

Tier 2 and 3 language

Please sit at a table with  
paper on it.

Definition

Characteristics

**Fluency**

Examples

Non-Examples

## Definition

Being able to articulate an idea with clarity and coherence. Having no barriers.

## Characteristics

No barriers  
Smooth  
Unconscious competence  
Effortless.

# Fluency

## Examples

Driving a car  
Gliding through a swimming pool.

## Non-examples

treacle.  
Snagged sewing machine.  
Humbling over words.  
Traffic jam - stop/start.

## Definition

- Doing something without
- Stopping or thinking about it.

## Characteristics

- No need to work hard
- Low cognitive load
- Mastery + consistency

## Fluency

## Examples

- Reading a book in your own language
- Every day consistent language you naturally repeat.
- Running → Any Routines you master

## Non-examples

- New language
- New vocab

## Definition

Rapid recall  
+ accurate

autonomous

to do something without  
having to think

fluency

## Characteristics

effortless

confident

autonomous

rapid recall.

decreased cognitive load

## Examples

times tables

languages

Driving  
autopilot.

## Non-examples

disjointed

finger counting

using resources to support

## Definition

being able to express yourself with confidence and without hesitation.

## Characteristics

- full sentences
- no gaps in speech
- clarity
- spontaneity
- using appropriate language (eg professional terms)

fluency

## Examples

answering questions confidently and spontaneously.

saying what you mean clearly

## non-examples

- one word answers
- non-appropriate language
- struggling

## Practise FLUENCY



Education  
Endowment  
Foundation

Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.

Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.

Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.

Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

# Etymology: using Tier 2 and 3 vocabulary

- Main aim to break down Tier 2 and 3 words.
- Expand the use of spoken and written vocabulary
- Comprehension and confidence with GCSE terminology.
- To build understanding of key processes, terms and concepts



## Reading in Geography: Phase 1

**tion = suffix**  
Action, doing word, process

### **Deindustrialisation**

**De = prefix**  
Removal, undone,  
separation

**Industrial = factories, urban**  
Can link to images of factory  
here to help LAP



The UK has experienced **deindustrialisation**. There has been a decrease in the amount of manufacturing taking place in the country and a growth in the **tertiary** and **quaternary** sectors. Traditional industries, such as ship building and textiles, have declined. This has happened for two main reasons:

1. A **global shift** in manufacturing to **new emerging economies** (NEEs), where wages are lower, working hours are longer and trade unions are sometimes banned.
2. An increase in the number of machines used to carry out work. This is called **mechanisation**.

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