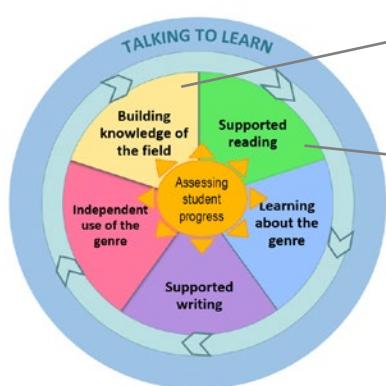


Best for:



Building knowledge of the field
Supported reading

Figure 1: Teaching and learning cycle (Derewianka and Jones, 2022)

Overview

<p>Description</p>	<p>The Frayer model is a graphic organiser that can be used to strengthen students' understanding of vocabulary and/or concepts. The Frayer model helps students engage with selected topic-specific vocabulary or ideas in deliberate and purposeful ways. In the first phase, students develop a definition of the selected word or concept, for a shared understanding. Then they determine and record the characteristics of the word or concept. In the final phase, students consider examples and non-examples of the word or concept to deepen their understanding.</p>
<p>Learning focus – progression levels P6–P11 for Years 3–9 (based on the Australian Curriculum Literacy learning progression — creating texts)</p>	<p>Vocabulary For example: <ul style="list-style-type: none"> • selects more specific adjectives (P6) • using learning area topic vocabulary (P6) • uses expressive words to describe action and affect the reader (P7) • uses synonyms to replace common and generic words and avoid repetition across a text (P7) • uses a range of learning area topic words (P7) Informative text indicators <ul style="list-style-type: none"> • uses a range of technical and subject-specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep") (P8) • uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive") (P9) • uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage") (P10) • uses complex abstractions (e.g. "economic", "sociocultural") (P11) Persuasive text indicators <ul style="list-style-type: none"> • uses a range of learnt topic words to add credibility to arguments (P8) • uses technical and topic-specific words to add authority (e.g. "innovative design", "solution") (P9) </p>

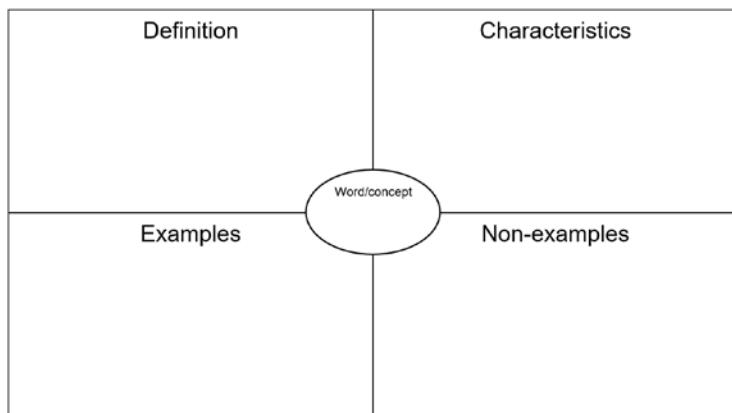
	<ul style="list-style-type: none"> uses topic-specific vocabulary to add credibility and weight to arguments (e.g. “cadence”, “interplanetary”, “silt”) (P10) uses vocabulary for precision (e.g. “the underwhelming performance of the opening batters”) (P11) <p>Imaginative text indicators</p> <ul style="list-style-type: none"> uses a range of learnt topic words and words from other authors (P8) uses words to create imagery (e.g. “the wind whistled and swirled around her”) (P9) uses language that evokes an emotional response (e.g. “a piercing scream echoed through the valley”) (P10) uses vocabulary for precision (e.g. “shrouded” for “covered”) (P11)
Teacher preparation	<p>Choose, or negotiate with students, a relevant word or concept to practise the strategy as a class. The word or concept may be related to the current curriculum focus.</p> <p>This strategy is best used after teachers have modelled the strategy.</p>

Suggested implementation

1. Use the [Frayer model template](#) (see Table 1) and present the word or concept to be explored. Clarify the purpose of the activity to be undertaken, e.g. to activate background knowledge, to acquire subject-specific vocabulary, to understand a concept or idea, to build knowledge of the field.
2. Ask students to work in pairs to explore a word or concept from the teacher-provided list. Write the selected word or concept in the centre of the Frayer model.
3. Discuss the word or concept in pairs.
4. Write a definition for the word or concept.
5. Write or draw the characteristics of the word or concept.
6. Write examples and non-examples of the word or concept.
7. Consider the next step, e.g. share the completed Frayer model/chart with the class, build a collaborative word wall.



Table 1: Frayer chart/model



Other activities

- Ask students to work individually to record their own answers for a shared word or concept from a teacher-provided list. Ask them to swap their Frayer model with another student and discuss similarities and differences.

Reference

Frayer D. A., Frederick W. C., Klausmeier H. G. (1969). *A Schema for Testing the Level of Concept Mastery: Report from the Project on Situational Variables and Efficiency of Concept Learning*. [Technical Report No. 16]. University of Wisconsin.



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