### Explicitly teaching year 5/6 students to expand their vocabulary will improve their comprehension of fiction and non fiction text.

**Teaching Sequence**

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Outline</th>
</tr>
</thead>
</table>
| Session 1 | • What are synonyms? How do they differ from adjectives, antonyms etc.  
• Why do we need to know about synonyms?  
• Model synonyms through paraphrasing, visualising, rereading, context, word knowledge |
| Session 2 | • Students write: What is a synonym?  
• Introduce focus words for day: highlight, opinion, equal, listen, fierce  
• Pair up & brainstorm synonyms for each word  
• Pairs decide on 1 synonym for each & fill in Bingo sheet  
• Ask another pair to complete their game  
• Reflect |
| Session 3 | • Oral recap on learning so far….  
• Refer to focus words from session 2 Students use these words orally  
• Use focus words in a sentence sequence. Does yesterday's synonym selected for Bingo work? Is it a synonym? Share examples  
• What has just taken place, why have we done this? Testing our selection |
| Session 4 | • Looking at students Synonyms from home reading  
• Contextual clues help us to predict and prepare our vocab for types of word meanings we may come across.  
• Focus on student examples Drawing on student input in giving contextual clues |
| Session 5 | • Focus on synonyms in text (2009 NAPLAN booklet -Year 5: Birds in City Environments  
• Whole class Shared reading: focussing on class negotiated synonyms  
• Tchr model oral questioning and re-phrasing using new word. Asking oneself: Does it work? Does it sound right? |
<p>| Session 6 | • Focus on synonyms in text (2009 NAPLAN booklet -Year 5: Birds in City Environments Continued |</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Focus</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 7       | Whole class Shared reading: focussing on class negotiated synonyms  
          Tchr model oral questioning and re-phrasing using new word. Asking oneself: Does it work? Does it sound right?  
          Partnered / Paired Shared reading: focussing on negotiated synonyms  
          Students engage in questioning and re-phrasing using new word/s. Asking oneself: Does it work? Does it sound right?  
          Class debrief describing how they are experiencing using the strategy | **Focus on synonyms in text**  
          (2009 NAPLAN booklet -Year 5: Little Hao & the Golden Kites)  
          Students engage in independently questioning and re-phrasing using new word/s. Asking oneself: Does it work? Does it sound right?  
          Class debrief describing how they experienced using the strategy |
| 8       | Focus on synonyms in text  
          (2009 NAPLAN booklet -Year 5: Little Hao & the Golden Kites)  
          Students engage in independently questioning and re-phrasing using new word/s. Asking oneself: Does it work? Does it sound right?  
          Class debrief describing how they experienced using the strategy | **Focus on synonyms in text**  
          (2009 NAPLAN booklet -Year 5: Little Hao & the Golden Kites)  
          Students engage in independently questioning and re-phrasing using new word/s. Asking oneself: Does it work? Does it sound right?  
          Class debrief describing how they experienced using the strategy |
| 9       | Focus on synonyms in text  
          Independent reading: self monitoring synonyms in student selected text  
          Students engage in independently questioning and re-phrasing using new word/s. Asking oneself: Does it work? Does it sound right?  
          Class debrief describing how they experienced using the strategy independently |