

## Best for:

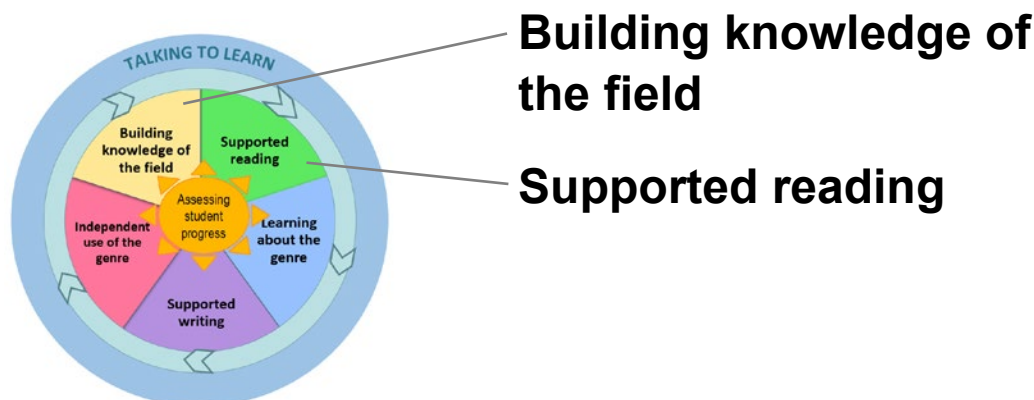


Figure 1: Teaching and learning cycle (Derewianka and Jones, 2022)

## Overview

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

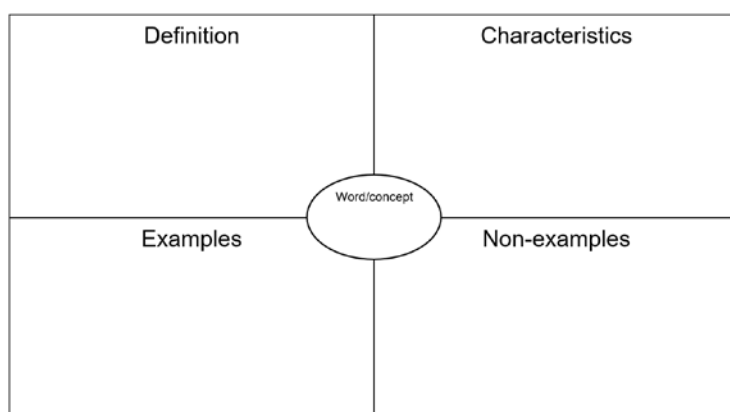
	<ul style="list-style-type: none"> <li>• uses topic-specific vocabulary to add credibility and weight to arguments (e.g. “cadence”, “interplanetary”, “silt”) (P10)</li> <li>• uses vocabulary for precision (e.g. “the underwhelming performance of the opening batters”) (P11)</li> </ul> <p><b>Imaginative text indicators</b></p> <ul style="list-style-type: none"> <li>• uses a range of learnt topic words and words from other authors (P8)</li> <li>• uses words to create imagery (e.g. “the wind whistled and swirled around her”) (P9)</li> <li>• uses language that evokes an emotional response (e.g. “a piercing scream echoed through the valley”) (P10)</li> <li>• uses vocabulary for precision (e.g. “shrouded” for “covered”) (P11)</li> </ul>
<b>Teacher preparation</b>	<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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