIN | PAIRS

Vocabulary Frayer Sprint



Groups add a meaning, two examples, one non-example and a quick representation before checking precision. This routine takes about 13 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Meaning and examples | ★☆☆ Independent response

WHY IT HELPS

Contrasting examples help learners understand the boundaries of a concept.

What you need one term and a four-part word map | 13 min | Pairs

HOW TO RUN IT

- 1 Choose one high-value word from the current lesson.
- 2 Teams complete meaning, examples, non-example and sketch or symbol.
- 3 Compare maps and refine any example that does not fit.

TRY IT IN THIS SUBJECT

Science Use "mixture": define it, draw one, name examples and contrast a pure substance.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Which non-example clarified the boundary of the idea?"

VOCABULARY | 81 OF 100

5 MIN | SOLO -> PAIRS

Say It, Sort It, Use It



Learners say each term, sort it under a category and then use it in a precise subject sentence. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Pronunciation and classification | ★☆☆ Independent response

WHY IT HELPS

Speaking, classification and sentence use create several chances to retrieve a term.

What you need term cards and category headings | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare topic terms and two or three category headings.
- 2 Learners pronounce, sort and justify each choice in pairs.
- 3 Choose one term and use it in a new sentence without looking at notes.

TRY IT IN THIS SUBJECT

Food technology Sort ingredients by function, say the technical term and use it in a method explanation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What feature helped you place that word in this group?"

VOCABULARY | 82 OF 100

7 MIN | SMALL GROUPS

Keep the Word in Play



Begin a later lesson with a short no-notes recall, then reuse one word in a new question or example. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Spaced retrieval | ★☆☆ Independent response

WHY IT HELPS

Spacing encounters over time supports durable retrieval and flexible use.

What you need yesterday's terms and a new lesson prompt | 7 min | Small groups

HOW TO RUN IT

- 1 Select three terms from a previous lesson, not only today's new words.
- 2 Learners recall a meaning and example before opening notes.
- 3 Use one recalled term in a new subject question and correct it together.

TRY IT IN THIS SUBJECT

Geography Retrieve yesterday's terms for river processes when beginning a lesson on landforms.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"Which old word helped you understand today's new example?"

VOCABULARY | 83 OF 100

8 MIN | SMALL GROUPS

Term, Image, Example



Term, Image, Example is a practical vocabulary routine for connecting word and meaning. It takes about 8 min and uses a target word, picture and subject example.

SKILL FOCUS ★★☆☆ Connecting word and meaning

WHY IT HELPS

Linking words to visuals and cases builds more than a translation or memorised gloss.

What you need a target word, picture and subject example | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a target word, picture and subject example and share the purpose: connecting word and meaning. Keep the source or subject question visible.
- 2 Match the term to an image and an example. Explain which feature makes the example fit the term.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Biology Connect "camouflage" to an image and an example from an animal habitat.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about connecting word and meaning, and what evidence helped you decide?"

VOCABULARY | 84 OF 100

5 MIN | PAIRS

Word Parts in Colour



Word Parts in Colour is a practical vocabulary routine for morphology. It takes about 5 min and uses a word with a useful prefix, root or suffix.

SKILL FOCUS ★★☆☆ Morphology

WHY IT HELPS

Word-part awareness gives learners tools for working out related unfamiliar words.

What you need a word with a useful prefix, root or suffix | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a word with a useful prefix, root or suffix and share the purpose: morphology. Keep the source or subject question visible.
- 2 Colour-code the parts of a word, predict how each part contributes and test the prediction in context.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Break down "reversible" and use it in a sentence about a change.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about morphology, and what evidence helped you decide?"

VOCABULARY | 85 OF 100

7 MIN | SOLO -> PAIRS

Choose the Precise Term



Choose the Precise Term is a practical vocabulary routine for precision. It takes about 7 min and uses a cluster of related subject words.

SKILL FOCUS ★★☆☆ Precision

WHY IT HELPS

Contrasting near-synonyms supports precise use in subject explanations.

What you need a cluster of related subject words | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a cluster of related subject words and share the purpose: precision. Keep the source or subject question visible.
- 2 Choose the best term for a sentence from three related words. Explain why the near-synonyms do not fit as well.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Geography Choose erosion, weathering or transport for a sentence describing a process.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about precision, and what evidence helped you decide?"

VOCABULARY | 86 OF 100

8 MIN | SMALL GROUPS

Word and Collocation Web



Word and Collocation Web is a practical vocabulary routine for collocation. It takes about 8 min and uses a key term and a set of partner words.

SKILL FOCUS ★★☆☆ Collocation

WHY IT HELPS

Learning a useful word partnership makes accurate production more likely.

What you need a key term and a set of partner words | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a key term and a set of partner words and share the purpose: collocation. Keep the source or subject question visible.
- 2 Build a web of words that naturally occur with the term. Use two partnerships in a new subject sentence.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Mathematics Build partnerships around solve, draw, calculate and estimate.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about collocation, and what evidence helped you decide?"

VOCABULARY | 87 OF 100

5 MIN | PAIRS

Concept Sort with a Border Case



Concept Sort with a Border Case is a practical vocabulary routine for concept boundaries. It takes about 5 min and uses word cards with clear examples and one tricky case.

SKILL FOCUS ★★☆☆ Concept boundaries

WHY IT HELPS

Border cases reveal the defining features of a concept.

What you need word cards with clear examples and one tricky case | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare word cards with clear examples and one tricky case and share the purpose: concept boundaries. Keep the source or subject question visible.
- 2 Sort examples as fits, does not fit or unsure. Discuss the border case and agree which feature decides it.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Sort examples of conductors and insulators, including an uncertain material.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about concept boundaries, and what evidence helped you decide?"

VOCABULARY | 88 OF 100

7 MIN | SOLO -> PAIRS

Definition without the Keyword



Definition without the Keyword is a practical vocabulary routine for retrieval. It takes about 7 min and uses a target word and a partner.

SKILL FOCUS ★★☆☆ Retrieval

WHY IT HELPS

Retrieving a meaning from clues strengthens recall and explanation.

What you need a target word and a partner | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a target word and a partner and share the purpose: retrieval. Keep the source or subject question visible.
- 2 Describe the word's meaning without saying it. The partner guesses and names the clue that helped.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

History Describe "migration" without using the term, then give a historical example.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about retrieval, and what evidence helped you decide?"

VOCABULARY | 89 OF 100

8 MIN | SMALL GROUPS

Sketch the Meaning



Sketch the Meaning is a practical vocabulary routine for visual vocabulary. It takes about 8 min and uses paper and a small set of target terms.

SKILL FOCUS ★★☆☆ Visual vocabulary

WHY IT HELPS

Drawing a meaning gives learners another route into a new term.

What you need paper and a small set of target terms | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare paper and a small set of target terms and share the purpose: visual vocabulary. Keep the source or subject question visible.
- 2 Sketch each term with a label or arrow. Partners use the drawing to explain the relationship it represents.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Physics Sketch and label reflection, absorption and transmission of light.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about visual vocabulary, and what evidence helped you decide?"

VOCABULARY | 90 OF 100

5 MIN | PAIRS

Word Family in Context



Word Family in Context is a practical vocabulary routine for morphology and word class. It takes about 5 min and uses a root with related word forms.

SKILL FOCUS ★★☆☆ Morphology and word class

WHY IT HELPS

Word family knowledge helps learners use a term in different grammatical roles.

What you need a root with related word forms | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a root with related word forms and share the purpose: morphology and word class. Keep the source or subject question visible.
- 2 Sort related forms by noun, verb or adjective. Complete a sentence frame with the form that fits.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Geography Use migrate, migration and migrant in three different contexts.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about morphology and word class, and what evidence helped you decide?"

VOCABULARY | 91 OF 100

7 MIN | SOLO -> PAIRS

Retrieve, Check, Reuse



Retrieve, Check, Reuse is a practical vocabulary routine for vocabulary retrieval. It takes about 7 min and uses a short retrieval grid.

SKILL FOCUS ★★☆☆ Vocabulary retrieval

WHY IT HELPS

Retrieval followed by correction and reuse makes practice purposeful.

What you need a short retrieval grid | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a short retrieval grid and share the purpose: vocabulary retrieval. Keep the source or subject question visible.
- 2 Recall a term, write its meaning and use it in a fresh sentence. Check the definition, then improve one detail.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Biology Recall habitat, give an example and use the term to explain an organism's needs.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about vocabulary retrieval, and what evidence helped you decide?"

VOCABULARY | 92 OF 100

8 MIN | SMALL GROUPS

Everyday Word, Subject Word



Everyday Word, Subject Word is a practical vocabulary routine for register and meaning. It takes about 8 min and uses pairs of everyday and technical terms.

SKILL FOCUS ★★☆☆ Register and meaning

WHY IT HELPS

Making register visible helps learners move from familiar speech to subject precision.

What you need pairs of everyday and technical terms | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare pairs of everyday and technical terms and share the purpose: register and meaning. Keep the source or subject question visible.
- 2 Match everyday language to a technical term. Explain when the technical word is more exact and use it in context.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Connect "give off heat" with "release thermal energy" in a process explanation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about register and meaning, and what evidence helped you decide?"

VOCABULARY | 93 OF 100

5 MIN | PAIRS

Sort by the Relationship



Sort by the Relationship is a practical vocabulary routine for semantic relationships. It takes about 5 min and uses a set of related terms.

SKILL FOCUS ★★☆☆ Semantic relationships

WHY IT HELPS

Organising words by relationships supports deeper recall than an isolated list.

What you need a set of related terms | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a set of related terms and share the purpose: semantic relationships. Keep the source or subject question visible.
- 2 Group terms by cause, part-whole, example or contrast. Label the link between each pair.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Humanities Group terms for community, identity, place and migration by their relationships.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about semantic relationships, and what evidence helped you decide?"

VOCABULARY | 94 OF 100

7 MIN | SOLO -> PAIRS

Word Detective in a Text



Word Detective in a Text is a practical vocabulary routine for vocabulary in context. It takes about 7 min and uses a short source and three useful terms.

SKILL FOCUS ★★☆☆ Vocabulary in context

WHY IT HELPS

Contextual vocabulary work connects definitions to how a word is actually used.

What you need a short source and three useful terms | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a short source and three useful terms and share the purpose: vocabulary in context. Keep the source or subject question visible.
- 2 Find each term in the source, notice the words around it and write a meaning that fits this context.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

English Investigate three words that shape the tone of a short description.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about vocabulary in context, and what evidence helped you decide?"

VOCABULARY | 95 OF 100

8 MIN | SMALL GROUPS

Draw a Word Scale



Draw a Word Scale is a practical vocabulary routine for gradation. It takes about 8 min and uses a set of near-synonyms.

SKILL FOCUS ★★☆☆ Gradation

WHY IT HELPS

A scale makes subtle differences between related words easier to discuss.

What you need a set of near-synonyms | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a set of near-synonyms and share the purpose: gradation. Keep the source or subject question visible.
- 2 Place words on a scale from low to high intensity or certainty. Choose one for a sentence and defend the choice.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Order possible, likely and certain for a conclusion from evidence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about gradation, and what evidence helped you decide?"

VOCABULARY | 96 OF 100

5 MIN | PAIRS

Vocabulary Relay: Define and Use



Vocabulary Relay: Define and Use is a practical vocabulary routine for retrieval and use. It takes about 5 min and uses word cards and a short timer.

SKILL FOCUS ★★☆☆ Retrieval and use

WHY IT HELPS

Fast retrieval paired with a context keeps practice active and meaningful.

What you need word cards and a short timer | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare word cards and a short timer and share the purpose: retrieval and use. Keep the source or subject question visible.
- 2 Pick a term, define it in your own words and use it in a new sentence. A partner checks accuracy, then roles switch.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Mathematics Define estimate and use it in a sentence about checking an answer.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about retrieval and use, and what evidence helped you decide?"

VOCABULARY | 97 OF 100

7 MIN | SOLO -> PAIRS

Label the Process



Label the Process is a practical vocabulary routine for process vocabulary. It takes about 7 min and uses a diagram with blank labels.

SKILL FOCUS ★★☆☆ Process vocabulary

WHY IT HELPS

Placing words into a meaningful visual supports precise recall and connection.

What you need a diagram with blank labels | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a diagram with blank labels and share the purpose: process vocabulary. Keep the source or subject question visible.
- 2 Choose terms from a word bank to label a process, then explain each arrow using one of the terms.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Biology Label a simple water cycle and explain each process arrow.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about process vocabulary, and what evidence helped you decide?"

VOCABULARY | 98 OF 100

8 MIN | SMALL GROUPS

Which Word Does Not Fit?



Which Word Does Not Fit? is a practical vocabulary routine for semantic discrimination. It takes about 8 min and uses four related words.

SKILL FOCUS ★★☆☆ Semantic discrimination

WHY IT HELPS

Explaining category boundaries can strengthen knowledge of related terms.

What you need four related words | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare four related words and share the purpose: semantic discrimination. Keep the source or subject question visible.
- 2 Choose the word that does not fit the group and explain a rule for the other three. Invite another possible grouping.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Geography Sort delta, estuary, tributary and evaporation and explain the different groupings.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about semantic discrimination, and what evidence helped you decide?"

VOCABULARY | 99 OF 100

5 MIN | PAIRS

Vocabulary Notebook: Three Links



Vocabulary Notebook: Three Links is a practical vocabulary routine for personal word learning. It takes about 5 min and uses a vocabulary notebook or simple grid.

SKILL FOCUS ★★☆☆ Personal word learning

WHY IT HELPS

A consistent record helps learners revisit useful words in context.

What you need a vocabulary notebook or simple grid | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a vocabulary notebook or simple grid and share the purpose: personal word learning. Keep the source or subject question visible.
- 2 For one new term, record a meaning, a visual or example and a sentence from the current subject. Add a retrieval clue.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Art Record "contrast" with a visual example, a definition and a sentence about composition.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about personal word learning, and what evidence helped you decide?"

VOCABULARY | 100 OF 100

7 MIN | SOLO -> PAIRS

Say It, Spell It, Use It



Say It, Spell It, Use It is a practical vocabulary routine for word form and pronunciation. It takes about 7 min and uses a target word and partner check.

SKILL FOCUS ★★☆☆ Word form and pronunciation

WHY IT HELPS

Connecting pronunciation, spelling and meaning can support confident use.

What you need a target word and partner check | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a target word and partner check and share the purpose: word form and pronunciation. Keep the source or subject question visible.
- 2 Break the word into syllables, practise pronunciation, check its spelling and use it accurately in a sentence.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Practise "photosynthesis" in syllables and use it in an explanation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Connect the term to an image, example or familiar-language equivalent, then return to precise use in the subject.

CHECK LEARNING

Can each learner retrieve the word and use it accurately in a new subject example?

TEACHER LANGUAGE

"What did you notice about word form and pronunciation, and what evidence helped you decide?"