



HIGHDOWN SCHOOL AND SIXTH  
FORM CENTRE  
**YEAR 7 PARENT  
LITERACY  
LEAFLET**

The importance of vocabulary in academic success is undeniable. To understand a question fully, students need to know 95% of its vocabulary. Therefore, if students do not adequately and steadily build their vocabulary, reading comprehension and examination performance will be affected. This is key to all subjects and reading age is a huge predictor of exam success.

At Highdown, we use a three-tiered vocabulary system:

**Tier 1 words** occur frequently in everyday life. For example, table, slowly, write, horrible.

**Tier 2 words** are more complex, higher level words, students may read these words that are not often in every day speech. For example, consequential, beneficial, analyse, evaluate and derive.

**Tier 3 words** consist of technical, subject specific vocabulary. These include words such as osmosis in Science, trigonometry in Maths and onomatopoeia in English.

Students arrive knowing Tier 1 words, or they pick them up very quickly. Tier 3 words are covered in subject lessons. **However research suggests that the explicit teaching of Tier 2 words makes the biggest difference.** Because Tier 2 words can be applied to many topics, contexts and often have multiple meanings, the deep understanding of these words is most useful to students. At the end of this leaflet is our year 8 Tier 2 word list.

## Activities to Promote Literacy at Home

<p>Parents can model a connection to literacy by mentioning books they have read or pieces of writing they find interesting to their children. Perhaps reading together from time to time.</p>	<p>Share jokes that involve fun word play (e.g. A bear walked into a bar and said, "Could I have a ..... Water?", the barman said, "Yes, but why the big paws/pause?").</p>
<p>Many students are interested in Calligraphy, which in itself builds appreciation of the beauty of words. It could be worth exploring with the kids.</p>	<p>"The Allusionist" is a great podcast that explores the beauty of words and their etymologies. Another productive way to spend those car journeys! "No such thing as a fish" is another great weekly one filled with unusual and interesting facts.</p>
<p>Parents can continue to support their young person by encouraging them to read for at least 20 minutes everyday; challenging books with a wide range of vocabulary.</p>	<p>Play word games with the students. There are many great games that can occupy time on a long car journey. My favourite is Ghost. Here is a video of people playing: <a href="https://www.youtube.com/watch?v=pJkVr2mxcY">https://www.youtube.com/watch?v=pJkVr2mxcY</a> ,Here are the written rules: <a href="#">Ghost (game) - Wikipedia</a></p>
<p>Play with words, perhaps invent new ones! Most words are created from society playing with words that already exist. Portmanteaux are common. "Bromance" for example is used to describe a strong friendship between friends, but is a combination of the words "Brother" and "Romance".</p> <p>Can you find others? Some popular ones are: Chillax, Pokemon, Sitcom, Prequel, Obamacare, Brexit... can you think of others? Can you work out what words these ones originated from?</p>	<p>Parents can encourage students to be "Word Detectives", finding connections between similar words. Breaking down new or known words into smaller component parts. E.g. Telephone, Microphone, Phonics, all have the letter pattern "Phon" in them. Perhaps they have something in common? The pattern "phon" comes from Ancient Greek and means "Voice" or "Sound". Perhaps the student could also next think about the "Micro-" in microphone or the "Tele" in telephone. Being word detectives helps students to see patterns, and take educated guesses at understanding new words.</p>

## TIER 2 WORD LIST

Below is the Year 7 tier 2 word list that we will be focusing on in school during the year and here are some fun ideas for encouraging understanding of them at home

- Play “vocab bingo”, each person in the family can pick 9 words to write in a grid. You must sneak your words into conversation, without the others knowing. (You can tell them you sneaked it in after the moment has passed). The first person to get 3 in a row wins bingo.

- Be word detectives and find connections. E.g. perhaps you have found the words “external” and “extract”... they might have something in common due to the letters “ex-“, could you guess what “ex” means? (“Out”).

- Use the Tier 2 list as a sticker chart. The students can “collect” the words in their list throughout the year. If they find the word in the books they are reading, in day to day life, or conversation then they can put a sticker or check mark on the word. Perhaps there are prizes for different amounts of words found “in the wild”.

abandon	access	accumulate	acquire	adjacent
advocate	aid	alternative	analogy	anticipate
appreciate	approximate	assemble	assume	attain
authority	bias	bulk	category	circumstance
clarify	coherent	commence	commodity	compensate
complex	comprehensive	conceive	conclude	confer
conflict	consequent	constant	construct	contact
contract	contrast	convene	convince	core
couple	criteria	decline	definite	deny
despite	devote	diminish	displace	distort
document	dominate	duration	element	emphasis
encounter	environment	equivalent	ethic	eventual
exceed	expand	export	extract	finance
fluctuate	formula	framework	fundamental	globe
hierarchy	identify	illustrate	impact	implicit
incentive	income	indicate	inevitable	inherent
initiate	insert	instance	integral	intelligent
intermediate	interval	invest	involve	lecture
levy	locate	major	mature	media
military	mode	motive	network	normal
obtain	offset	output	overseas	paragraph
participate	perceive	persist	phenomenon	positive
precede	predominant	previous	principle	proceed
project	prospect	publication	qualitative	random
refine	register	reject	reluctance	reside
restore	retain	reverse	rigid	scenario
scope	secure	significant	sole	specific
artistic	strategy	submit	subsidy	sufficient
supplement	suspend	target	temporary	theme
tradition	transit	trigger	underlie	unify