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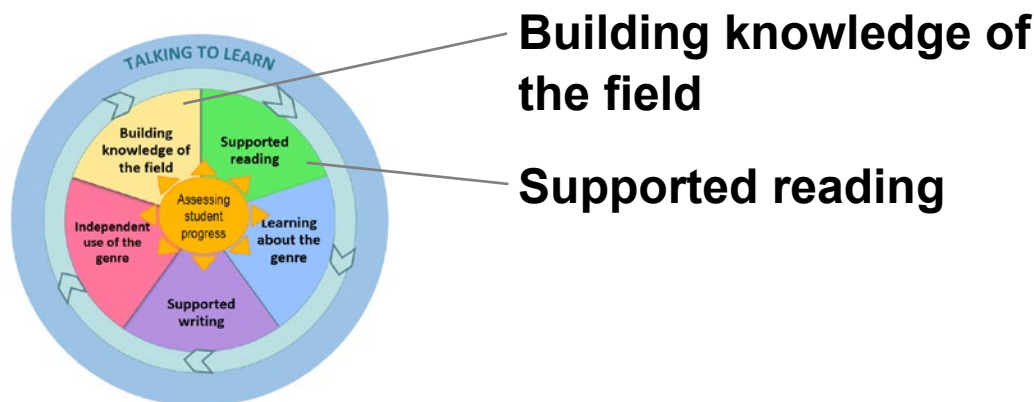


Figure 1: Teaching and learning cycle (Derewianka and Jones, 2022)

Overview

Description	<p>Vocabulary cards are a multipurpose resource that can be used to group students, introduce topic-specific vocabulary and generate ideas about building knowledge of the field. Vocabulary selected for the cards may come from learning area content and/or a topic or from the aligned literacy learning progression levels for the sub-element Creating texts — vocabulary (see below). Note: Creating texts — spelling, may also be considered.</p>
<p>Literacy learning focus — progression levels P6–P11 for Years 3–9 (from the Australian Curriculum Literacy learning progression — creating texts)</p>	<p>Vocabulary For example:</p> <ul style="list-style-type: none"> • selects more specific adjectives (P6) • uses 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) <p>Informative text indicators</p> <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) <p>Persuasive text indicators</p> <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)

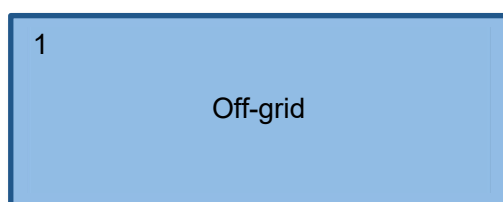
	<ul style="list-style-type: none"> • uses topic-specific vocabulary to add credibility and weight to arguments (e.g. “cadence”, “interplanetary”, “silt”) (P10) • uses vocabulary for precision (e.g. “the underwhelming performance of the opening batters”) (P11) <p>Imaginative text indicators</p> <ul style="list-style-type: 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>Make sets of vocabulary cards, considering the layout and number of cards you will need for a class set.</p> <p>The following implementation example is a suggested layout/format for introducing topic-specific vocabulary. Select 8 words related to the current curriculum focus. Create four differently coloured card sets of the selected words, e.g. set 1 = blue, set 2 = red, set 3 = yellow, set 4 = purple. Each card of a coloured set contains 1 of the 8 vocabulary words. Each student is given a card. It is recommended that teachers practise grouping the cards by words, colour and number prior to implementation.</p>

Suggested implementation

1. Use the [Vocabulary cards template](#) to make a set of vocabulary cards (see Figure 1), considering how, when and for what purpose the cards will be used in an activity (e.g. to introduce or review topic-specific vocabulary, to generate ideas about new learning content and/or a topic), across a lesson (e.g. to determine roles for group work), or across a series of lessons (e.g. to offer peer feedback on a piece of writing).
2. Group students by word, colour or number, depending on the purpose of the activity.



Figure 1: Vocabulary card example



Introducing topic-specific vocabulary

1. Group students by the words on the cards. Clarify the purpose of the activity, e.g. using topic-specific vocabulary aligned to a learning area.
2. In groups, share and discuss:
 - a description of the word on the card
 - the morpheme/s in the word
 - a topic where this word may be used.

3. Consider the next step, e.g. share each group's ideas about the topic-specific vocabulary, create a word wall, complete a Frayer model/ chart and/or write a sentence using the word.

Generating ideas

1. Facilitate another grouping using the same sets of cards. This time group students by the colour of the cards, e.g. group 1 = blue, group 2 = red, group 3 = yellow, group 4 = purple. Ensure that each group contains a range of the available words.
2. Clarify the purpose of the activity, e.g. to generate ideas before writing a sentence.
3. In groups, share and discuss:
 - a definition of the word on each card
 - a topic in which the combination of words may be used.
4. Collaboratively write a sentence using a combination of 2–3 selected words.
5. Consider the next step, e.g. share each group's sentence, remove or replace one of the words to consider how the focus of the sentence changes.

Deepening understanding of learning area content and/or a topic

1. Facilitate another grouping using the same sets of cards. This time group students by the number on each card (e.g. by single number, by odd or even numbers).
2. Clarify the purpose of the activity, e.g. to develop a shared understanding of the content and/or topic through discussion and collaborative learning.
3. In groups, share and discuss a topic in which the combination of words may be used.
4. Model how to conduct research. For example, using:
 - the [QCAA KWL for research template](#)
 - the [QCAA Skimming and scanning bookmark](#).
5. Consider the next step, e.g. share each group's research, reinforce vocabulary through listening or viewing supporting texts.

Variations

- A As a class, listen to a podcast or view a short video related to the topic. Ask students to hold up the vocabulary card when they hear the word used in the text.
- B Use the vocabulary cards to group students for peer feedback activities.
- C Use the vocabulary cards to invite students to share what they have discussed during group discussions.
- D Introduce subjective vocabulary to make a topic more persuasive, e.g. by including the word 'claustrophobic' in a unit on tiny houses, the connotation is negative whereas a word such as 'cosy' is more positive.
- E Include one or more wild cards in your set of vocabulary cards (see Figure 2).
 - Create one or more wild cards to include in your vocabulary card set.
 - Wild cards can be used when forming groups from odd numbers to even out group numbers.



Figure 2: Optional 'wild card'



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