

Vocabulary Development

The vocabulary of deaf children tends to be smaller compared to their peers. This is due to the lack of incidental hearing of language and vocabulary. Deaf children need to be taught vocabulary explicitly. Pre-tutoring (explaining new words that children may come across in topic work) and post-tutoring (checking the child's understanding of language) is invaluable in helping the deaf child to acquire a secure vocabulary bank. There are a range of strategies that can be used to help deaf children to expand their knowledge of vocabulary*.

The Central Institute for the Deaf have devised a [vocabulary card](#) whereby students can use a range of information such as, identifying the part of speech that the word belongs to, the meaning of the word, as well as an associated image to help with recall. They have also suggested [five fun ways](#) of engaging with new vocabulary.

The [Learning A-Z website](#) recommends 5 fun ways to teach vocabulary.

The Sidekick Therapy Partners [blog](#) suggests a range of strategies to help to embed new vocabulary.

Games such as Pictionary, Articulate and Headbandz are an excellent way to develop a child's vocabulary.

The [TES](#) website has a range of templates for vocabulary building.

The [Teachwire](#) website has a range of templates for vocabulary building free to download.

The [Twinkl](#) website has a range of vocabulary games and worksheets.

The key to vocabulary development is finding fun ways to link the learning and remember to repeat the new word in lots of different contexts!

* The Education Authority Sensory Service is not responsible for the content of the resources linked on this page nor does it constitute endorsement

For further advice please contact the Sensory Service via phone: 028 25 661 258 or email: sensoryservice@eani.org.uk