**Activity: Developing Vocabulary and Spelling lists:**

In developing the common vocabulary it is essential that all teachers in the PLT are involved.

The vocabulary list can form the basis of spelling lists.

1. The Head of Department develops a process to identify 100 (ish) words, terms or phrases for each subject area eg. Year 9 Maths. All teachers must be involved in identifying the words, terms or phrases and reaching a consensus.
2. When the list of 100 words, terms or phrases have been agreed upon, the PLT need to identify a limited amount (30) of subject specific terms or phrases that are *Guaranteed,* using the Essential Knowledge / Learning Goals and summative assessment. Teachers must confer with adjacent grade levels (vertical alignment) to ensure each grade level has a unique set of guaranteed vocabulary words for the selected content area. The criteria for *Guaranteed* terms and phrases are that they:
* are essential to the content found within the subject area’s content standards
* have high probability of being assessed
* are determined by the PLT to be essential and therefore guarantee they are taught and learned
* require direct instruction through the 6 step vocabulary process
* will be addressed, if students have not mastered these terms and phrases, additional learning experiences are provided
1. The other words become *Supportive* words. *Supportive* words are additional subject specific terms and phrases that:
* relate to and can be clustered with Guaranteed vocabulary, they may be important for the students to learn these words but they are not guaranteed by the PLT.
* are determined by the PLT
* may require varying levels of direct instruction
* may be assessed and reinforced informally through games and observations
* used in subject area spelling lists
1. PLT work together to determine when:
* the *Guaranteed* words are addressed as per vocabulary template
* the *Supportive* words are addressed through Spelling lists/testing

The PLT works together to create these lists of words, terms or phrases for all teachers to use during instruction.

1. Teachers use the same process to identify cognitive words. Cognitive Words are verbs that:
* describe cognitive processes that students use to work with information
* are determined by the PLT as important for the unit of work
* are identified in assessment items
* can be clustered to help students see relationships and connections
* cut across subject areas eg. evaluate, classify

These words and their meanings can be currently found in the school document ‘Learning Literacy’ – Shared Documents/Plans, Posters and Proformas / Plans – Important / Learning Literacy.