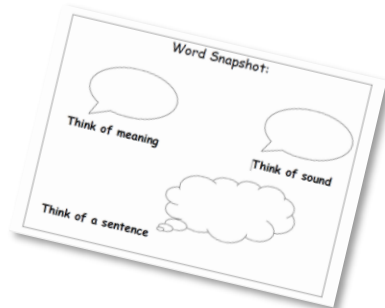




Supporting Vocabulary – Make Every Word Count! Training Facilitator's Guide



The training facilitator can be:

- School Eklan Champion (trained at Level 3); **AND/OR**
- SENDCo or SEND lead (note: school must have at least 1 Eklan-trained member of staff).

About this training package:

- This training package has been developed by the Manchester Children's Speech and Language Therapy (SaLT) Service.
- It is designed to be delivered to mainstream school staff primarily working with children aged 5-11 years, although some of the information will be relevant to EYFS-aged children.

This training pack is **not** part of Eklan training, although we ask that participating schools have 1 or more Eklan-trained member(s) of staff for quality assurance.

The training session is structured in the following way:

- The training session is facilitated by a member of school staff (referred to as the 'training facilitator') and a **Training Plan for Facilitators** is provided below.
- A presentation has been pre-recorded by the Mainstream School SaLT team. The presentation is played/paused at certain points by the training facilitator.
- There are break-off activities for attendees throughout the session – these activities are all explained in the presentation by the SaLT team.
- An electronic pack of resources will be shared with school staff **before** attending the training session.
- After the session, all attendees complete a 2-minute online survey to measure the impact of the training. This survey is accessed via a SurveyMonkey weblink.

How to prepare as a training facilitator:

- Ideally, attend a 'train the trainer' session led by the SaLT team (although you can also watch an MS Teams recording of this training session).
- You will be given online access to the training resources. This includes the video presentation, video clips, handouts for participants, and the weblink to the survey. **These resources can only be used by the training facilitator and must not be shared.**
- Allocate a 1-hour training session for your school setting (e.g. during a staff meetings, phase meetings, inset/CPD day, etc). You will need to book a room with an interactive whiteboard or projector/screen with access to the internet.
- Familiarise yourself with the training plan (see below from page 3 onwards).
- Pre-watch the training presentation so you know when to pause the training. This will also enable you to check that you can play/pause/rewind the online presentation and check that your audio output works effectively.
- Give yourself a 'practice session' with another colleague.
- Print copies of the Vocabulary Action Plan (one per attendee) to enable them to complete it at the end of the training session (a copy can be found on the MLCO webpage). Also print out certificates of attendance, again one per attendee.

Follow the training plan below – it will guide you at each stage of the session with:

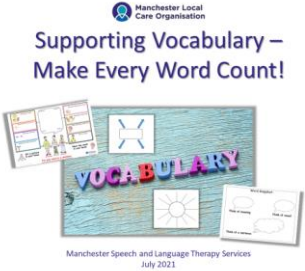
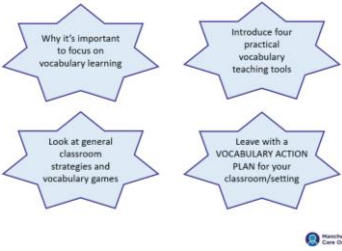
- The slide number and a screenshot of the slide itself.
- A brief explanation of what is covered in each slide.
- Approximate timings for each slide/practical activity.
- Pointers for the training facilitator, e.g. when it is time to pause/play the video, when it is time to do a breakout activity, additional information to provide to the attendees.



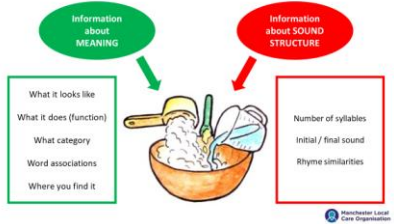
Remember to be seated close to the PC/laptop during the training session as you will need to pause/play the presentation several times.

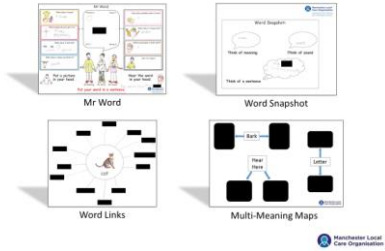
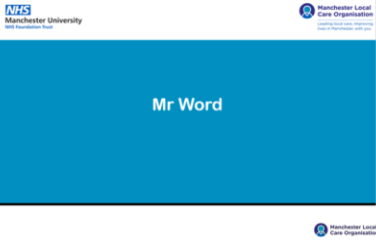
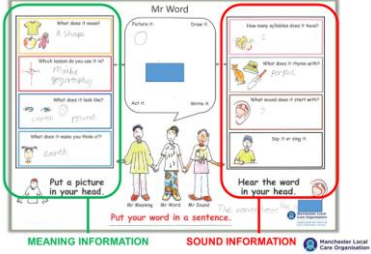
Good luck and we hope you and your school colleagues find this training package useful!

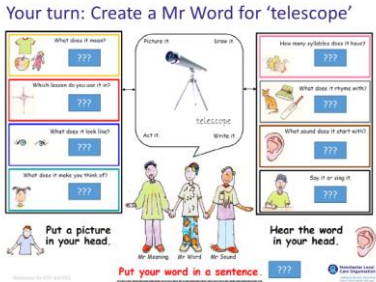
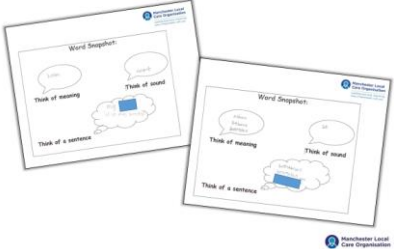
Training Plan for Facilitators

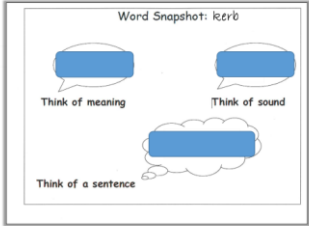
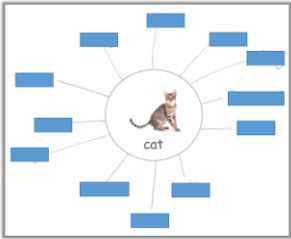
Approximate training session duration: 1-hour

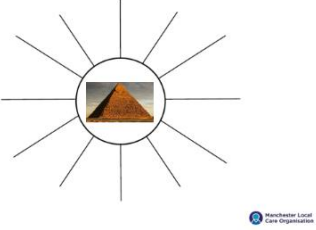
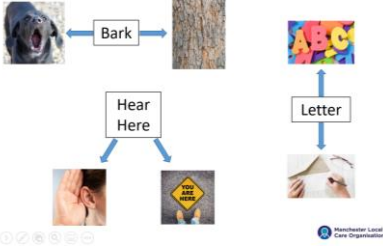
| Slide: | Slide screenshot: | Activity: | Pointers: |
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| 1. |  | <p>Introduction slide.</p> <p>Attendees arriving and settling in.</p> | <p>Keep presentation on pause here until you are ready to start.</p> <p>Explain that the session will take about 1-hour and is focused around supporting and developing children's vocabulary.</p> <p>Explain the session will involve a mixture of activities including watching a pre-recorded presentation, video clips and doing some practical activities.</p> <p>Start presentation now.</p> |
| 2. | <p>In this session we will cover...</p>  | <p>Slide explaining the aims of today's session.</p> | <p>Continue playing presentation.</p> |

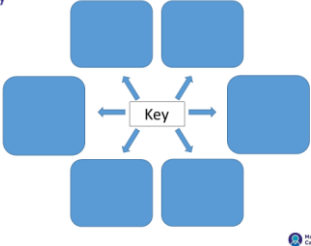

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| <p>3.</p> | <p>Why is vocabulary so important?</p>  | <p>Slide setting the scene.</p> | <p>Continue playing presentation.</p> |
| <p>4.</p> | <p>Vocabulary difficulties in the classroom</p>  <p>Which child/ren in your class does this bring to mind?</p> | <p>Slide explaining different things to look out for in a child with vocabulary difficulties.</p> <p>At the end of this slide, attendees are asked whether it brings to mind any children they teach?</p> | <p>Continue playing presentation.</p> <p>Pause the presentation after the red question pops up. Give the attendees up to 2-minutes or until they have finished their discussions to think about any children that come to mind.</p> <p>Resume playing the presentation.</p> |
| <p>5.</p> | <p>How do children actually learn new words?</p> <p>Children need to learn and combine:</p>  | <p>Slide explaining the two key types of information children need to learn words – meaning and sound information.</p> | <p>Continue playing presentation.</p> |


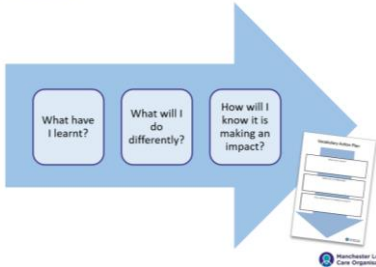
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| <p>6.</p> | <p>Practical tools to teach vocabulary</p>  | <p>Slide outlining the four vocabulary tools they will explore during the session.</p> | <p>Continue playing presentation.</p> |
| <p>7.</p> | <p>Vocab tool 1: Mr Word</p>  | <p>Slide containing a video demonstration of how to use the Mr Word resource.</p> | <p>Continue playing presentation.</p> |
| <p>8.</p> | <p>Mr Word</p>  | <p>Slide demonstrating a Mr Word already completed by a child.</p> <p>At the end of this slide, attendees will be asked to guess what the word is in the centre.</p> | <p>Continue playing presentation.</p> <p>No action required. The answer will reveal itself after a short pause.</p> |

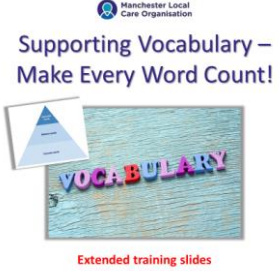
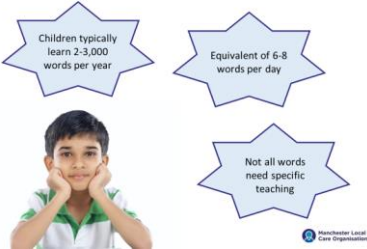

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| <p>9.</p> |  <p>Your turn: Create a Mr Word for 'telescope'</p> <p>What does it mean? ???</p> <p>Which senses do you use it with? ???</p> <p>What does it look like? ???</p> <p>What does it make you think of? ???</p> <p>Put a picture in your head.</p> <p>Picture it. Write it. Hear the word in your head.</p> <p>Act it. Write it. Hear the word in your head.</p> <p>Mr Meaning Mr Word Mr Sound</p> <p>Put your word in a sentence. ???</p> | <p>Slide explaining the Mr Word practical activity.</p> <p>In the centre of the Mr Word is the word 'telescope' – attendees have to think of ideas they could include under each box marked with '???'.</p> | <p>Continue playing the presentation until you hear, "Your facilitator will resume the training once you have filled in all the boxes."</p> <p>Then pause the presentation. Give the attendees up to 2-minutes or until they have finished their discussions to think what information they could put in each of the boxes.</p> <p>Encourage the attendees to do this at their tables or with the person sitting next to them. There might be a little bit of discussion/feedback from the attendees after they have completed their Mr Word's.</p> <p>Prompts for facilitators: If you are asked about 'make it rhyme', explain that the word can be made to rhyme with a non-word (e.g. 'melescope') or it can rhyme with a word where only the last syllable rhymes (e.g. 'microscope').</p> <p>Resume playing the presentation.</p> |
| <p>10.</p> | <p>Vocab tool 2: Word Snapshot</p>  <p>Word Snapshot</p> <p>Think of meaning</p> <p>Think of sound</p> <p>Think of a sentence</p> | <p>Slide explaining how to use a Word Snapshot.</p> <p>At the end of this slide, attendees will be asked to guess what words are in the centre of the two Word Snapshots.</p> | <p>Continue playing presentation.</p> <p>No action required. The answers will reveal themselves after a short pause.</p> |

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| <p>11.</p> | <p>Your turn: Create a Word Snapshot for 'kerb'</p>  <p>The diagram shows a central box labeled 'Word Snapshot: kerb'. Below it are three blue speech bubbles: one on the left labeled 'Think of meaning', one on the right labeled 'Think of sound', and one at the bottom labeled 'Think of a sentence'. A small Manchester Local Care Organisation logo is in the bottom right corner.</p> | <p>Slide explaining the Word Snapshot practical activity.</p> <p>In the centre of the Word Snapshot is the word 'kerb' – attendees have to think of ideas they could include related to meaning, sound and in a sentence.</p> | <p>Continue playing presentation.</p> <p>No action required. Suggested answers will reveal themselves after a short pause.</p> |
| <p>12.</p> | <p>Vocab tool 3: Word Links</p>  <p>The diagram shows a central circle with a picture of a cat and the word 'cat' below it. Ten lines radiate from the circle to ten blue rectangular boxes, representing word links. A small Manchester Local Care Organisation logo is in the bottom right corner.</p> | <p>Slide explaining how to use a Word Link.</p> <p>In the centre of the Word Link is the word 'cat'.</p> | <p>Continue playing presentation.</p> <p>No action required. The answers will reveal themselves after a short pause.</p> |

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| <p>13.</p> | <p>Your turn: Create a Word Link for ‘pyramid’</p>  | <p>Slide explaining the Word Link practical activity.</p> <p>In the centre of the Word Link is the word ‘pyramid’ – attendees have to generate ideas and information associated with this word.</p> | <p>Continue playing the presentation until you hear, “Your facilitator will resume the training shortly.”</p> <p>Then pause the presentation. Give the attendees up to 2-minutes or until they have finished their discussions to think what ideas and information they could generate around the Word Link.</p> <p>There may be some discussion/feedback.</p> <p>Prompts for facilitators: Examples could include shape, building, Egypt, pharaohs, ancient, sandy, tall, stone, desert, burial, etc.</p> <p>Resume playing the presentation.</p> |
| <p>14.</p> | <p>Vocab tool 3: Multi-Meaning Maps</p>  | <p>Slide explaining how to use a Multi-Meaning Map.</p> | <p>Continue playing presentation.</p> |

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| <p>15.</p> | <p>Your turn: Create a Multi-Meaning Map for 'key'</p>  | <p>Slide explaining the Multi-Meaning Map practical activity.</p> <p>In the centre of the Multi-Meaning Map is the word 'key' – attendees have to identify the different meanings associated with this word.</p> | <p>Continue playing the presentation until you hear, "Your facilitator will give you a few minutes to identify as many different definitions as you can. They will resume the training shortly."</p> <p>Then pause the presentation. Give the attendees up to 2-minutes or until they have finished their discussions to think of different meanings around the Multi-Meaning Map.</p> <p>There may be some discussion/feedback.</p> <p>Prompts for facilitators: If you are asked, the word can be spelt differently (e.g. 'key' versus 'quay').</p> <p>Resume playing the presentation.</p> |
| <p>16.</p> | <p>Everyday classroom strategies</p>  | <p>Video clip plays first. In it the SaLT talking through some everyday classroom strategies.</p> <p>Followed by slide displaying the different strategies.</p> | <p>Watch embedded video clip.</p> <p>Continue playing the presentation until you hear, "Have a think about which ones you like and could start using in your classroom from next week. Your facilitator will resume the training shortly."</p> <p>Then pause the presentation. Give the attendees up to 2-minutes or until they have finished their discussions to discuss the strategies they want to try using.</p> <p>Resume playing the presentation.</p> |

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| <p>17.</p> |  <p>5 minute vocabulary games</p> <p>1 spy' with meaning clues</p> <p>Name 3 things...</p> <p>Guess my word</p> <p>What's the opposite?</p> <p>What does it make you think of?</p> <p>Similarities and differences</p> <p>True or false word facts</p> <p>5 Minute Vocabulary Games</p> <p>Manchester Local Care Organisation</p> | <p>Video clip plays first. In it the SaLT talking through 5-minute vocabulary games.</p> <p>Followed by slide displaying the different games.</p> | <p>Watch embedded video clip.</p> <p>Continue playing the presentation until you hear, "Take a couple of minutes to reflect – your facilitator will resume the training shortly."</p> <p>Then pause the presentation. Give the attendees up to 2-minutes or until they have finished their discussions to discuss the games they want to try using.</p> <p>Resume playing the presentation.</p> |
| <p>18.</p> | <p>Reflection</p>  <p>What have I learnt?</p> <p>What will I do differently?</p> <p>How will I know it is making an impact?</p> <p>Manchester Local Care Organisation</p> | <p>Slide asking attendees to reflect on 1-2 things they learnt during the session that was/were useful, how they will now change their practice, and what impact they hope these changes will make.</p> | <p>Continue playing the presentation until you hear, "For information, all the resources that we have discussed today are available in your resource pack."</p> <p>If you are ENDING the session here...</p> <p>Then pause the presentation. Ask the attendees to spend 5 minutes reflecting on the questions. If possible, give them a paper copy of the Vocabulary Action Plan and ask them to use this to structure their planning.</p> <p>If you are CONTINUING the session...</p> <p>Continue playing presentation to watch the extended slides (an extra 10 minutes). The attendees will be given time to complete their Vocabulary Action Plan later.</p> |

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| <p>19.</p> |  | <p>Slide setting the scene.</p> | <p>Continue playing presentation.</p> |
| <p>20.</p> | <p>How many words to teach?</p>  | <p>Slide continues setting the scene.</p> | <p>Continue playing presentation.</p> |
| <p>21.</p> | <p>Types of words</p>  | <p>Slide outlining the different types of words.</p> | <p>Continue playing presentation.</p> |

22.

Your turn: The Hungry Caterpillar



Which tier to these words belong to?



Slide explaining the vocabulary tiers practical activity.

Vocabulary related to The Hungry Caterpillar story is provided – attendees have to decide which of these words are tier 1 (concrete), tier 2 (abstract), or tier 3 (specialist).

Continue playing the presentation until you hear, "Your facilitator will give you time for discussion and will reveal the answers shortly."

Then pause the presentation. Give the attendees **up to 5-minutes or until they have finished their discussions** to decide which words belong to which tier.

Prompts for facilitators: In the case of tier 2 words, 'two' is a number concept, 'hungry' is a descriptive concept, 'inside' is a position concept, etc.

This concludes the training session.

If the Vocabulary Action Plan has not already been completed, please get attendees to complete it now.