“Word Vocabulary Knowledge Assists with Literal and Inferential Comprehension.”
The teaching procedure was based on suggestions in Word Vocabulary Linking Reading Difficulties to Teaching and Learning (Primary). Munro (2006), as well as information contained in the Pilot Project for Oral Language and Early Literacy Development (2007). The sequence developed took into account the needs of the students in terms of Oral Language Focus Overlay. The sequences of lessons were scripted into Phases as identified in materials from the Oral Language Pilot Project.

1. Orientating Phase – Getting to Know the Text.
2. While Learn Phase – Reading the Text
3. New Vocabulary Phase
4. Synonym Usage
5. Consolidation and Review Phase
6. Using the strategies in an Independent Text [see teaching script in Appendix 2]

Students were led through activities which relied heavily on discussion, listening comprehension and word solving activities. Students in the intervention group were withdrawn from the regular classroom program for 30-45 minute sessions 3 times a week. Overall, the students participated in 12 sessions. By the end of the sessions the children were able to develop strategies when reading unfamiliar vocabulary, in both seen and unseen text. Strategies developed for reading unfamiliar vocabulary where developed in the following way:

1. Read the text (either in group or individual settings)
2. Locate any vocabulary, you do not understand, list
3. Say the word aloud
4. Find the meaning, from a variety of sources (clues in text dictionary)
5. Make a list of synonyms for each word
6. Paraphrase a sentence – using one of your new synonyms
7. Ask yourself – does it make sense? Do I understand the text when I have explored the unfamiliar vocabulary?

Students were able to use the strategies initially in Shared Big Books, and then independently in texts that were chosen using the Fry Readability procedure.