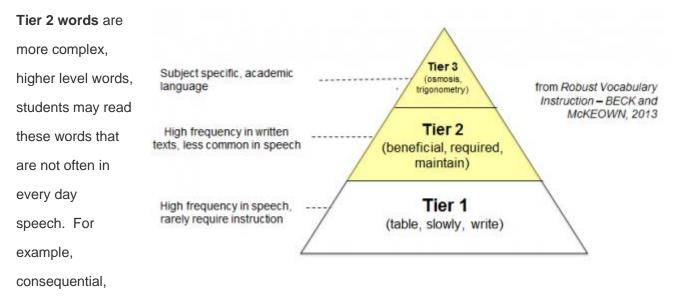# Language Development Booklet

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 refer to vocabulary using the three-tiered 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 secondary school knowing tier 1 words, or they pick them up very quickly. Tier 3 words are covered in subject lessons. However research suggests that the **tier 2 words are the hardest to learn** because they can be applied to many topics, contexts and often have multiple meanings, the deep understanding of these words is also the most useful to students. At the end of this leaflet are our suggested tier 2 word lists.

Activities to promote literacy and language development at home

You could model a connection to literacy by **talking** with your child about books or something you have read recently.	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?".
Make some **cue cards** with the word on one side and the definition on the other and use them to help you learn the words	Could you **read with your child** at home? We have a selection of example co-curricular texts you could choose from on our [website here](#), we also offer **audiobooks** you can both listen to together.
You can continue to support your child by encouraging them to **read for at least 20 minutes everyday;** this helps children develop their skills at all ages and stages of reading skill. It is commonly known that reading more helps reading skills develop even further.	**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: https://www.youtube.com/watch?v=pJjKvr2mxcY
Meet your child where they are in their reading – children cab read manga, comics, manuals. Perhaps you could also ask them to read the recipe out of the cookbook as you make dinner? Read the road signs on that long journey? Read the instruction manual when you're trying to build that new chest of drawers – as long as children are reading – it all helps.	Parents can encourage students to **be word explorers**, finding connections between similar words. A good website to explore words is https://www.dictionary.com/ where you can find out the definition, the etymology and see the word in a sentence

Tier 2 Word Lists

In school, we will explicitly teacher tier 2 vocabulary and in order to complement what is happening in school, here are some suggested tier 2 word lists that you may wish to explore with your child at home, along with some fun strategies!

Maybe you could 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 everyday life.

Tier 2 Suggestions for Year 7

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

Tier 2 Suggestions for Year 8

abstract	accommodate	accurate	adapt	adjust	affect
allocate	ambiguous	analyse	apparent	approach	arbitrary
assess	assure	attribute	automate	bond	capable
cease	cite	classic	coincide	commission	community
compile	component	comprise	concentrate	concurrent	confine
conform	considerable	constitute	consult	contemporary	contradict
contribute	converse	cooperate	corporate	create	crucial
deduce	demonstrate	depress	detect	differentiate	discrete
dispose	distribute	domain	draft	dynamic	eliminate
empirical	ensure	equate	erode	ethnic	evident
exclude	explicit	expose	facilitate	finite	focus
forthcoming	function	generate	grant	hypothesis	ideology
image	implement	imply	incidence	incorporate	individual
infer	inhibit	injure	insight	institute	integrate
intense	internal	intervene	investigate	isolate	legal
liberal	logic	manipulate	maximise	mediate	ministry
modify	mutual	neutral	notion	occupy	orient
overall	panel	parallel	partner	percent	perspective
philosophy	potential	precise	preliminary	prime	prior
process	promote	protocol	purchase	quote	rational
regime	regulate	release	rely	resolve	restrain
reveal	revise	role	schedule	section	sequence
similar	somewhat	specify	status	stress	subordinate
substitute	sum	survey	sustain	team	tense
theory	transfer	transmit	ultimate	undertake	unique
vary	virtual	voluntary	whereby		

Tier 2 Suggestions for Year 9

academy	accompany	acknowledge	adequate	administrate
aggregate	alter	amend	annual	append
appropriate	aspect	assign	attach	author
benefit	brief	capacity	channel	civil
clause	collapse	commit	compatible	complement
compound	compute	concept	conduct	confirm
consent	consist	constrain	consume	context
contrary	controversy	convert	coordinate	correspond
credit	culture	define	denote	derive
deviate	dimension	discriminate	distinct	diverse
domestic	drama	economy	emerge	enable
entity	equip	establish	evaluate	evolve
exhibit	exploit	external	federal	flexible
format	foundation	fund	generation	guarantee
identical	ignorant	immigrate	implicate	impose
incline	index	induce	infrastructure	initial
innovate	inspect	instruct	integrity	interact
interpret	intrinsic	invoke	journal	legislate
licence	maintain	manual	mechanism	migrate
minor	monitor	negate	norm	objective
occur	outcome	overlap	paradigm	parameter
passive	period	phase	pose	practitioner
predict	presume	principal	priority	prohibit
proportion	psychology	pursue	radical	recover
region	reinforce	relevant	remove	resource
restrict	revenue	revolution	route	scheme
sector	shift	simulate	source	stable
straightforward	structure	subsequent	successor	summary
survive	symbol	technique	terminate	trace
transform	transport	undergo	uniform	utilise

Tier 2 Suggestions for GCSE

In the grid below are some tier 2 command words that Ofqual have stated will be common command words in GCSE exams; command words instruct children what to do for that question. We do explore these words in school, but it is also worth consolidating the knowledge at home.

In addition to these words, we also encourage you to look at the 'command words' document on the school's literacy page on the website [here](#)

Analyse	Argue	Assess
Comment	Compare	Contrast
Criticise	Debate	Describe
Discuss	Evaluate	Examine
Explain	Find	How does the writers' use of language achieve an effect of..?
Illustrate	Review	Suggest
Summarise	Support	What do you understand by…?