



Anthony Gell  
— School —



# LITERACY ACROSS THE CURRICULUM

Literacy is the responsibility  
of every teacher

KS3, 4 & 5

J Flint May 2023

**POLICY / STAFF  
GUIDE**

# Contents

**1: The Importance of Literacy**

**2: Reading for Meaning**

**3: Building Vocabulary**

**4: Disciplinary and Academic Literacy**

**5: Extended Writing**

**6: Technical Accuracy in Writing**

**7: Oracy**

**8: Interventions**

**9: Helpful Literacy Reminders**

# 1: The Importance of Literacy

**‘Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.**

**Lacking vital literacy skills holds a person back at every stage of their life. As a child they won't be able to succeed at school, as a young adult they will be locked out of the job market, and as a parent they won't be able to support their own child's learning.’**

(The National Literacy Trust)

**‘Literacy really is the responsibility of every teacher. The evidence suggests that pupils benefit from a balanced approach to literacy that includes a range of approaches’**

(EEF, 2018)

At Anthony Gell School we believe that improving literacy standards is fundamental to raising student self-esteem, confidence and achievement and are committed to ensuring that all students use the opportunities available in order to achieve beyond expectations. The school will actively pursue its literacy policy by, **in all subject areas:**

- Establishing the importance of literacy across the curriculum by providing advice, training and support to teachers;
- Giving opportunities for students to develop their literacy skills **both within and outside** the classroom;
- Continually reviewing all aspects of **teaching and learning** to ensure that it is accessible and challenging for all students;
- Ensuring that **feedback** explicitly linked to literacy skills is given at regular intervals and that students are given the opportunity to act upon it;
- Aiming to ensure that all AGS students are able to read to an **age-appropriate level and fluency** (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers);
- Monitoring the progress of individual students in terms of their literacy and implementing **intervention** programmes as necessary;
- Allocating time for students **to read for pleasure**, with a focus on evolving student reading habits (quality as well as quantity);
- Promoting the benefits of developing a wide **vocabulary**, as well as providing students the explicit opportunity to do so;

- Placing importance on the concept of '**disciplinary literacy**' and demonstrating this throughout our curricula;
- Promoting a high level of oracy in students.

## 2. Reading for Meaning

‘A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading (...) reading should be 'prioritised to access the full curriculum offer’

(Ofsted, 2018)

‘It is important that the texts pupils are reading are at an appropriate level, but challenging and interesting; pupils should have the opportunity to engage with authentic scientific books and texts’

(EEF, 2018).

At Anthony Gell, students are taught to read with understanding, to locate and use information, to follow a process or argument and summarise and to synthesise and analyse what they have read.

We encourage reading in many forms: in novels and non-fiction texts; in textbooks and reference books; in poems; in digital forms such as online videos and resources.

**We should all support students in reading for meaning by:**

- Including **reading ages** as part of the information available to staff;
- Providing **glossaries** of potentially unfamiliar words on resources used, **dual-coded** where possible with images to support understanding;
- Teaching and then developing **techniques** with students such as skimming, scanning, highlighting, annotation and note-taking;
- Using our **questioning** and other strategies such as **prediction** and **summarising** to check that all students have understood what they have read;
- Ensuring that resources (PowerPoints, worksheets etc.) are **laid out** in a way that aids reading;
- Displaying **key words** in classrooms and/or on knowledge organisers, as well as student-friendly definitions;
- Ensuring that students have a reading book that is **appropriate** to their reading age and ability;
- Ensuring that students are given time to read for **pleasure** during their library lessons in English and also in the designated time during their tutor period, as well as encouraging them to do so and engaging with them about their book;

- Having **dictionaries** available for students to find word definitions;
- Setting reading for **homework** eg research, reading to others and themselves in order to maintain reading skills and the profile of reading;
- **Highlighting** key words/phrases.

### Supporting Dyslexic Students:

We can support dyslexic students by doing such things as:

- Using **1.5** spacing on PowerPoints and worksheets;
- Using a font size on PowerPoints of no smaller than **20pt**;
- Using fonts such as **Comic Sans or Century Gothic** on lesson resources;
- Providing coloured **backgrounds/overlays** where required.

### Supporting EAL Students:

We can support students who have English as an additional language by doing such things as:

- Ensuring that **subtitles** are turned on when watching videos;
- Making use of **Immersive Reader** on Office 365;
- Using resources like **Google Translate**;
- Making **bilingual dictionaries** available.

# 3. Building Vocabulary

**‘Language variation in children is complex and difficult to attribute to a single cause. Regardless of the causes, low levels of vocabulary set limits on literacy, understanding, learning the curriculum and can create a downward spiral of poor language which begins to affect all aspects of life.’**

(Kate Nation, OUP, 2018)

**‘This collective mission around vocabulary really isn’t so difficult. And the rewards are significant. Because when we talk of closing the word gap, we ... mean welcoming a child into a world of new ideas, insights and emotions ... That empowerment that comes through vocabulary should be the birthright of every child, whatever their background.’**

(Geoff Barton, OUP, 2018)

At Anthony Gell, we seek to provide students with the language that they need to express themselves. Words are vital to reading as well as being able to effectively communicate in both written and oral forms. Throughout all of our subjects, we promote the development of vocabulary as something essential and encourage and support students to develop their own.

**We should all support students in developing their vocabulary by:**

- **Modelling** a wide vocabulary in our verbal explanations and written models, normalising this in our classroom(s);
- **Explaining** challenging or unfamiliar words to students, giving both definition(s) and how they should be used in a sentence;
- Where possible, helping student understanding by **linking** new words to other words via their root, prefix and/or suffix. This could be ensuring that students know what words with ‘psyche’ in them link to or reiterating what the prefix ‘in-’ does to a word, for instance;
- Ensuring that students are prompted to use more **formal, academic** style when writing essays or engaging in debate;

- **Challenging** students to come up with more effective vocabulary options when offering simpler ones, whether in written feedback or verbally;
- Considering which words and phrases to teach as part of **curriculum** planning;
- Supporting the memorisation of vocabulary through spaced **retrieval** practice methods such as low-stakes quizzes and multiple-choice questions;
- Conducting quizzes such as **Pre- and Post-Tests** on key vocabulary needed for a topic, with the goal being that students achieve a perfect score in the Post-Test at the end of a topic.

| <b>PRE-TEST: KEY KNOWLEDGE AND VOCABULARY</b>          |               |
|--------------------------------------------------------|---------------|
| <b>THE GOTHIC &amp; GREAT EXPECTATIONS</b>             |               |
| <b>QUESTION</b>                                        | <b>ANSWER</b> |
| 1. What does the word <b>genre</b> mean?               |               |
| 2. What is a <b>metaphor</b> ?                         |               |
| 3. What is <b>imagery</b> ?                            |               |
| 4. What does a <b>simile</b> do?                       |               |
| 5. What is an <b>archetype</b> ?                       |               |
| 6. What is a genre <b>convention</b> ?                 |               |
| 7. What is a <b>theme</b> of a story?                  |               |
| 8. What does the word <b>ominous</b> mean?             |               |
| 9. What does the word <b>hyperbolic</b> mean?          |               |
| 10. What does the word <b>volatile</b> mean?           |               |
| 11. What would a <b>Gothic</b> story be like?          |               |
| 12. What is meant by a <b>method</b> used by a writer? |               |
| 13. What does the word <b>supernatural</b> mean?       |               |
| 14. What does the word <b>sombre</b> mean?             |               |

Example Pre-Test, focused on key knowledge and vocabulary. This would be done at the start of a new topic, with the same test done at the end of the topic (Post-Test)



# 4: Disciplinary and Academic Literacy

**‘Every teacher communicates their subject through its own unique language, and reading, writing, speaking and listening are at the heart of knowing, doing, and communicating Science, Art, History, and every other subject in secondary school.’**

(EEF, 2019)

**‘Introducing them to formal and sophisticated language early can unlock long-term success for every child’**

(Alex Quigley, 2017)

At Anthony Gell, we realise that literacy skills are valuable in both general and discipline-specific ways and teach students to read, write and communicate effectively in all of our subjects. Students are taught the unique language of each subject: its vocabulary and conventions.

**We should all support students in developing disciplinary literacy by:**

- Maintaining an **explicit** focus on key challenging and subject-specific (Tier 2 and Tier 3) vocabulary;
- Ensuring that **curriculum planning** documents reflect the school focus on literacy and how it will be addressed in each subject and topic;
- Making explicit the **differences** in meanings between words that may be very similar but differ depending on subject: ‘factors’ in Maths as different to ‘factors’ in History, for instance;
- Discussing with students how **reading strategies** might differ in your subject compared to others;
- Identifying the Flesch **readability** score of reading materials to be given to students and using information such as reading ages to ensure that these are appropriately **adapted** for all students;

- Ensuring that we are finding **regular** opportunities to act as role models for **academic** language, explaining any words that students may be unfamiliar with;
- Identifying the **conventions** of the kind of text we are using so that students are more familiar with such a text the next time they see it;
- Making use of **displays** that show students how to 'Read/Write like a Historian/Mathematician/Caterer,' etc.

# 5: Extended Writing

**‘Improving students’ writing skills helps them succeed inside and outside the classroom. To be effective writers, students must learn how to write in a way that achieves their writing goals, reflects their intended audience and context, clearly presents their ideas, and elicits the intended response from the reader’**

(IES, 2016)

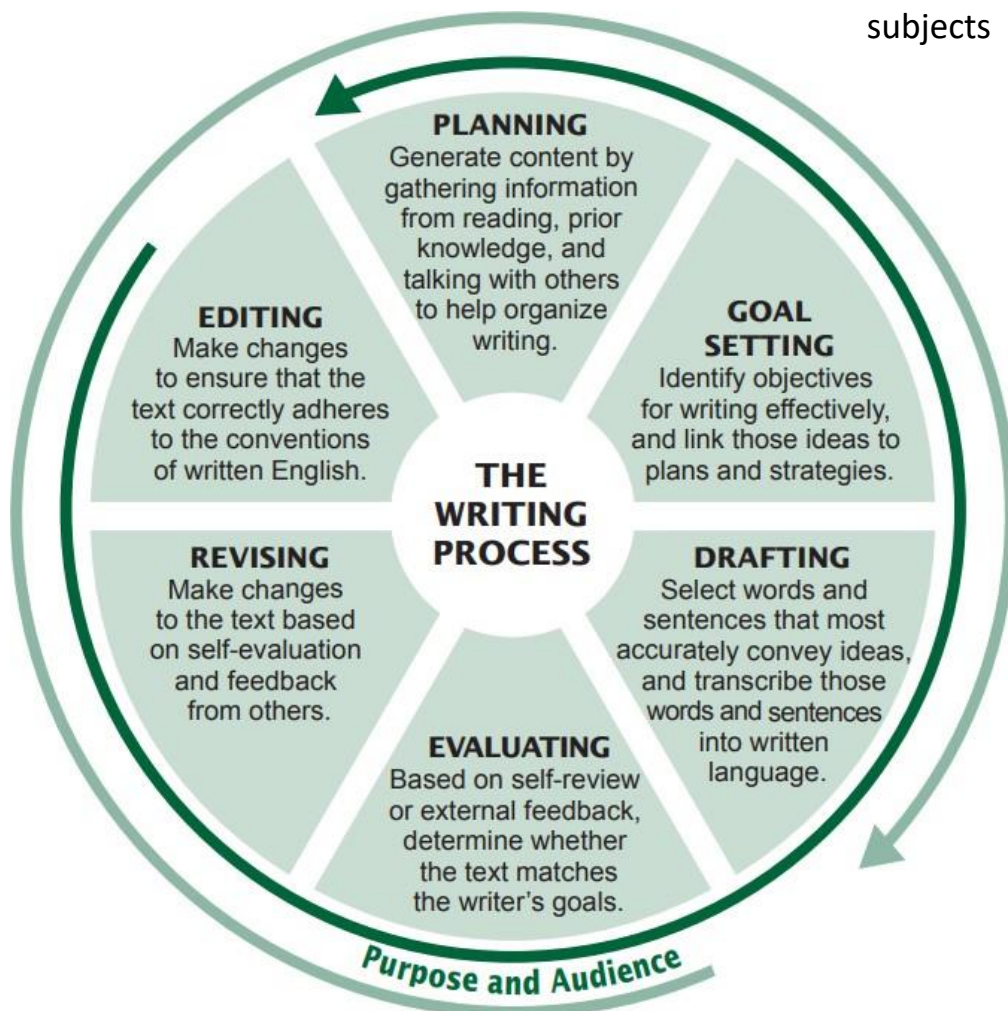
At Anthony Gell, students are expected to write in an extended way across subjects. We strive to do all that we can to support them in doing so, be it an analytical or evaluative essay, a technical report or a creative piece. We aim to build stamina and motivation in students so that they feel confident and comfortable when writing at length.

**We should all support students in developing their ability to write at length by:**

- Where possible, giving students **regular opportunities** to write at length to aid their writing stamina;
- Ensuring that we are familiar with the **conventions** of the type of text we are asking students to write and that we use these in our own models;
- **Breaking down** the different parts of an extended task for students, **modelling** each step in order to support students;
- Use **assessments** of student writing to inform instruction and feedback.
- Making **literacy mats** or **knowledge organisers** available to students to help them form their written ideas;
- Where appropriate, **adapting** by providing sentence starters, paragraph scaffolds and/or cloze versions of tasks to get students used to the way in which they should form their extended written answers. The goal with these should always be to work towards them being removed and students being able to replicate these structures **independently**;
- Where appropriate, making use of **collaborative** or **paired** writing;
- Making explicit reference to texts that have been read, using them as ‘**style models**’ for how students could or should write themselves;
- Developing **planning** and other pre-writing skills helpful in preparing students for an extended written piece;

- Where appropriate, giving time for, and encouraging students to, read their work back and make **edits** where necessary, modelling how to do so;
- Providing **extracurricular** opportunities to write at length, e.g. competitions;
- Make effective, modelled use of **peer-assessment** to identify potential improvements in longer written pieces.

The Writing Process  
(Teaching Secondary  
Students to Write  
Effectively): This is one way  
of looking at the writing  
skills needed by students  
for extended writing across  
subjects



The components may be repeated, implemented simultaneously, or implemented in different orders, keeping audience and purpose in mind throughout the writing process.

# 6: Technical Accuracy in Writing

The overarching aim (...) in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of (...) written language, (including) an understanding of grammar and knowledge of linguistic conventions for (...) writing.'

(DfE, National Curriculum for English)

At Anthony Gell, we want to equip students with the ability to write with accuracy and fluidity as they move through the school and then onto their next steps. We see technical accuracy as important and want to foster in students an independent conscientiousness about written expression.

**We should all support students in develop their written technical accuracy by:**

- Using the **literacy feedback codes** for assessment pieces as a **minimum**;
- Create opportunities within lessons to give '**live**' feedback related to errors linked to spelling, punctuation, grammatical sense and organisation. This could be when circulating during an extended task, for instance, and may use the literacy feedback codes;
- Where students have a specific regular area to improve, finding time to **check in** with them regarding that specific area in order to try and break that habit;
- Placing the onus onto the students to make **corrections** and be conscientious about their writing, encouraging them to and finding time for them to do this.
- Consistently encouraging students to **structure** their writing effectively by using simple, complex and compound sentences and paragraphs;
- Consistently encouraging students to use a **range** of punctuation and being confident in their usage ourselves so that we can support;
- **Displaying** key words and their spellings and **reinforcing** these through Do Now tasks/starters and plenaries;
- Where students make errors linked to the same spelling rule e.g. words ending in 'y' becoming '-ies' as a plural, underlining or otherwise **highlighting** this to emphasise the specific mistake being made;
- Giving students time to **proof-read** their work;
- Having **posters/displays** linked to the usage of a range of punctuation on display in classrooms.
- Anticipating **common misconceptions** or errors and highlighting how students can avoid them.

# Literacy Feedback Codes

**P**

:Punctuation error

**Sp**

: Spelling error (accompanied by the correct spelling)

**C**

: Capital letter error

**/**

: Should be a new sentence

**//**

: Should be a new paragraph

**?**

: Does not make sense/unclear in meaning

**^**

: A word needs to be inserted

**V**

: Vocabulary – replace with a more effective word

**TT**

: Technical Term – replaced with the right technical term

## Helpful Resources

|                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Apostrophes</b> are only used in <b>two</b> situations:<br/> <b>Contractions</b>: showing that letters are missing. For instance, 'can't' or 'won't'<br/> <b>Possession</b>: showing that something belongs to something else. For instance, 'Subail's ball' or 'Emma's necklace.'<br/> <b>NEVER</b> used for: plurals (cup's) or verbs (want's)</p> | <p><b>Apostrophes</b> are only used in <b>two</b> situations:<br/> <b>Contractions</b>: showing that letters are missing. For instance, 'can't' or 'won't'<br/> <b>Possession</b>: showing that something belongs to something else. For instance, 'Subail's ball' or 'Emma's necklace.'<br/> <b>NEVER</b> used for: plurals (cup's) or verbs (want's)</p> |
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### Exclamation marks:

Used to show strong emotion, emphasis or raised volume.

**Examples:** *Get to the chopper! Put the cookie down- now!*

|                                                                                                                                                                                                   |                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>There:</b> Over there/There is...</p> <p><b>They're:</b> Short for 'They are,' e.g. <i>They're great!</i></p> <p><b>Their:</b> Belonging to 'them,' e.g. <i>Their books, their work</i></p> | <p><b>There:</b> Over there/There is...</p> <p><b>They're:</b> Short for 'They are,' e.g. <i>They're great!</i></p> <p><b>Their:</b> Belonging to 'them,' e.g. <i>Their books, their work</i></p> |
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**Literacy Stickers:** Used when students make the same mistakes repeatedly – these would be stuck into their books as a point of reference for the students

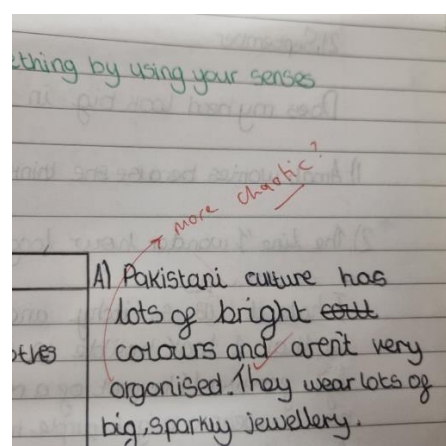
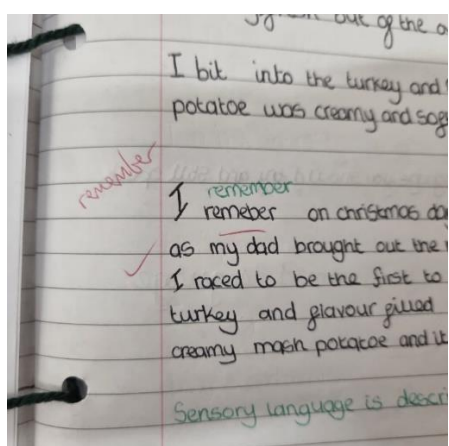
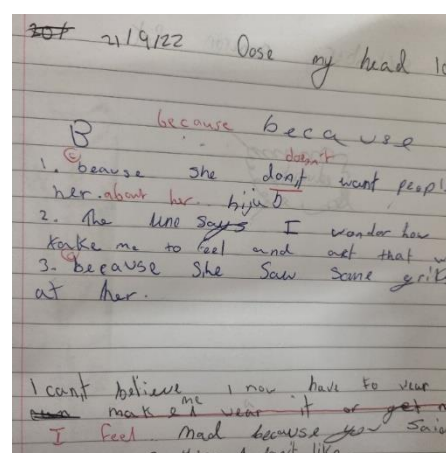
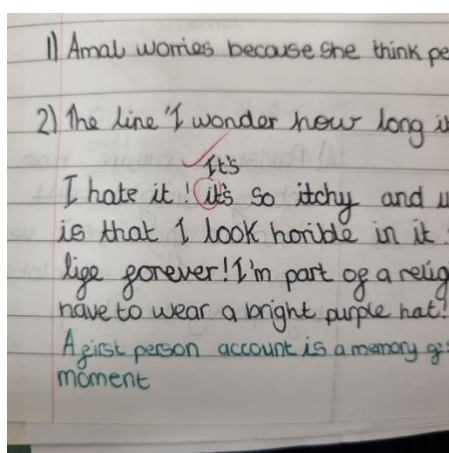
# LITERACY: LIVE FEEDBACK CODES



| Code | What does it mean?                              | What do I need to do in green pen?                                                                                                              |
|------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | You are not writing in grammatical sentences.   | Look at your work and add full stops and capitals to better divide your ideas into sentences.                                                   |
| 2    | You are not using apostrophes correctly.        | Apostrophes are used for possession and contraction. Look at your work and edit where apostrophes are needed/not needed.                        |
| 3    | You are not using capital letters correctly.    | Capitals start sentences and proper nouns like character names or Shakespeare. Look at your work and edit where capitals are needed/not needed. |
| 4    | You need to correct your spellings              | Write each of the corrected spellings out once, above where I have                                                                              |
| 5    | You need to use the correct subject terminology | Look at where I have underlined and add the right word from the wall display                                                                    |

**Live feedback codes:** these would be displayed on a PowerPoint towards the latter end of a task, after the teacher has scanned each students' work and put a number in their margin

Examples in books of feedback for literacy





# 7: Oracy

**‘We can use the opportunity of classroom talk to teach students to think—to make knowledge (...). Rather than passively absorbing the small body of knowledge the teacher is able to transmit, students can learn reasoning skills by talking and arguing their way through problems to conclusions and solutions’**

(Lauren Resnick, *Accountable Talk*, 2018)

At Anthony Gell, we want all of our students to be able to find their voice. We see the clear benefits between linking spoken language and ideas and other key skills like reading and writing and aim to build upon these connections so that students are able to convey their own ideas and communicate effectively.

**We should all support students in develop their level of oracy by:**

- Ensuring that students are given **thinking time** to formulate their ideas and then uninterrupted time to convey them;
- Developing students’ oral abilities by offering more effective **vocabulary** choices or correcting spoken errors in a way that is sensitive and supportive;
- Using **questioning** to clarify students’ meanings, as well as open questions to allow students to express their ideas on their own terms;
- Ensuring that students are aware of what is meant be appropriate **formality** and are actively encouraged to adhere to it when speaking in a given context;
- Setting **homework** that involves explaining concepts and ideas covered in class to those at home;
- Encourage students to **listen** to other students’ oral contributions in order to respond constructively and build upon their ideas and thoughts;
- Providing opportunities for **purposeful talk** and attentive listening through debates, presentations, role play, hot seating and questioning;
- Encouraging, in a sensitive manner, students to speak **loudly** and **clearly** so that all of the class can hear them;
- Making the helpful **connection** between speaking ideas out loud and then moving to written work explicit to students;
- Providing oral sentence-starters or structures in order to **support** students.



|                                                                                                                                                                            |                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Ask Me About:</b></p> <p>Modern Child Labour</p>                                                                                                                     | <h1>ENGLISH LEARNING POSTCARD</h1>                                                                                                                                                   |
| <p>Use these words to <b>prompt</b> me:</p> <ul style="list-style-type: none"> <li>• exploitation</li> <li>• emotive</li> <li>• civil war</li> <li>• conditions</li> </ul> | <p>How well was your child able to explain what they have been learning about modern child labour? Did you learn anything interesting?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>Home signature:</p>                                                                                                                                                     |                                                                                                                                                                                      |

Example of a homework linked to oracy

# 8: Interventions

**‘There is evidence to show that transition from primary to secondary school is a time where progress for some pupils can be below what would be expected. It therefore follows that a smooth transition should help facilitate pupils to catch up with their peers.’**

(DfE, 2018)

**Effective transition is reliant on a ‘whole school’ approach where school staff have clear roles and responsibilities, senior staff are engaged and the use of progression data is promoted to monitor effectiveness’**

(Galton *et al*, 2003)

At Anthony Gell we aim to support students by providing high quality interventions for those struggling. We use assessment to match students to appropriate types of intervention and monitor the impact of these interventions.

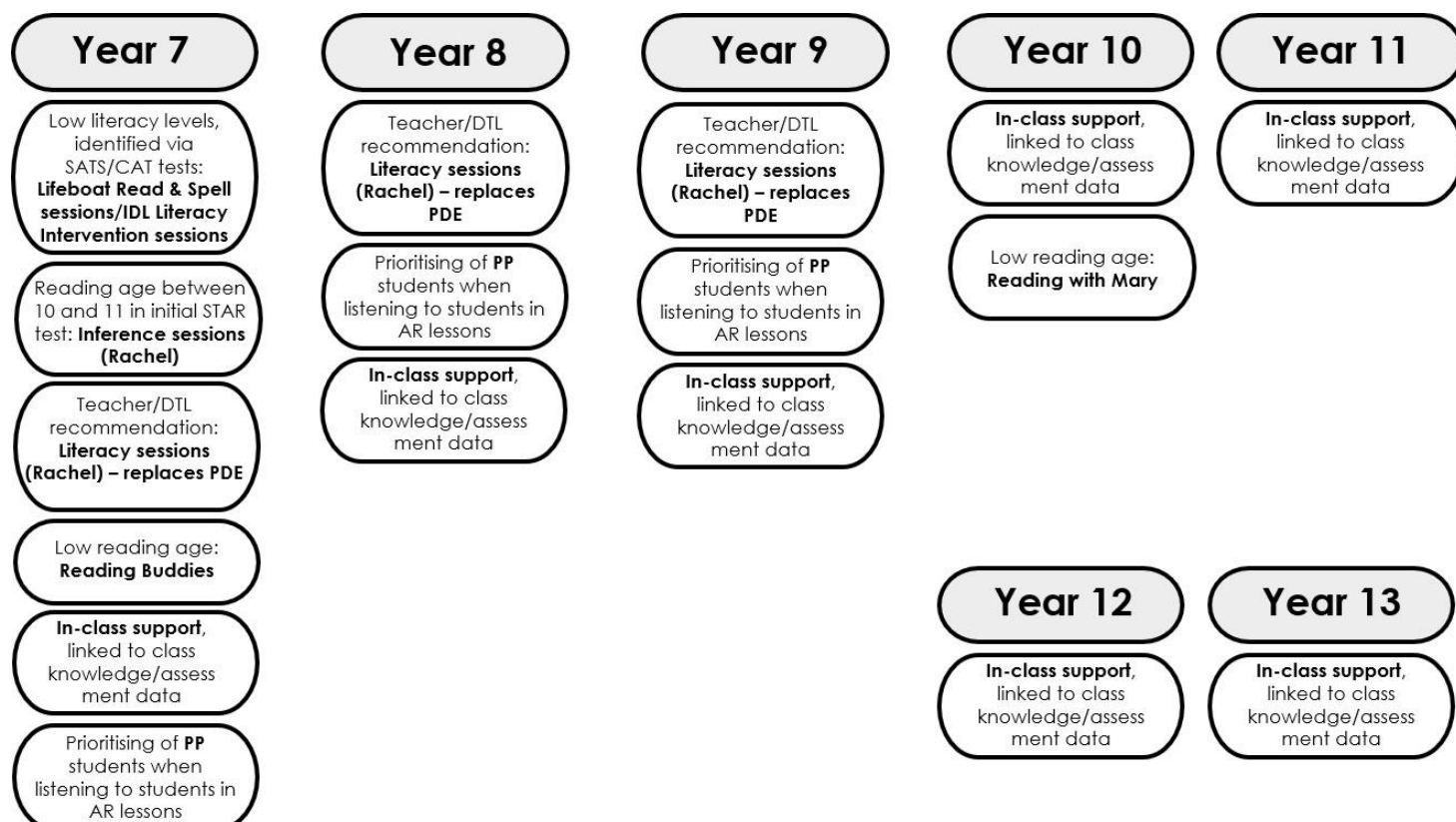
There is in place a tiered system of support for literacy that relies on both specialist input and whole school leadership.

**We should support students who are behind their peers in terms of their literacy by:**

- Using **data** effectively to place students into intervention programmes designed to support their specific needs;
- Encouraging students who are part of intervention programmes and **rewarding** successes in them;
- Using assessment data to **tailor** instruction to students’ skills and needs
- Providing tailored **feedback** on students’ written work and their use of the writing process and strategies;
- Prioritising feedback to focus on a **particular** area or learning point;
- Utilising Accelerated Reader and its STAR reading test to identify student **reading ages** and make these available to all staff;
- Utilising the Blackwell Spelling Test to identify student **spelling** ages and make these available to all staff;

- Engaging with **KS2 data and Y7 CAT score data** to gain a better idea of our students' literacy levels;
- Utilising **Teaching Assistants** effectively;
- **Timetabling** Literacy Support sessions and rooming them appropriately;
- Having **coloured** paper and overlays available in classrooms;
- Making recommendations to the **SENDCO**, where appropriate, based on findings from lessons. These may link to Access Arrangements;
- **Investing** in appropriate programmes and staffing to support students;
- Giving appropriate training to **Sixth Form** students to support the Reading Buddies program;
- Where appropriate, looking at **alternatives** to GCSE English Language and English Literature for students whose low literacy levels will be a hindrance in them achieving a grade;
- Allowing for the timetabling of **AR** lessons in the school library;
- Encouraging students in our tutor groups to attend **Reading Buddies** where selected.

## Outline of Interventions:



# 9: Helpful Literacy Reminders

## Commonly confused:

### Accept and Except:

'Accept' is a **verb** — it means  
'to agree with something' or  
'to receive something'.

America refused to accept the Versailles Treaty.

Manufacturers will only accept components that are within a particular size range.

'Except' means 'not including'.

All prime numbers, except 2 and 5, end in 1, 3, 7 or 9.

Everyone's DNA is unique, except the DNA of identical twins and clones.

### Imply and Infer:

'Imply' means 'to suggest or hint at something'. Writers and speakers often use implied meaning.

Danforth asks Rebecca, "Are you stone?", implying that she is cold and hard.

Danforth suggests that Rebecca is cold and hard.

'Infer' means 'to draw a conclusion'. Readers and listeners infer meaning.

We can infer that the Inspector's main function is to explore the theme of social responsibility.

The audience draws its own conclusions about the author's message.

### Affect and Effect:

'Affect' is a **verb** —  
one thing **affects** another.

Birth rate and death rate affect the size of the world's population.

'Effect' is a **noun** — something can have knock-on **effects**.

Widespread unemployment was an effect of the Great Depression.

#### Exception

'Effect' can also be used as a **verb**, meaning 'to put into effect':

The best way to effect change is to work with existing stakeholders.

### Less and fewer:

#### Common Mistake

There are less health and safety regulations in Newly Industrialising Countries.

↙ This isn't Standard English. It should be "fewer health and safety regulations".

Use '**fewer**' when you're talking about **plural** things that **could be counted**.

Use '**less**' when you're talking about something that **couldn't be counted**.

Spend less time on the questions worth fewer marks.

#### Exception

For a **number** with **time**, **distance** or **money**, you need to use '**less**' rather than '**fewer**'.

There are less than five miles to go. ✓

Soldiers were paid less than 10 shillings a week. ✓

## Practice and Practise:

**'Practise' is a verb —  
it's spelt with an 's'.**

Musicians attend rehearsals and practise regularly to improve their performance.

**'Practice' is a noun —  
it's spelt with a 'c'.**

Praying the rosary is a Roman Catholic religious practice.

Other word pairs follow this pattern

With an 's' the word is a verb. → **advise / advice** ← With a 'c' the word is a noun.  
→ **devise / device** ←

## It's and Its:

**'It's' is short for 'it is' or 'it has'.**

Jem is given a flower; it's a symbol of forgiveness.

The rock is smooth; it's been eroded by the waves.

**'Its' means belonging to 'it'.**

A PLC is legally obliged to publish its yearly accounts.

## There, Their and They're:

**'There' refers to places and positions.**

There is a story about a good Samaritan in the Bible.

**'Their' means 'belonging to them'.**

Some businesses try to be the biggest in their market.

**'They're' is short for 'they are'.**

The main disadvantage of USB sticks is that they're easily lost or stolen.

## Of and Have:

### Common Mistake

Haig could of saved lives by waiting for more tanks to arrive.

→ This isn't Standard English. It should be "could have saved lives".

### Non-standard X

might of

should of

would of

### Standard ✓

might have

should have

would have

### Rule of thumb

Use 'have' after words like 'would', 'could' and 'might'. Use 'of' to link words or phrases.

The Earth's core is made of iron and nickel.



# Punctuation

## Comma Splicing:

A comma splice is where a comma is used to connect two sentences:

The outer layer of the Earth is called the crust, it is about 20 kilometres thick. **X**

It can be fixed by splitting the clauses into separate sentences:

The outer layer of the Earth is called the crust. It is about 20 kilometres thick. **✓**

You can also use a colon or semicolon


Or a connective can be added after the comma:

The outer layer of the Earth is called the crust, and it is about 20 kilometres thick. **✓**

## Semicolons:

Use **semicolons** to **break up lists of long phrases**.

Eroded material is transported downstream by traction, when large particles are pushed along by the force of the river; by suspension, when small particles move along with the flow of water; and by solution, when soluble materials dissolve in the water and are carried along.

 You need a semicolon before the final 'and' in the list.

Use a **semicolon** to **join two sentences together**.

The two sentences must be equally important, and they must be closely related.

Lord Montague, Romeo's father, is aggressive; Lady Montague is peaceful and tries to stop the fighting.

## Colons:

Use a **colon** to **introduce a list**.

Tectonic plates are made of two types of crust: continental and oceanic.

Atoms are composed of three types of particle: protons, neutrons and electrons.

Use a **colon** to **introduce an explanation**.

Men and women's roles in society have gradually changed: women now have the same rights as men.

Public limited companies have a distinct advantage: they can raise a large amount of capital.

## Semicolons vs colons:

**Colons** introduce an **explanation**.

Macbeth feels guilty: Duncan has been murdered.

 explanation

In this sentence, the colon shows that Macbeth feels guilty because Duncan has been murdered.

**Semicolons** show both parts of the sentence are **related**, but there's no **explanation**.

Macbeth feels guilty; Duncan has been murdered.

In this sentence, the semicolon shows that the two parts of the sentence are related, but it doesn't mean that Duncan's murder is the cause of Macbeth's guilt.

## Apostrophes - Contractions:

Use an **apostrophe** to show where **letters** are **missing** from a word.

Scientists don't know how tropical storms form.



The apostrophe shows the 'o' from 'not' is missing.

**Don't** use **shortened forms** in your **essays** — try to use the **full form** instead.

Some plastics can't be glued because they're too smooth. ❌

Some plastics cannot be glued because they are too smooth. ✅

## Apostrophes - Possessive:

Use an **apostrophe** and an **'s'** to show that something **'belongs'** to **someone**.

Hitler's climb to power started in 1932.



The climb to power 'belongs' to Hitler.

If a word is **singular** and **ends** in an **'s'**, add an **apostrophe** and an **'s'**.



The wife 'belongs' to Tsar Nicholas.

Tsar Nicholas's wife was influenced by Rasputin.

### Exception

**Names** ending in an **'iz' sound** and **classical names** ending in **'s'** often just **add** an **apostrophe**.

Mr Bridges' physics class has been cancelled.

Socrates' enemies sentenced him to death.

## Apostrophes - Plurals:

If the **plural** word **doesn't end** in **'s'**, add an **apostrophe** and an **'s'**.

Feminist movements fight for women's rights.

If the **plural** word **ends** in **'s'**, just **add** an **apostrophe** to the end.

The Southern Christian Leadership Conference of 1957 used the churches' strength for protests.

**Never** use an **apostrophe** to show that a word is **plural**.

Hurricane's can destroy entire towns and cities. ❌

Hurricanes can destroy entire towns and cities. ✅



## Difficult Spellings:

### General:

|                      |                     |
|----------------------|---------------------|
| accept <b>able</b>   | develop <b>ment</b> |
| act <b>ually</b>     | evalu <b>ation</b>  |
| arg <b>ument</b>     | event <b>ually</b>  |
| bec <b>ause</b>      | evid <b>ence</b>    |
| begin <b>ning</b>    | exa <b>ggerate</b>  |
| conclu <b>sion</b>   | exper <b>ience</b>  |
| conse <b>quences</b> | expl <b>anation</b> |
| critic <b>ism</b>    | ful <b>fil</b>      |
| dec <b>ide</b>       | independ <b>ent</b> |
| definit <b>ely</b>   | inter <b>esting</b> |

|                      |                       |
|----------------------|-----------------------|
| necess <b>ary</b>    | relev <b>ant</b>      |
| opin <b>ion</b>      | rememb <b>er</b>      |
| partic <b>ularly</b> | respons <b>ible</b>   |
| perman <b>ent</b>    | separ <b>ate</b>      |
| persu <b>ade</b>     | simil <b>ar</b>       |
| presen <b>ce</b>     | streng <b>ths</b>     |
| prior <b>ity</b>     | succes <b>ful</b>     |
| probab <b>ly</b>     | techn <b>ique</b>     |
| recomm <b>end</b>    | tempor <b>ary</b>     |
| refer <b>ence</b>    | unfortun <b>ately</b> |

### English:

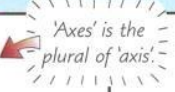
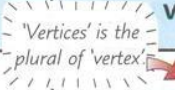
|                      |                    |
|----------------------|--------------------|
| allit <b>eration</b> | conson <b>ance</b> |
| ambigu <b>ous</b>    | diale <b>ct</b>    |
| anal <b>ogy</b>      | dialog <b>ue</b>   |
| apostroph <b>e</b>   | enjamb <b>ment</b> |
| asser <b>tion</b>    | figur <b>ative</b> |
| asson <b>ance</b>    | gen <b>re</b>      |
| audi <b>ence</b>     | homoph <b>ones</b> |
| bias                 | hyper <b>bole</b>  |
| caesur <b>a</b>      | imag <b>ery</b>    |
| colloqu <b>ial</b>   | iron <b>y</b>      |

|                      |                      |
|----------------------|----------------------|
| literat <b>ure</b>   | scen <b>e</b>        |
| metaphor             | sibil <b>ance</b>    |
| onomatopoe <b>ia</b> | simil <b>e</b>       |
| oxymor <b>on</b>     | soliloqu <b>y</b>    |
| personification      | stanza               |
| playw <b>right</b>   | superlat <b>ives</b> |
| protagon <b>ist</b>  | syllab <b>le</b>     |
| quotation            | symbol <b>ism</b>    |
| rh <b>etoric</b>     | synt <b>ax</b>       |
| rh <b>yme</b>        | traged <b>y</b>      |

A 'playwright'  
writes a 'play'.



## Maths:

|                                                                                        |              |               |                                                                                              |
|----------------------------------------------------------------------------------------|--------------|---------------|----------------------------------------------------------------------------------------------|
| adjacent                                                                               | cylinder     | numerator     | rhombus                                                                                      |
| algebraic                                                                              | denominator  | parallelogram | simultaneous                                                                                 |
| alternate                                                                              | diameter     | perpendicular | sphere                                                                                       |
| axes  | discrete     | probability   | symmetrical                                                                                  |
| circumference                                                                          | equilateral  | Pythagoras    | tangent                                                                                      |
| congruent                                                                              | hypotenuse   | quadrilateral | tessellate                                                                                   |
| continuous                                                                             | inequalities | quartiles     | trapezium                                                                                    |
| correlation                                                                            | integer      | questionnaire | trigonometry                                                                                 |
| corresponding                                                                          | isometric    | reciprocal    | vector                                                                                       |
| cumulative                                                                             | isosceles    | recurring     | vertices  |

## Science:

|              |                 |              |                |
|--------------|-----------------|--------------|----------------|
| acceleration | chloroplasts    | homeostasis  | photosynthesis |
| aerodynamic  | chromatography  | hydraulic    | precipitation  |
| alkaline     | combustion      | hypothesis   | reliability    |
| alleles      | electrolysis    | laboratory   | respiration    |
| aluminium    | electromagnetic | meiosis      | sustainable    |
| ammonia      | environment     | mitochondria | temperature    |
| anaerobic    | enzyme          | momentum     | titration      |
| anomalous    | equilibrium     | nucleus      | transition     |
| bacteria     | ethanol         | nutrients    | variable       |
| biofuel      | gravitational   | organism     | vertebrate     |

## Business Studies/Enterprise:

|             |                 |                 |                |
|-------------|-----------------|-----------------|----------------|
| appraisal   | depreciation    | interdependence | recession      |
| audit       | distribution    | investor        | recruitment    |
| bankruptcy  | diversification | legislation     | redundancy     |
| business    | dividends       | liability       | remuneration   |
| collateral  | entrepreneur    | management      | revenue        |
| commodity   | franchise       | manufacturer    | stakeholder    |
| competitors | government      | multinational   | subsidies      |
| consumer    | hierarchies     | portfolio       | sustainability |
| corporation | insolvency      | profitability   | tertiary       |
| debenture   | integration     | questionnaire   | unemployment   |

## Technology:

|               |             |              |               |
|---------------|-------------|--------------|---------------|
| abrasive      | development | manipulate   | soldering     |
| adhesive      | disassemble | manufacture  | specification |
| aesthetic     | embroidery  | mechanism    | sustainable   |
| aluminium     | emulsifier  | modification | synthetic     |
| biodegradable | ergonomic   | nutrients    | technique     |
| circuit       | evaluation  | perspective  | technology    |
| component     | hygiene     | presentation | temperature   |
| contaminate   | ingredient  | prototype    | tessellate    |
| corrosion     | innovation  | recipe       | texture       |
| deteriorate   | malleable   | sieve        | thermochromic |



## Geography:

|              |               |
|--------------|---------------|
| ablation     | climate       |
| abrasion     | commuter      |
| accumulation | contour       |
| agriculture  | deciduous     |
| altitude     | deforestation |
| aquifers     | deposition    |
| attrition    | desert        |
| avalanche    | droughts      |
| bilateral    | ecosystems    |
| choropleth   | environment   |

Don't confuse  
'desert' and  
'dessert' (pudding).

|                |               |
|----------------|---------------|
| erosion        | pollution     |
| estuary        | precipitation |
| glaciers       | regeneration  |
| impermeable    | regional      |
| infrastructure | reservoirs    |
| irrigation     | subsistence   |
| isolines       | temperature   |
| latitude       | topological   |
| moraine        | tourism       |
| physical       | tsunami       |

## IT/Computing:

|                 |              |
|-----------------|--------------|
| algorithm       | connections  |
| alignment       | cursor       |
| alphanumeric    | cyber        |
| attachments     | digital      |
| binary          | encryption   |
| byte            | formatting   |
| cartridges      | fraud        |
| circuit         | hyperlink    |
| compression     | installation |
| confidentiality | interactive  |

Don't be tempted  
to write 'bite' —  
that's for eating.

|             |              |
|-------------|--------------|
| interface   | resolution   |
| memory      | router       |
| modem       | satellite    |
| moderators  | security     |
| multimedia  | sensor       |
| operating   | stylus       |
| peripherals | surveillance |
| phishing    | system       |
| processor   | technical    |
| prototypes  | terrestrial  |

Don't get  
this confused  
with 'fishing'.

## History:

|               |                      |                |             |
|---------------|----------------------|----------------|-------------|
| agriculture   | conscript <b>ion</b> | fascist        | political   |
| armistice     | constitutional       | ghetto         | propaganda  |
| artillery     | coup                 | government     | rebellion   |
| bias          | defence              | Holocaust      | reign       |
| capitalism    | democracy            | hyperinflation | reliability |
| cavalry       | dictatorship         | imperialism    | revolution  |
| censorship    | diplomacy            | invasion       | segregation |
| chronological | dynasty              | isolationism   | siege       |
| communism     | economic             | military       | source      |
| conflict      | emperor              | parliament     | suffrage    |

When you're talking about 'the Holocaust', always use a capital letter.

## Music:

|              |                   |              |                |
|--------------|-------------------|--------------|----------------|
| acciaccatura | chord             | fugue        | portamento     |
| anacrusis    | chromatic         | glissando    | recapitulation |
| antiphonal   | composition       | heterophonic | rhythms        |
| appoggiatura | concerto          | homophonic   | staccato       |
| arpeggio     | contralto         | legato       | strophic       |
| articulation | contrapuntal      | musician     | symphony       |
| atonal       | descant           | orchestra    | syncopation    |
| Baroque      | dissonance        | ostinato     | timbre         |
| cadence      | dynamics          | pizzicato    | tremolo        |
| cadenza      | false <b>tt</b> o | polyphonic   | vibrato        |

Remember, 'vocal cord' is spelt without the 'h'.



RE:

|              |                |
|--------------|----------------|
| agnosticism  | conversion     |
| akhirah      | cremation      |
| atheism      | deterrence     |
| benevolence  | disciple       |
| catechism    | discrimination |
| celibacy     | euthanasia     |
| ceremony     | humanity       |
| commandments | laity          |
| commitment   | literalism     |
| conscience   | miracle        |

|             |                |
|-------------|----------------|
| mosque      | reconciliation |
| mourning    | reincarnation  |
| numinous    | resurrection   |
| omnipotent  | sanctity       |
| omniscience | society        |
| pacifism    | spiritual      |
| prayer      | surrogacy      |
| prejudice   | synagogue      |
| promiscuity | Tzedakah       |
| prophet     | usury          |

Don't get 'profit' confused with 'prophet'.

PE:

|              |                |
|--------------|----------------|
| abdominal    | carbohydrates  |
| aerobic      | cardiac        |
| agility      | cardiovascular |
| amateurs     | cartilage      |
| anaerobic    | cholesterol    |
| antagonistic | circuit        |
| arteries     | contraction    |
| athlete      | endurance      |
| balance      | exercise       |
| capillaries  | facilities     |

|              |               |
|--------------|---------------|
| fatigue      | participation |
| gymnastics   | performance   |
| hypertrophy  | physical      |
| inflammation | quadriceps    |
| injuries     | referee       |
| league       | respiratory   |
| ligament     | somatotypes   |
| mesomorphs   | synergist     |
| muscle       | testosterone  |
| nutrition    | triceps       |

Don't confuse 'muscles' with 'mussels' (the shellfish).