

*Colaiste na
Sceilge
Literacy
Handbook
2016-17*

Contents

What is literacy?.....3

Writing

How to improve your work: responding to feedback.....4

Making your writing more interesting: Sentence

Variety.....5

 Three tips for improving your writing style7

Making your writing accurate: Punctuation.....8

 Commas.....8

 Speech Marks.....9

 Colons and Semi-colons10

 Apostrophes.....11

Making your writing flow: Paragraphs.....12

Making your work flow: connectives.....13

Making your writing accurate: Spellings15

 Spelling strategies.....15

 Nine spelling rules to learn16

 Homophones18

 Homonyms.....18

 25 commonly misspelt words19

How to improve your work: Redrafting.....	21
How to improve your word power.....	22
Worn out words.....	22
70 words to sharpen your expression.....	23
Common errors.....	37

Reading

Recommended Reading.....	41
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Digital literacy

Edmodo.....	44
Web resources to support learning vocabulary.....	45

Oral Language skills

Success Criteria for Presentations.....	46
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What is literacy?

Literacy is not just about **spelling** and **punctuation**. It is something that you do in **all subjects**, and something that you will need when you leave school in **everyday life** and in your **careers**.



To be a rounded student, you need to be able to engage with a variety of texts to **challenge preconceptions** and **develop understanding** beyond the personal and immediate, to **reflect** on what you have read.

Literacy is about **experimenting** with language and **exploring** different ways of discovering and shaping your own **meaning**.

Literacy is about being able to **explain** your ideas in depth. In an increasingly globalised world, it is important that you are able to **communicate** with **authority**, and speak with **confidence** and **clarity**.

How to improve your work: responding to feedback

Your teacher will use the following codes when marking your work. Make sure that you look back at your marked work and make improvements where necessary.

Marking code	What it means	What you have to do
sp	Spelling	Change the spelling
ww	Wrong word	Replace with the correct word
p	Punctuation	Write in the correct punctuation
t	Tense	Change the tense
gr	Grammar needs revising	Rewrite the sentence so that it makes sense
/	New sentence	Draw a / where the new sentence should start
//	New paragraph	Draw a // where the new paragraph should go
?	Doesn't make sense	Rewrite the sentence so that it makes sense

Making your writing more interesting: Sentence Variety

You can make your writing more interesting by using a mixture of simple, compound, and complex sentences.

Noun: A noun is a word used for a person, place, or thing. Nouns are often described as naming words.

For example:

Man, Kerry, Chocolate

You can make your writing more interesting by including adjectives.

Adjective: Adjectives are describing words. They are used either before or after a noun (or a pronoun) to modify its meaning.

For example: The moon is **bright** tonight.

Clause: A clause is a part of a sentence that contains a subject and a verb.

Main Clause: A clause that makes sense on its own.

Subordinate clause: A subordinate clause gives additional information about the main clause. It begins with a conjunction like *when, because, if* or *although*.

Simple Sentence: a single main clause

For example: • The student studied all night.

• Tom watched the cricket.

Compound Sentence: two main clauses joined together by a word like *and, but, so, or, for*.

For example: Helen loves books and she likes films.

The boy loves football but he does get muddy.

Complex Sentence: a main clause and a subordinate clause.

For example: Tom ran to the bus stop because he was late.

The subordinate clause can be moved to the beginning or middle of the sentence: • Because he was late, Tom ran to the bus stop. • Tom, because he was late, ran to the bus stop.

Oh, and you *can* start a sentence with 'because'!

Three tips for improving your writing style

1: Vary the openings of sentences:

Start with a verb ending in ing...

Start with a verb ending in ed...

Start with an adverb ending ly...

Start with a preposition e.g. over, at, on,

2. Use connectives to:

- combine sentences
- start sentences (with a comma)
- link sentences and paragraphs
- express thinking more clearly

3. Vary sentence length and construction:

John sprinted to work. He was very late.

John sprinted to work, because he was very late.

John, who was very late, sprinted to work.

Making your writing accurate: Punctuation

Commas



Commas have lots of uses: **Commas are used to separate items in a list. For example, when listing names or objects.**

For the recipe you will need tomatoes, garlic, herbs and puree. I have a pet dog, fish, and a rabbit.

Often the comma separates a phrase that gives more information from the main clause. Although it's late, I'll help you. Richard, the engineer, will be arriving soon. **Commas are used to mark off the person being addressed.** Miss, can you help me? Stop, you fool, or you'll break it!

When deciding where to place a comma in your writing, it is helpful to read your sentences aloud. Listen out for when you would naturally take a short break. That is probably where you need to put your comma.

Speech Marks

“

”

Speech marks are used to punctuate **direct speech**. In direct speech, the words are written **as a person said or says them**. The speech marks show when the person begins speaking and when they stop speaking.

To use speech marks, follow these five easy steps:

1. When a speaker appears before the speech, a comma must be placed before the speech marks: **Robyn said,**

2. Open the speech marks: “

3. Write the words that were spoken: **“I won first prize**

3. Add!?, or.

“I won first prize.

4. Close the speech marks: **Robyn said, “I won first prize.”**

Punctuate speech as though it is a separate sentence.

Remember: new speaker = new paragraph.

Colons and Semi-colons



A **colon** is useful when you are writing a sentence with a list in it. Colons are used to introduce something, often a list. Example:

We need lots of fruit for this recipe: bananas, apples, pears and mangoes. Remember: you need to use commas and 'and' in your list.



Semi-colons Semicolons can be used instead of a full stop between two sentences that are **closely connected**.

Example: It's a great idea; let's tell the others about it. Semi-colons balance two similar ideas. Note: unlike a new sentence, you do not use a capital letter after a **semicolon**.

Apostrophes



The apostrophe has two uses:

1. It is used to show that letters have been missed out of a word.
For example:
He didn't complete his homework.
2. It is used to show possession. For example:
Today is Emma's birthday.
It is James' birthday (if a name ends in 's', the apostrophe goes after the 's').

Remember not to mix up it's and its!

• **Its** means there's something belonging. • **it's** is short for it is or it has and there is an apostrophe.
EXAMPLE: It's time for the cat to have its dinner.

Care must be taken not to misuse the apostrophe. It should **not** be used for plurals. For example: I bought

three banana's. **WRONG!** I bought three bananas.
RIGHT!

Making your writing flow: Paragraphs

To structure your work clearly, you need to write in paragraphs.

When to start a new paragraph: **TIP TOP!**

Tip: Change of **T**ime or **p**lace

To: Change of **T**opic or **p**erson

There is no minimum length for a paragraph; in fact, if you want a sentence to stand you, you could use a single sentence paragraph.

Making your work flow: connectives

Connectives help your work flow, but also makes your ideas sound more intelligent. For example, 'Significantly, William the Conqueror...' sounds better than 'I think William the Conqueror was a good leader because...'

Adding

And, also, as well as, moreover, too

Sequencing

Next, then, first, finally, meanwhile, after

Emphasising

Above all, in particular, especially, significantly, notably

Comparing

Equally, similarly, likewise, as with, like

Cause and effect

Because, so, therefore, thus, consequently

Qualifying

However, although, unless, except, if, yet

Illustrating

For example, such as, for instance, in the case of, as revealed by

Contrasting

Whereas, unlike, alternatively, on the other hand, otherwise

Expressing opinions

Apparently, certainly, evidently, incidentally, possibly

Showing interpretations

Alternatively, on the other hand



Making your writing accurate: Spellings

Your spelling improves naturally the more you read and write, but there are spelling strategies that you can use to get to grips with tricky spellings, new vocabulary, and keywords.

Spelling strategies

- ◆ Break it into sounds (*u-n-i-o-n*)
- ◆ Break it into syllables (*con-tin-ent*)
- ◆ Break it into affixes (*dis + satisfy*)
- ◆ Use a mnemonic (*Never Eat Chips Eat Salad Sandwiches And Remain Young!*)
- ◆ Refer to a word in the same family (*chemical, chemist, chemistry*)
- ◆ Over-articulate it (*Wed-nes-day*)
- ◆ Words within words (*GUM in argument*)
- ◆ Refer to word history (*bi = two, cycle = wheels*)
- ◆ Use analogy (*through, rough, enough*)

- ◆ Use a key word (*I'm - to remember a apostrophe can replace a missing letter*)
- ◆ Apply spelling rules (*hopping = short vowel sound, hoping = long vowel*)
- ◆ Learn by sight (*look-say-cover-write check*)
- ◆ Visual memory (*recall images, colour, font*)

Nine spelling rules to learn

1.The letter q is always followed by u in English words.

For example: question, quite.

2.English words do not end with the letter v. For example: gave, have.

3.Capitalise proper nouns.

For example: South Kerry, John.

4.When a one-syllable word ends with a single vowel and a single consonant, double the final consonant before adding a suffix beginning with a vowel.



For example: swim + -ing is swimming.

5. In a two-syllable word, double the final consonant only if the word is accented on the last syllable.

For example: begin + -ing is beginning but open + -ing is opening.

6. When a word ends in silent e, drop the e before adding a suffix beginning with a vowel.

For example: make + -ing is making.

Keep the silent e before adding a suffix beginning with a consonant.

For example: time + -ly is timely.

It is important to remember here that no adverb ends in 'ley'.

7. When a word ends in a consonant and y, change the y to i before adding a suffix, unless the suffix begins with i.

For example: happy + -ly is happily, but hurry + -ing is hurrying.

8. When a word ends in a vowel and y, do not change the y to i.

For example: play + -ed is played.

9. Write *i* before *e* except after *c*, only in words containing the 'ee' sound such

as receipt; deceit, etc.

Homophones

Homophones are words which sound the same. They have different spellings and different meanings. For example:

- The sun set over the ocean
- The son gave his father a card

Homonyms

Homonyms are words which **sound the same** and are **spelt the same**, but have **different meanings**. For example:

- The conductor will **bow** to the audience
- The captain stood on the **bow** of the boat

Other examples of homonyms are: **iron** (ironing) **iron** (metal) **jumper** (clothes) **jumper** (person who jumps) **present** (gift) **present** (here, now) **will** (resolve) **will**

(legacy) You can use a dictionary to find out the correct spellings and the correct meanings.

25 commonly misspelt words

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



How to improve your work: Redrafting

Step 1: open your book



Step 2: read through once for structure (paragraphs, story/essay structure, sentences)



Step 3: read through for spelling and punctuation



Step 4: Read through for style - especially vocabulary/use of connectives

How to improve your word power

Read widely: this will help you extend your vocabulary.

Use a **thesaurus** when writing.

Worn out words

Can you think of better words for the following dull words?

Said

Nice

Walk

Happy

Sad

Easy



70 words to sharpen your expression

aberration

(n). something that differs from the norm (In 1974, Poland won the World Cup, but the success turned out to be an aberration, and Poland have not won a World Cup since).

acquiesce

(v). to agree without protesting (Mr Dawkins acquiesced to his wife's demands).

alacrity

(n). eagerness, speed (For some reason, Simon loved to help his girlfriend whenever he could, so when his girlfriend asked him to set the table he did so with alacrity).

amiable

(adj). friendly (An amiable fellow, Neil got along with just about everyone).

appease

(v). to calm, satisfy (When Jerry cries, his mother gives him chocolate to appease him).

avarice

(n). excessive greed (The banker's avarice led him to amass an enormous personal fortune).

brazen

(adj). excessively bold, brash, clear and obvious (Critics condemned the writer's brazen attempt to plagiarise other writer's work).

brusque

(adj). short, abrupt, dismissive (Simon's brusque manner sometimes offends his colleagues).

callous

(adj). harsh, cold, unfeeling (The murderer's callous lack of remorse shocked the jury).

candour

(n). honesty, frankness (We were surprised by the candor of the politician's speech because she is usually rather evasive).

Chide

(v). to voice disapproval (Sophie chided Gregory for his vulgar habits and sloppy appearance).

circumspect

(adj). cautious (Though I promised Charlotte's father I would bring her home promptly by midnight, it would have been more circumspect not to have specified a time).

clandestine

(adj). secret (Nazmeen made her false excuses so that she could escape to her clandestine meeting with Adam).

coerce

(v). to make somebody do something by force or threat (The court decided that David Beckham did not have to honor the contract because he had been coerced into signing it).

coherent

(adj). logically consistent, intelligible (William could not figure out what Harold had seen because he was too distraught to deliver a coherent statement).

complacency

(n). self-satisfied ignorance of danger (Simon tried to shock his friends out of their complacency by painting a frightening picture of what might happen to them).

confidant

(n). a person entrusted with secrets (Shortly after we met, he became my chief confidant).

connive

(v). to plot, scheme (She connived to get me to give up my plans to start up a new business).

cumulative

(adj). increasing, building upon itself (The cumulative effect of hours spent using the World English website was a vast improvement in his vocabulary and general level of English).

cynical

(adj). believing the worst of others, esp that all acts are selfish (She was cynical about whether politicians genuinely do good deeds for others rather than for publicity)

decry

(v). to criticize openly (The politician decryed the appalling state of Britain's roads).

deferential

(adj). showing respect for another's authority (Donata is always excessively deferential to any kind of authority figure).

deride

(v). to laugh at mockingly, scorn (The native speaker often derided the other teacher's accent).

despot

(n). one who has total power and rules brutally (The despot issued a death sentence for anyone who disobeyed his laws).

diligent

(adj). showing care in doing one's work (The diligent researcher made sure to double check her measurements).

elated

(adj). overjoyed, thrilled (When he found out he had won the lottery, the postman was elated).

eloquent

(adj). expressive, articulate, moving (The best man gave such an eloquent speech that most guests were crying).

empathy

(n). sensitivity to another's feelings as if they were one's own (I feel such empathy for my dog; when she's upset so am I!)

enmity

(n). ill will, hatred, hostility (John and Scott have clearly not forgiven each other, because the enmity between them is obvious to anyone in their presence).

erudite

(adj). learned (My English teacher is such an erudite scholar that he has translated some of the most difficult and abstruse Old English poetry).

extol

(v). to praise, revere (Kamila extolled the virtues of a vegetarian diet to her meat-loving boyfriend).

fabricate

(v). to make up, invent (When I arrived an hour late to class, I fabricated some excuse about my car breaking down on the way to work).

forsake

(v). to give up, renounce (I won't forsake my conservative principles).

fractious

(adj). troublesome or irritable (Although the child insisted he wasn't tired, his fractious behaviour - especially his decision to crush his jam sandwiches all over the floor - convinced everyone present that it was time to put him to bed).

furtive

(adj). secretive, sly (Claudia's placement of the incriminating evidence in her sock drawer was not as furtive as she thought, as the sock drawer is the first place most parents look).

gratuitous

(adj). uncalled for, unwarranted (Every evening the guy at the fish and chip shop gives me a gratuitous helping of vinegar).

haughty

(adj). disdainfully proud (The superstar's haughty dismissal of her co-stars will backfire on her someday).

hypocrisy

(n). pretending to believe what one does not (Once the politician began passing legislation that contradicted his campaign promises, his hypocrisy became apparent).

implacable

(adj). incapable of being appeased or mitigated (Watch out: once you shun Grandmother's cooking, she is totally implacable).

incisive

(adj). clear, sharp, direct (The discussion wasn't going anywhere until her incisive comment allowed everyone to see what the true issues were).

inept

(adj). not suitable or capable, unqualified (She proved how inept she was when she forgot two orders and spilled a pint of cider in a customer's lap).

infamy

(n). notoriety, extreme ill repute (The infamy of his crime will not lessen as time passes).

inhibit

(v). to prevent, restrain, stop (When I told you I needed the car last night, I certainly never meant to inhibit you from going out).

innate

(adj). inborn, native, inherent (His incredible athletic talent is innate, he never trains, lifts weights, or practices).

insular

(adj). separated and narrow-minded; tight-knit, closed off (Because of the sensitive nature of their jobs, those who work for MI5 must remain insular and generally only spend time with each other).

intrepid

(adj). brave in the face of danger (After scaling a live volcano prior to its eruption, the explorer was praised for his intrepid attitude).

maverick

(n). an independent, nonconformist person (John is a real maverick and always does things his own way).

meticulous

(adj). extremely careful with details (The ornate needlework in the bride's gown was a product of meticulous handiwork).

modicum

(n). a small amount of something (Refusing to display even a modicum of sensitivity, Aisha announced her boss's secret to the whole office).

morose

(adj). gloomy or sullen (David's morose nature made him very unpleasant to talk to).

myriad

(adj). consisting of a very great number (It was difficult to decide what to do on Saturday night because the city presented us with myriad possibilities for fun).

nadir

(n). the lowest point of something (My day was boring, but the nadir came when my new car was stolen).

nominal

(adj). trifling, insignificant (Because he was moving the following week and needed to get rid of his furniture more than he needed money, Kim sold everything for a nominal price).

novice

(n). a beginner, someone without training or experience (Because we were all novices at archery, our instructor decided to begin with the basics).

nuance

(n). a slight variation in meaning, tone, expression (The nuances of the poem were not obvious to the casual reader, but the teacher was able to point them out).

obtuse

(adj). lacking quickness of sensibility or intellect (Political opponents warned that the prime minister's obtuse approach to foreign policy would embroil the nation in mindless war).

panacea

(n). a remedy for all ills or difficulties (Doctors wish there was a single panacea for every disease, but sadly there is not).

perusal

(n). a careful examination, review (The actor agreed to accept the role after a three-month perusal of the movie script).

plethora

(n). an abundance, excess (The wedding banquet included a plethora of oysters piled almost three feet high).

predilection

(n). a preference or inclination for something (James has a predilection for eating toad-in-the-hole with tomato ketchup).

repudiate

(v). to reject, refuse to accept (Tom made a strong case for an extension of his curfew, but his mother repudiated it with a few biting words).

rife

(adj). abundant (Surprisingly, the teacher's writing was rife with spelling errors).

salient

(adj). significant, conspicuous (One of the salient differences between the two television sets is that Samsung is much more expensive).

serendipity

(n). luck, finding good things without looking for them (In an amazing bit of serendipity, penniless Mark found a £50 note on the back seat of the bus).

superfluous

(adj). exceeding what is necessary (Samantha had already won the campaign so her constant flattery of others was superfluous).

truculent

(adj). ready to fight, cruel (This club doesn't really attract the dangerous types, so why was that bouncer being so truculent?)

venerable

(adj). deserving of respect because of age or achievement (The venerable High Court judge had made several key rulings in landmark cases throughout the years).

vociferous

(adj). loud, boisterous (I'm tired of his vociferous whining so I'm breaking up with him).

zenith

(n). the highest point, culminating point (I was too nice to tell Emily that she had reached the absolute zenith of her career with that one top 10 hit of hers).

Common errors

Here are some common errors that people make.

- Affect/effect - affect is a verb and effect is a noun. ('I have been deeply affected by this'. 'The effects were felt for a long time')
- A lot, not 'alot'
- All right, not 'alright'
- All sorts, not 'alsorts'
- Basically: this word is unnecessary in most contexts
- Continuous/continual - a continuous noise never stops; a continual noise is frequent but with interruptions
- Comprise or consists of (but not 'comprises of')
- Could of - This error is based on the way we sometimes pronounce the word. You could've (pronounced 'could - of') done better. Should be: you could have done better.

- Dependant/dependent: a dependant is a noun ('he looked after his friends'); dependent is an adjective ('they were dependent upon him')
- Different from, not 'different than'
- Discreet = modest/restrained; discrete = separate
- Disinterested = neutral/objective; uninterested = not interested
- Due to = say 'because of'
- Every day = noun and adverb ('it happens every day'); everyday = adjective ('an everyday remark')
- Formally - being formal; formerly - in the past
- Fraction - use with care: it doesn't always mean small. Saying 'he produced a fraction of the necessary work' could mean 9/10 which is a lot!
- Homogeneous - of the same kind; homogenous - of common descent
- Imply/infer - I imply that you are mad; you infer that I am being rude
- It's (=it is/it has); its (= 'the work was completed ahead of its deadline')

- Like - use 'as if' - it looks as if he will be late
- Led - past tense of to lead; lead - rope for a dog and heavy element
- Less / fewer: less for quantities (I'll have less water); fewer than for items that can be individually counted (fewer than 10 bottles)
- Literally - use with care, not 'He literally jumped out of his skin'
- Meet - not 'meet with'
- Momentarily - 'he stopped momentarily', not the Americanism 'I'll be there momentarily'
- More than - better than 'over' (it cost more than a euro)
- No one, not 'no-one'
- On to, not 'onto'
- Practice - noun ('I have football practice'); practise - verb ('I need to practise'). If in doubt, test it out with 'advice' and 'advise' ('I must advise', not 'I must advice' = 'I must practise', not 'I must practice')

- Prevaricate - to lie or deceive; procrastinate - to put something off
- Principal - head of a school; principle/principles = beliefs
- Theirs (no apostrophe)
- Try to, not 'try and'
- Under way, not 'underway'
- Until, not 'up until'
- Upcoming - avoid using this word
- While, not 'whilst'
- Yours (no apostrophe)
- Outside, not 'outside of'

Reading

Recommended Novels for first year

Most of these titles are in the Colaiste na Sceilge library so please encourage your child to enjoy these books by asking them about the stories and allowing them to share what they like or perhaps dislike about the characters and plots. Some of the novels are also prescribed for study as part of the new Junior Cycle.

ALMOND, David *Skellig*

BABBITT, Nicole *Tuck Everlasting*

BLACKMAN, Malorie *Noughts and Crosses*

BOYNE, John *The Dare*

BRONTË, Charlotte *Jane Eyre*

CATHER, Willa *My Antonia*

CAREY, Anna *The Real Rebecca*

CONNOLLY, John *The Book of Lost Things*

COLFER, Eoin *Artemis Fowl*

CROSSAN, Sarah *The Weight of Water*

DOYLE, Roddy *Wilderness*

GAIMAN, Neil *Coraline*

GRISHAM, John *Theodore Boone: Half the Man,
Twice the Lawyer*

GLEITZMAN, Morris *Once*

GOLDING, William *Lord of the Flies*

HENRY, April *Girl Stolen*

HINTON, Nigel *Buddy*

HINTON, S.E. *The Outsiders*

JOHNSTON, Jennifer *Shadows on our Skin*

KIERNAN, Celine *Into the Grey*

LANDY, Derek *Skulduggery Pleasant*

LEE, Harper *To Kill a Mockingbird*

MITCHELL, Jane *Chalkline*

MULLIGAN, Andy *Trash*

MORPURGO, Michael *Private Peaceful*

McKENZIE, Sophie *Girl, Missing*

NESS, Patrick *The Knife of Never Letting Go*

NICHOLSON, William *The Wind Singer*

ORWELL, George *Animal Farm*

PAULSEN, Gary *Nightjohn*

PULLMAN, Philip *The Scarecrow and his Servant*

Northern Lights

PORTIS, Charles *True Grit*

REES, Celia *Pirates*

SACHAR, Louis *The Boy Who Lost His Face*

SHAN, Darren *Cirque Du Freak*

SPINELLI, Jerry, *Stargirl.*

Loser.

STEINBECK, John *Of Mice and Men*

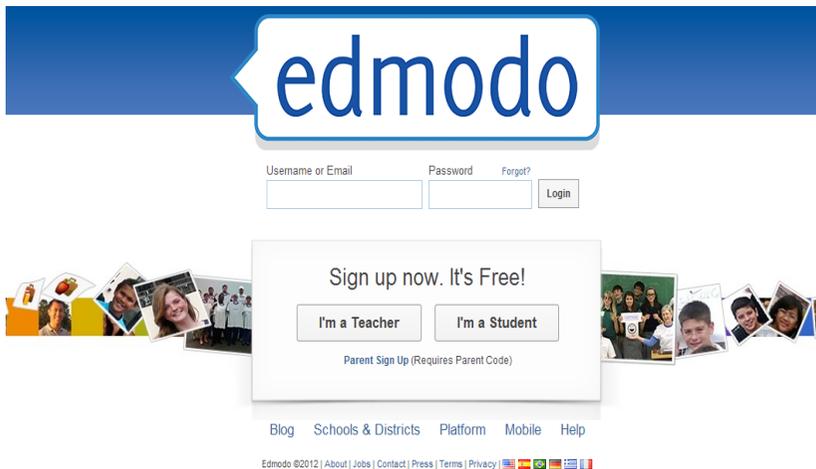
SWINDELLS, Robert *Stone Cold*

TAYLOR, Theodore *The Cay*

TOLKEIN, J.R.R. *The Hobbit*

Edmodo

Students can improve their general digital literacy by using a platform such as Edmodo. It allows students to create their own e-portfolio of work, it allows them to access their teacher's library of resources such as video clips, Powerpoints, notes, and also they can post queries about their own homework if they are having any difficulties. Many students now use it to send homework to their teachers e.g. essays, PPTs. All they need to do is set up a free student account and then teachers give them individual codes to join their class groups. It is a safe and secure platform.



The image shows a screenshot of the Edmodo website's login and sign-up interface. At the top, the Edmodo logo is displayed in white text on a blue background. Below the logo, there is a login form with two input fields: "Username or Email" and "Password", and a "Forgot?" link. A "Login" button is positioned to the right of the password field. Below the login form, a central white box contains the text "Sign up now. It's Free!" and two buttons: "I'm a Teacher" and "I'm a Student". Below these buttons, a link for "Parent Sign Up (Requires Parent Code)" is visible. The page is decorated with a collage of photos showing students and teachers. At the bottom, there are navigation links for "Blog", "Schools & Districts", "Platform", "Mobile", and "Help". The footer contains the copyright notice "Edmodo ©2012" and links for "About", "Jobs", "Contact", "Press", "Terms", and "Privacy", along with flags for the United States, United Kingdom, and France.

Websites to Improve Literacy

Words are usually learned only after they appear several times. In fact, researchers estimate that it could take as many as 17 exposures for a student to learn a new word. Students enjoy learning new vocabulary with online games, and puzzles such as wordsearches so they could be guided at home to do self-assessment on their keywords across all subject areas by using these recommended sites:

<u>Puzzlemaker</u>	Lots of different types of puzzles to make
<u>Wordlearner</u>	Crosswords, wordsearches, bingo, matching and more
<u>Wordsearches</u>	Make you own wordsearch
<u>Quizlet</u>	Flashcards, Games and Tests
<u>Studystack</u>	Flashcards, Matching, Crosswords, Tests, Quizzes
<u>Wordle</u>	Create your own Word Cloud
<u>Tagxedo</u>	Create your own Word Shape

Oral Language Skills - Success Criteria for an oral Presentation

During my presentation, I will focus on:

Eye-Contact

- Look at my whole audience

How I Speak:

- Speak clearly
- Loud enough for all to hear
- Good pace (not too fast or too slow)
- Not mumbling - Avoid saying "um" or "like" or giggling
- Speak with enthusiasm and expression in my voice

Physical Movement

- Avoid distracting my audience by not

Fidgeting - Wiggling - Shuffling my feet or papers

- Use gestures and facial expressions
- Stand relaxed, but not slouching or leaning

Being Prepared

- Memorised most of what I need to say
- It is obvious that I have practiced a lot