

# LITERACY LEADERS



@ King Edward VI School

## STUDENT INDUCTION PACK

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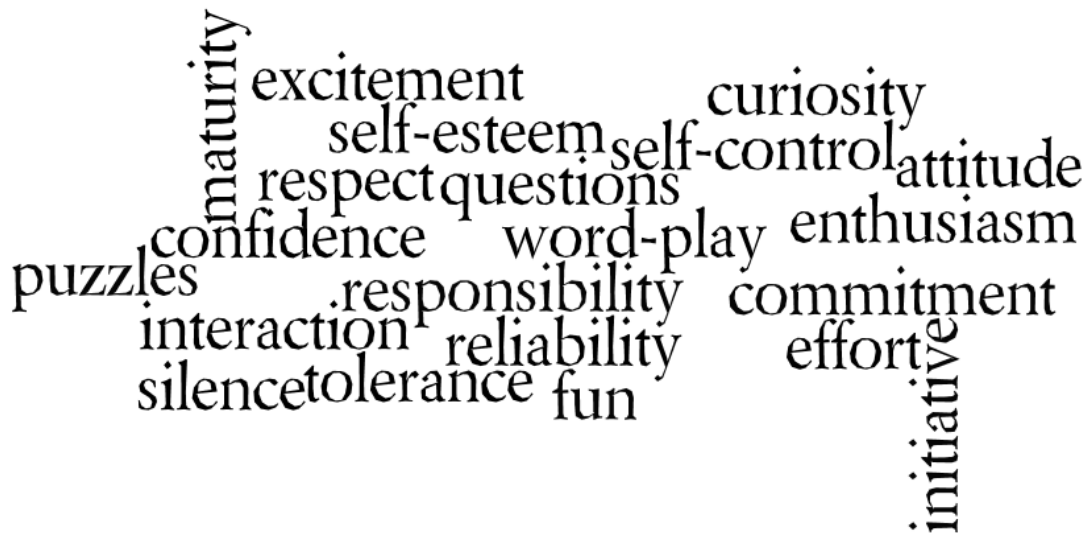
*"The limits of my language are the limits of my world"*  
(Ludwig Wittgenstein)

*The "Matthew Effect": "the rich will get richer and the poor will get poorer"*  
(Robert K Merton)

*"I understand a fury in your words, but not the words"*  
(Shakespeare, *Othello*)

**Aims:**

- To make a significant impact on the language of our target group of students, helping them to speak, listen, read and write better
- To break the cycle of low expectation and poor self-esteem so that they become confident, curious and accurate language users again
- To build a core of leadership skills that will better equip you for later life

**Key words and values of the project:****Skills and qualities required of leaders:**

- Reliability
- Commitment
- Initiative
- Resilience
- Empathy
- Motivation (internal and external)
- Sense of mission

## Theory Page:

Some things we know about language development:

1. Human beings have developed a very sophisticated language system. Some call us “Homo Grammaticus”. Alongside laughter and being able to create tools, language is one of our most significant defining features.
2. The biggest influence on our language is our parents.
3. The number of living languages is around 690. The language with the fewest words is Taki Taki (also called Sranan), 340 words. The language with the most words is English: 500,000 words in the common lexicon (same number in the technical lexicon)
4. Myhill and Fisher: ‘spoken language forms a constraint, a ceiling not only on the ability to comprehend but also on the ability to write, beyond which literacy cannot progress’.
5. Aged 7: children in the top quartile have 7100 words; children in the lowest have around 3000. Declining reading comprehension from 8 onwards is largely a result of low vocabulary. Vocabulary aged 6 accounts for 30% of reading variance aged 16.

## **Our approach:**

- Lots of emphasis on discussion (this builds confidence and will help later with reading and writing)
- Spelling / vocabulary work in every session (this builds a sense of achievement)
- Problem-solving / puzzles / games / quizzes / language diaries (these are designed to rekindle an interest in language)
- Underpinned by high quality feedback, praise, commendations, etc

## **What we will aim to cover:**

### Speaking and listening:

1. Improving students' listening skills
2. Improving their confidence in social talk
3. Improving their responses to exploratory talk (why and how, rather than what)
4. Teaching them how to tell a story / give a speech / take part in a debate
5. Teaching them the key connectives used in speech

### Reading:

1. Teaching how to skim (gist) and scan (specific info)
2. Looking at how writers open and close their texts
3. Reading to understand a range of texts
4. Developing speed-reading skills
5. Trying to rekindle reading for pleasure

### Writing:

1. Teaching the basics of punctuation
2. Teaching short and long sentences
3. Teaching a bigger range of connectives than “and” and “but”
4. Teaching how to get ideas
5. Teaching how to plan writing

### Plus:

- teaching key vocabulary from across subjects
- teaching how to spell accurately

## 25 of the most frequently misspelt words in English: Show that you (unlike most people) can spell them!

1. accommodation
2. analysis
3. argument
4. beautiful
5. beginning
6. believe
7. business
8. definitely
9. development
10. disappearance
11. disappoint
12. embarrassment
13. environment
14. fulfil
15. happened
16. interesting
17. necessary
18. possession
19. preparation
20. receive
21. separate
22. sincerely
23. skilful
24. surprise
25. tomorrow

## 5 Common confusions

1. advise/advice
2. allowed/aloud
3. braking/breaking
4. practise/practice
5. quiet/quite

## 3 Ways to spell accurately

1 See (words within words): be-**lie**-ve

2 Hear: governn+ment

3 Memorise: necessary = never eat chips eat sausage  
sandwiches and raspberry yoghurt

## 3 (or actually 8) ways to improve your writing

Writing to argue / persuade / advise (Paper 1)

Writing to inform / explain / describe (Paper 2)

1. Use some short and some long sentences. Short sentences at the start and end of paragraphs can add clarity

2. How to write effective long sentences:

a) Join some with “and” and “but” (but only one per paragraph):  
“I like this room **and** it is really interesting ..”

b) Write two-part sentences that start with “As” or “Although” or “When” or “Because” or “However”: “**As** I walked into this room, I felt really nervous ...”

c) Write two-part sentences that start with “-ed”: “**Frustrated** by my nerves, I arrived today feeling really nervous ...”

d) Write two-part sentences that start with “-ing”: “**Walking** into the exam, hall today, I felt really nervous ... “

e) Use relative pronouns (“which/that/who”) to join sentences:  
“This room, **which** I really hate, is unpleasant”.

3 Help them to plan their work – 5-7 paragraphs = 1½ to 2 sides

Geoff Barton: April 2010

## Building Word Power

### Science

absorb  
acid  
alkaline  
amphibian  
element  
evaporation  
exchange  
freeze  
nutrient  
organism  
oxygen  
particles  
apparatus  
chemical  
circulate/circulation  
combustion  
condensation  
cycle  
digest/digestion  
disperse/dispersal  
dissolve  
distil/distillation  
frequency  
friction  
function  
growth  
hazard  
insect  
laboratory  
liquid  
mammal  
method  
predator  
reproduce  
respire/respiration  
solution  
temperature  
thermometer  
vertebrate  
vessel

### Maths

addition  
angle  
amount  
approximately  
average  
axis  
calculate  
centimetre  
circumference  
co-ordinate  
decimal  
degree  
diameter

digit  
divide/division  
enough  
equilateral  
estimate  
fraction  
graph  
guess  
horizontal  
isosceles  
kilogram  
litre  
measure  
metre  
minus  
multiply/multiplication  
parallel / parallelogram  
negative  
perimeter  
perpendicular  
positive  
quadrilateral  
radius  
regular  
rhombus  
rotate/rotation  
square  
subtraction  
symmetry / symmetrical  
triangle / triangular  
vertical  
volume  
weight

### History

agriculture/agricultural  
bias  
castle  
cathedral  
Catholic  
chronology/chronological  
citizen  
civilisation  
colony/colonisation  
conflict  
constitution/constitutional  
contradict/contradiction  
current  
defence  
disease  
document  
dynasty  
economy/economic/al  
emigration  
government  
immigrant

imperial/imperialism  
independence  
invasion  
motive  
parliament  
politics/political  
priest  
propaganda  
Protestant  
rebel/rebellion  
reign  
religious  
republic  
revolt/revolution  
siege  
source  
trade  
traitor

### Geography

abroad  
amenity  
atlas  
authority  
climate  
contour  
country  
county  
desert  
employment  
erosion  
estuary  
function  
globe  
habitat  
infrastructure  
international  
landscape  
latitude  
location  
longitude  
nation/national  
physical  
pollution  
poverty  
provision  
region/regional  
rural  
settlement  
situation  
tourist/tourism  
transport/transportation  
urban  
wealth  
weather

## RE

baptism  
Bible/biblical  
Buddhist/Buddhism  
burial  
celebrate/celebration  
ceremony  
Christian  
commandment  
commitment  
creation  
disciple  
faith  
festival  
funeral  
Hindu/Hinduism  
hymn  
immoral/immorality  
Islam  
Israel  
Judaism/Jewish  
marriage  
miracle  
moral/morality  
Muslim  
parable  
pilgrim/pilgrimage  
pray/prayer  
prejudice  
prophet  
religious/religion  
shrine  
sign  
Sikh/Sikhism  
special  
spirit/spiritual  
symbol  
synagogue  
temple  
wedding  
worship

## Music

choir  
chord  
chromatic  
composition/conductor  
crotchet  
dynamics  
harmony  
instrument/instrumental  
interval  
lyric  
major  
melody  
minim  
minor  
musician  
octave  
orchestra/orchestral

ostinato  
percussion  
pitch  
quaver  
rhythm  
scale  
score  
semibreve  
synchronise  
syncopation  
tempo  
ternary  
timbre  
triad  
vocal

## Drama

applause  
character/characteristic  
costume  
curtain  
director  
dramatise  
entrance  
exit  
freeze  
improvise  
inspire  
lighting  
movement  
perform/performance  
playwright  
position  
rehearse/rehearsal  
role  
scene/scenario  
script  
share  
spotlight  
stage  
theatre/theatrical

## PSHE

able/ability  
achieve/achievement  
addict/addiction  
approve/approval  
communication  
control  
dependant/dependency  
discipline  
discussion  
effort  
emotion/emotional  
encourage/encouragement  
gender  
generous/generosity  
involve/involvement  
prefer/preference  
pressure

racism/racist  
reality  
relationship  
represent/representative  
reward  
sanction  
sexism/sexist  
stereotype

## PE

active/activity  
agile/agility  
athletic/athlete  
bicep  
exercise  
field  
gym/gymnastic  
hamstring  
injury  
league  
medicine  
mobile/mobility  
muscle  
personal  
pitch  
quadriceps  
qualify  
relay  
squad  
tactic  
tournament  
triceps

## Art

abstract  
acrylic  
charcoal  
collage  
collection  
colour  
crosshatch  
dimension  
display  
easel  
exhibition  
foreground  
frieze  
gallery  
highlight  
illusion  
impasto  
kiln  
landscape  
palette  
pastel  
perspective  
portrait  
sketch  
spectrum



### D&T

aesthetic  
brief  
carbohydrate  
component  
design  
diet  
disassemble  
evaluation  
fabric  
fibre  
flour  
flowchart  
hygiene  
ingredient  
innovation  
knife/knives  
linen  
machine  
manufacture  
mineral  
natural  
nutrition  
polyester  
portfolio  
presentation  
production  
protein  
recipe  
sew  
specification  
technology  
tension  
textile  
vitamin

### ICT

binary  
byte  
cable  
cartridge  
CD-Rom  
computer  
connect/connection  
cursor  
data/database  
delete  
disk  
document  
electronic  
graphic  
hardware  
icon  
input  
interactive  
interface  
Internet  
justify  
keyboard  
megabyte

memory  
modem  
module  
monitor  
multimedia  
network  
output  
password  
preview  
processor  
program  
scanner  
sensor  
server  
software  
spreadsheet  
virus

### Library

Alphabet/alphabetica  
anthology  
article  
author  
catalogue  
classification  
content  
copyright  
dictionary  
editor  
encyclopaedia  
extract  
fantasy  
genre  
glossary  
index  
irrelevant/irrelevance  
librarian  
magazine  
non-fiction  
novel  
photocopy  
publisher  
relevant/relevance  
romance  
section  
series  
system  
thesaurus

### English

advertise/advertisement  
alliteration  
apostrophe  
atmosphere  
chorus  
clause  
cliché  
comma  
comparison  
conjunction

consonant  
dialogue  
exclamation  
expression  
figurative  
genre  
grammar  
imagery  
metaphor  
myth  
narrative/narrator  
onomatopoeia  
pamphlet  
paragraph  
personification  
playwright  
plural  
prefix  
preposition  
resolution  
rhyme  
scene  
simile  
soliloquy  
subordinate  
suffix  
synonym  
tabloid  
vocabulary  
vowel

## Tasks

1. What do you know of your own language development? What was your first word? What books do you remember reading? What silly 'family' words do you have?
2. What blocks do you have in your language learning? Which words do you find hard to spell? What reading or writing tasks worry you? How do you overcome them?
3. What further guidance would you like to help you to be an effective Literacy Leader?