

## TEACHING AND LEARNING GUIDANCE FOR PARENTS

Welcome to our monthly Learning Newsletter. These newsletters look to help you to implement tried and tested learning strategies at home, in order to benefit your child and further enhance their educational experiences in the long term.

The following has been summarised by the Head of English, Mrs Gidden, and whilst referencing the recent GCSE Pre-Public Exams (mocks) it has great advice for all our parents and children...

1. Language Paper 2 is the non-fiction paper and we generally find that students struggle to access this as they do not read non-fiction at home. **Please ask your child to engage with pieces of non-fiction** from this weekend onwards. It could be an article you find online or a snippet from your favourite magazine. Ask them how they think the writer feels about this topic. Question 4 on Language Paper 2 asks how the candidates THINK the writer FEELS and it's worth 16 marks so practice makes perfect!

2. Pupils don't often appear to plan their writing as a matter of course which means that they get 'stuck for ideas'. **Please encourage your child this weekend to plan a piece of writing** - even if it's just 'things I like' or 'what I did this week' the idea is that they thrash out their ideas on paper before STARTING to write.

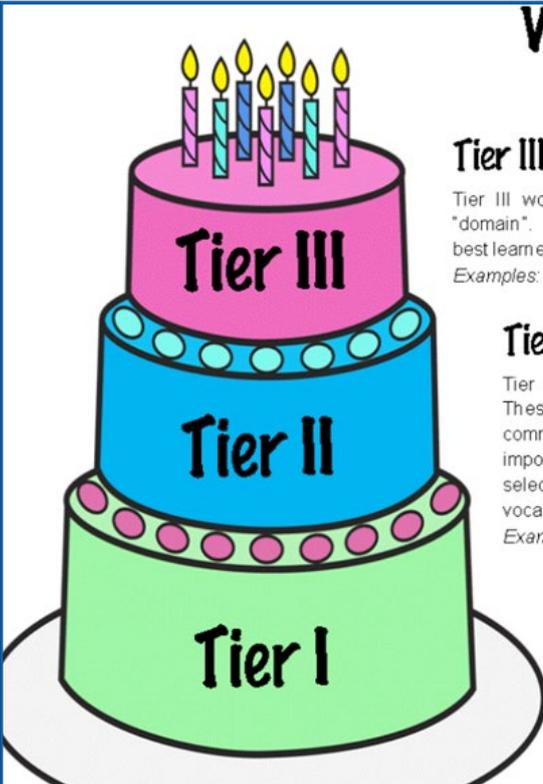
3. Vocabulary tips: Does your child know plenty of synonyms for 'bad' and 'good'? Do they say 'bad' when you ask them how they feel about something they don't like? **Ask them to 'sub off' these low order words and 'sub in' more academic language** like: 'preposterous/insidious/incendiary/ludicrous instead of just 'bad'. Do they say 'and' a lot when making a point? Encourage them to 'sub off' 'and' in favour of 'what's more' and 'importantly' or even 'fundamentally' instead."

**We're having a drive on 'tier 2' vocabulary in school and this entails widening pupils' everyday language to use synonyms of more frequently used words like 'bad' and 'good' as referenced above.**

**Here's an explanation of the various vocabulary tiers:**

### Vocabulary Instruction

#### Choosing Words to Teach



**Tier III**

Tier III words are low-frequency words and are limited to a specific "domain". They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.

*Examples: atom, molecule, metamorphic, sedimentary, continent*

**Tier II**

Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words the best words for targeted explicit vocabulary instruction.

*Examples: hilarious, endure, despise, arrange, compare, contrast*

**Tier I**

Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.

*Examples: come, see, happy, table*