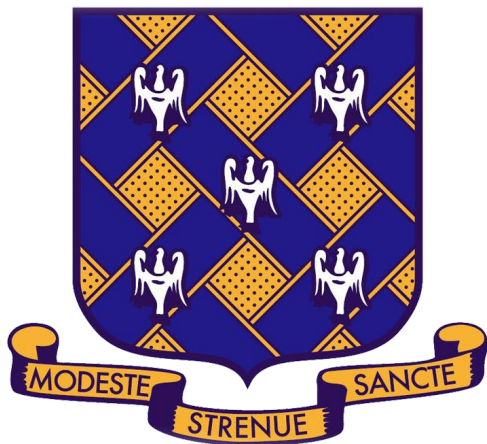


RUTLISH SCHOOL

YEAR 9

SPECIALIST VOCABULARY AND SPELLINGS + LITERACY ACTIVITIES



A NOTE FOR TUTORS

As well as practising spellings, students should use their mini-dictionaries to look up the meaning of unfamiliar words, then practise using those words (end pages for practice).

Share the spelling strategies below with your tutor group and let students choose the method which works best for them. You may need to remind students about the different spelling methods each week and encourage them to try different approaches.

Choose 10 spellings for your test in the morning. It is up to you whether you choose to focus on spellings from a different subject each week or select 10 words at random from all subjects and the 'commonly misspelt' list.

When reading out the correct spellings, ensure students are marking and correcting their work. Misspelt spellings should be written out correctly three times, rather than simply marking them as incorrect.

Please award Literacy Achievement Points for accurate spellings 😊

SPELLING STRATEGIES

1. Break it into sounds (d-i-a-r-y)
2. Break it into syllables (re-mem-ber)
3. Break it into affixes (**dis**-cover/**bold-ly**)
4. Make up a mnemonic (necessary – one collar, two sleeves)
5. Refer to word in the same family (muscle – muscular) (word webs)
6. Say it as it sounds (Wed-nes-day) (spellspeak)
7. Words within words (Tragedy – t **-rage**-edy)
8. Visual memory (look-cover-write-check)

COMMON MISPELLINGS

Test your tutees on these 100 commonly misspelled words:

their/they're/there	practise (verb)	practice (noun)	different	then/than
familiar	changeable	definitely	people	different
because	thought	successful	beautiful	pursue
sincerely	embarrass	immediately	write/right	try/tries
foreign	analyse/analysis/analyses (plural)	library	questionnaire	discreet/discrete
affect (v)/effect (n)	argument	necessary	busy	millennium
calendar	acquire	miniature	recommend	would/wood
said	receive	bear/bare	minuscule	frightened
grammar	separate	weird	didn't	always
interesting	exceed	accentuate	pigeon	perceive
until	our/are	asked	playwright	through/threw
whether/weather	believe	little	repetition	accommodate
went	jewellery	tomorrow	fulfil	morning/mourning
surprise	beginning	caught	technique	together
now/know	decide	friend	equipment	occurrence
before	bought	lightning	rhythm	hierarchy
again	heard/herd	existence	principle/principal	business
achieve	February Wednesday	humour/humorous	sentence	occasionally
here/hear	its/it's	know/no	off/of	to/too/two
were/we're/where	quiet/quite	who's/whose	your/you're	though

Subject Specific Vocabulary

ART

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
observation first hand record shape outline proportion measurement scale accuracy tone 3D realistic	portrait proportion facial features 3D form sculpture health & safety	identity messages symbolism symbol representation culture	rule of thirds diagonal line composition focal point angle of view perspective arial lead in lines balance symmetry asymmetrical cropping contrast	structures relief printing positive negative experiment risk taking intaglio trace incised mark makings tones pressure	commission brief stimulus collaboration design plan refine

DRAMA

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
genre pantomime stock characters hero audience interaction proxemics makeup set design lead end on stage traverse	emperor moral theme antagonist gait modulation articulation convention exposition flashback flash forward	catharsis dramatic irony aside box set chorus climax nemesis understudy posturing comedy	dramatic characters irony backstage spotlighting glow inciting incident sub plot theatre of the absurd tragic flaw tragedy	props rising action physical theatre physical action void received pronunciation moral compass fugitive captive	cut cast scenery anti- climax role reversal bonding character evolution symbolism deception

DT

Project: Structures	mass, frame, shell, tension, torsion, compression, shear and bending, tie and strut, evaluate, structural analysis, design, create, evaluate.
3D drawing	oblique, scale drawings, 1 point perspective, 2 point perspective, orthographic, isometric, exploded drawings, design, create, evaluate.
Packaging	marketing, convenience, security, task analysis, target market, ergonomics, anthropometrics, aesthetics, cost, materials, screen printing, sustainable design, 6R's, finite resources, carbon footprint, prototype, design, create, evaluate.
Food Technology	health and safety, measure, sieve, dice, knead, utensils, boiling, simmering, shallow fry, deep fry, stir fry, steaming, poaching, grilling, roast, baked, thermometers, casserole, slow cooking, microwave

cooking.

ENGLISH

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Suggests implies highlights evaluate inference connotations foreshadowing misogyny Great Depression circular narrative context social hierarchy	describe metaphor simile personification narrative character setting cliché climax resolution protagonist antagonist villain unreliable narrator uncanny terror	inference connotations foreshadowing misogyny conventions symbolism circular narrative context social hierarchy Jacobean Elizabethan	suggests implies highlights creates persuade influence argue conversely creates evaluate persuasive rhetoric facts opinions repetition rule of three	inference connotations foreshadowing misogyny conventions symbolism circular narrative context social hierarchy witch hunt McCarthyism	inference connotations foreshadowing misogyny allusion conventions symbolism context social hierarchy metaphor imagery simile personification

GEOGRAPHY

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
infant mortality rate informal LEDC/MEDC/NIC agricultural life expectancy GNP per capita literacy rate tariffs multiplier effect standard of living gross domestic product (GDP) primary/secondar y/ tertiary/quatemar y purchasing power parity	diversify weathering impermeable limestone infrastructure pervious porous quarrying sedimentary	ageing population sparse contraception push factor distribution pull factor host country emigrate population density dense population pyramid	finite globalisation implement processed replenished energy mix heavy industry redevelop sustainability disposable carbon footprint toxic	convection currents aid dense seismic activity lava magnitude molten Richter scale fault seismometer fissure epicentre sanitation	coriolis force drought evacuation habitat levee storm surge tornado

HISTORY

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
emancipation Confederacy racism Union civil war	ideology revolution putsch arms race	bombing warfare genocide blitzkrieg	holocaust anti-Semitism genocide Nazi	<u>*see previous unit – to apply all vocabulary knowledge built.</u>	<u>*see previous unit – to apply all vocabulary knowledge built.</u>

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ICT

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
oversharing digital footprint trolling file management naming conventions computer network binary denary hex		fair use public domain file sharing		Bubble Sort Merge Sort Quick Sort	

MATHEMATICS

Number System	Calculations	Algebra	Handling Data	Shape Space and Measures	Sequences, Functions and Graphs
place value exponent proportionality index law integers fractions decimals percentages	compound Constant reciprocal	common factor cubic equation cubic expression quadratic equation quadratic expression linear expression factorise identity inequality region	bias census cumulative frequency relative frequency quartiles representative probability mean median exhaustive	circumference convention tangent diameter hypotenuse radius segment symmetry density axis	cubic function identity function inverse function quadratic function quadratic sequence curve self-inverse

MFL

FRENCH: Autumn		Spring		Summer	
fizzy drinks	des boissons gazeuses	to become	devenir	a shirt	une chemise
water	de l'eau	lawyer	avocat	a tie	une cravate
fruit	des fruits	singer	chanteur/euse	trousers	un pantalon
vegetable	des légumes	accountant	comptable	a dress	une robe
meat	de la viande	nurse	infirmier/ère	a skirt	une jupe
cakes	des gâteaux	doctor	médecin	a hoodie	un sweat à capuche
bread	du pain	teacher	professeur	a hat	un chapeau
fish	du poisson	vet	vétérinaire	a cap	une casquette
sweets	des sucreries	fireman	pompier	a jacket	une veste
dairy products	des produits laitiers	engineer	ingénieur	a coat	un manteau
eggs	des oeufs	manager	directeur/trice	a bag	un sac
a meal	un repas			shoes	des chaussures

GERMAN: Autumn		Spring	Summer
Teacher	Der Lehrer/ Die Lehrerin	Meat	Das Fleisch
Doctor	Der Arzt/ Die Ärztin	Fish	Der Fisch
Plumber	Der Klempner/ Die Klempnerin	Fruit	Das Obst
Bus driver	Der Busfahrer/ Die Busfahrerin	Vegetables	Die Gemüse
Nurse	Der Krankenpfleger/ Die Krankenpflegerin	Sweets	Die Bonbons
Architect	Der Architekt/ Die Architektin	Milk	Die Milch
Police man/ woman	Der Polizist/ Die Polizistin	Water	Das Wasser
Fire man/ woman	Der Feuerwehrmann/ Die Feuerwehrfrau	Pasta	Die Nudeln
Boss	Der Chef/ Die Chefin	Chocolate	Die Schokolade
Public official	Der Beamter/ Die Beamtin	Bread roll	Das Brötchen
IT technician	Der Informatiker/ Die Informatikerin	Soup	Die Suppe
			Head Der Kopf
			Back Der Rücken
			Eye Das Auge
			Nose Die Nase
			Mouth Der Mund
			Ear Das Ohr
			Stomach Der Bauch
			Arm der Arm
			Leg das Bein
			Hand die Hand
			Foot der Fuß
			Finger der Finger

SPANISH: Autumn		Spring	Summer
camarero/a	a waiter	el agua	water
cocinero/a	a cook	el arroz	rice
dependiente/a	a shop assistant	la carne	meat
esteticista	a beautician	los caramelos	sweets
jardinero/a	a gardener	la fruta	fruit
limpiador(a)	a cleaner	las hamburguesas	hamburgers
peluquero/a	a hairdresser	los huevos	eggs
repcionista	a receptionist	la leche	milk
		el marisco	seafood, shellfish
		el pescado	fish
		el queso	cheese
		las verduras	vegetables
			una camisa
			a shirt
			una camiseta
			a T-shirt
			un jersey
			a jumper
			una sudadera
			a sweatshirt
			una falda
			a skirt
			un vestido
			a dress
			una gorra
			a cap
			unos pantalones
			some trousers
			unos vaqueros
			some jeans
			unas botas
			some boots
			unos zapatos
			some shoes
			unas zapatillas de deporte
			some trainers

MUSIC

MCs - Masters of Ceremonies - another term for people who rap.

Couplet - A pair of rhyming words.

internal rhyme / assonance - Matching the sounds of words within lines as well as at the ends of each line.

Grime - A type of rap from the UK with high energy, electronic sounds, and new flows and rhyme patterns.

sound system - Large outdoor speaker systems which originated in Jamaica and were often run by a group of DJs and MCs.

B-boys - Breakdancers - this originated with people who danced to the DJs playing breaks in hip-hop music. (Breaks are the repeated drum breakdowns from existing tracks.)

Highlife - A style from Ghana featuring horns and guitars.

Afrobeat - The style created by Fela Kuti, fusing highlife with African rhythms. Don't confuse this with 'Afrobeats', a contemporary style with more electronic sounds and often rap.

jazz fusion - A style combining rock and jazz

PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
restart	sequence	passing	aerobic	drive	bowling
breakdown	rotation	receiving	anaerobic	rotation	batting
scrum	shape	marking	continuous	pull	fielding
line outs	balance	dodging	interval	push	throwing
formation	muscular tension	set plays	fartlek	jumping	power

decision making tactics	fluency spotting	formation decision making tactics	resistance personal exercise plan	coordination pace judgement acceleration	deception decision making
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PSHE		
Autumn	Spring	Summer
female genital mutilation bisexual transgender heterosexual heteronormative gender diverse gender fluid gender queer asexual pansexual ally	addiction gambling risk substance misuse substance abuse grooming CCE CEOP	human rights extremist terrorism humanitarian aspiration homeless shelter

RE		
Autumn	Spring	Summer
Daoism, Zoroastrianism, Jainism, scientology, cult, Mormonism	Salah, Shahada. Hajj, Zakat, Nubuwwah, Sawm, Sunnah, hadith	Rationalism, empiricism, ethical, euthanasia, abortion, utilitarian, feminism

SCIENCE					
BIOLOGY					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>cell biology</u> eukaryotic prokaryotic cell membrane cell wall chlorophyll chloroplast cytoplasm mitochondria nucleus ribosomes stem cells differentiate cell cycle mitosis	<u>cell biology</u> diffusion osmosis active transport hypertonic hypotonic isotonic plasmolysis turgid flaccid cancer carcinogen benign malignant	<u>organisation</u> amino acids proteins glucose starch lipids fatty acid glycerol enzymes catalyst active site denatured amylase protease lipase	<u>organisation</u> aorta vena cava atria ventricles arteries veins capillaries plasma red blood cells haemoglobin white blood cells platelets translocation transpiration	<u>bioenergetics</u> photosynthesis endothermic glucose oxygen carbon dioxide energy sunlight chlorophyll palisade mesophyll spongy mesophyll guard cells stomata	<u>bioenergetics</u> respiration exothermic aerobic mitochondria anaerobic glycogen lactic acid oxygen debt metabolism

		bile	xylem phloem	epidermis transpiration	
CHEMISTRY					
Autumn		Spring		Summer	
atom compound element formula symbol conservation of mass distillation evaporation filtration purification separation boiling point chromatography fractional distillation miscible		ionic covalent metallic sharing transfer alloy delocalised electron fullerenes gases nanoparticles giant lattice giant covalent structure intermolecular forces dot and cross diagrams polymers		Avogadro's constant burette concentration concordant end point limiting reactant mole percentage yield pipette relative atomic mass relative formula mass titration yield	
PHYSICS					
Autumn		Spring		Summer	
efficiency power work done gravitational potential energy kinetic energy elastic potential energy		density internal energy system conductor insulator specific heat capacity specific latent heat		scalar vector gradient speed velocity contact force non-contact force resultant force acceleration stopping distance thinking distance braking distance	

Practice

Practise your spellings below (or use your planner), and put words into sentences to develop your understanding of their meaning.

A Christmas Carol, by Charles Dickens

Enjoy your class or independent reading of this classic novella. Then explore some of the themes and ideas through the following language analysis activities:

Look up any unfamiliar words.

<u>QUOTES</u>	<u>ANALYTICAL IDEAS (i.e. language analysis, writer's intentions, social context, themes etc.)</u>
Stave one - bonus question: why 'Stave' rather than 'Chapter'?	
<i>'The ancient tower of a church, whose gruff old bell was always peeping slyly down at Scrooge out of a gothic window in the wall, became invisible, and struck ... as if its teeth were chattering in its frozen head up there.'</i>	<i>Personification and pathetic fallacy ... Effect?</i>
<i>'Merry Christmas! What right have you to be merry? What reason have you to be merry/You're poor enough.'</i>	
<i>'Every idiot who goes about with Merry Christmas on his lips should be boiled with his own pudding and buried with a stake of holly through his heart.'</i>	
<i>'Are there no prisons?' 'And the union workhouses?'</i>	
<i>'Many can't go there; and many would rather die.'</i>	
<i>'If they would rather die, they had better do it, and decrease the surplus population'</i>	
<i>'It's humbug still!' said Scrooge. 'I won't believe it.'</i>	
<i>The chain he drew was clasped about his middle. It was long, and wound about him like a tail; and it was made ... of cash boxes, keys, padlocks, ledgers, deeds, and heavy purses wrought in steel.'</i>	
<i>'Mankind was my business. The common welfare was my business; charity, mercy, forbearance and benevolence were, all, my business. The dealings of my trade were but a drop of water in the comprehensive ocean of my business'</i>	

Stave Two

*'It was a strange figure - like a child:
Yet not so like a child as like an old
man...'*

*'from the crown of his head there
sprung a bright clear jet of light'*

*'What!' exclaimed the Ghost. 'Would
you so soon put out, with worldly
hands, the light I give? Is it not enough
that you are one of those whose
passions made this cap, and force me
through whole trains of years to wear
it low upon my brow!'*

*'Your lip is trembling,' said the ghost.
'And what is that upon your cheek?'*

*'A solitary child, neglected by his
friends, is left there still.'*

*Then with a rapidity of transition very
foreign to his usual character, he said,
in pity for his former self, 'Poor Boy!'
and cried again.*

*'Father is so much kinder than he used
to be, that home's like Heaven! He
spoke so gently to me ... that I was not
afraid to ask him once more if you
might come home,'*

*'Another idol has displaced me' ... 'A
golden one'.*

*'Spirit!' said Scrooge. 'Show me no
more! Conduct me home. Why do you
delight to torture me?'*

*'Remove me!' Scrooge exclaimed. 'I
cannot bear it!'*

Stave Three

*'Heaped up on the floor, to form a kind
of throne, were turkeys, geese, game,
poultry, brawn, great joints of meat,*

<p><i>sucking pigs, long wreaths of sausages, mince pies, plum-puddings, barrels of oysters, red-hot chestnuts... that made the chamber dim with their delicious steam.,</i></p>	
<p><i>'In easy state upon this couch there sat a jolly Giant, glorious to see; who bore a glowing torch, in shape not unlike Plenty's horn...'</i></p>	
<p><i>'Girded round its middle was an antique scabbard; but no sword was in it, and the ancient sheath was eaten up with rust.'</i></p>	
<p><i>'Spirit,' said Scrooge submissively, 'conduct me where you will... Tonight, if you have aught to teach me, let me profit by it.'</i></p>	
<p><i>'For the people ... were jovial and full of glee... laughing heartily.'</i></p>	
<p><i>'No, no,' said Scrooge. 'Oh. No, kind Spirit! Say he will be spared.'</i></p>	
<p><i>'If he be like to die, he had better do it, and decrease the surplus population.'</i></p> <p><i>Scrooge hung his head to hear his own words quoted by the Spirit, and was overcome with penitence and grief.</i></p>	
<p><i>'There was nothing of high mark in this. They were not a handsome family; they were not well dressed; their shoes were far from being waterproof; their clothes were scanty... But they were happy, grateful, pleased with one another, and contented with the time.'</i></p>	
<p><i>'There stood a solitary lighthouse... But even here, two men who watched the light had made a fire that... shed out a ray of brightness on the awful sea.'</i></p>	
<p><i>'From the foldings of his robe it brought two children; wretched, abject, frightful, hideous, miserable.'</i></p>	

<i>'Yellow, meagre, ragged, scowling, wolfish; but prostrate, too, in their humility.'</i>	
<i>'This boy is ignorance. This girl is Want. Beware them both... but most of all beware this boy, for on his brow I see that written which is Doom.'</i>	
Stave four	
<i>'The Phantom slowly, gravely, silently approached.'</i> <i>'...it seemed to scatter gloom and mystery.'</i>	
<i>'It was shrouded in deep black garment, which concealed its head, its face, its form, and left nothing of it visible save one outstretched hand.'</i>	
<i>'...its mysterious presence filled him with a solemn dread. He knew no more, for the Spirit neither spoke nor moved.'</i>	
<i>"Lead on!" said Scrooge. "Lead on!... Lead on, Spirit!"</i>	
<i>'Alleys and archways, like many cesspools, disgorged their offences of smell, and dirt, and life upon the straggling streets; and the whole quarter reeked with crime, with filth and misery.'</i>	
<i>"If he wanted to keep 'em after he was dead, a wicked old screw," pursued the woman, "why wasn't he natural in his lifetime? If he had been, he'd have had somebody to look after him when he was struck with Death, instead of lying gasping out his last there, alone by himself."</i>	
<i>'He thought, if this man could be raised up now, what would be his foremost thoughts? Avarice, hard dealing, griping cares? They have brought him to a rich end, truly!'</i>	
<i>'We may sleep tonight with light hearts, Caroline!'</i>	

<i>'Quiet. Very quiet. The noisy little Cratchits were as still as statues in one corner... But surely they were very quiet!'</i>	
<i>'Are these the shadows of the things that Will be, or are they shadows of the things that May be only?'</i> <i>'No, Spirit! Oh no, no!'</i>	
<i>'For the first time the hand appeared to shake.'</i> <i>'The kind hand trembled.'</i>	
Stave five	
<i>"I will live in the Past, the Present, and the Future!" "The Spirits of all three shall strive within me"</i>	
<i>"The shadows of the things that would have been may be dispelled. They will be. I know they will!"</i>	
<i>"I don't know what to do!" cried Scrooge. Laughing and crying in the same breath."</i>	
<i>"I am as light as a feather, I am as happy as an angel, I am as merry as a school-boy. I am as giddy as a drunken man. A Merry Christmas to everyone! A Happy New Year to all the world!"</i>	
<i>'He looked so irresistibly pleasant,'</i>	
<i>"I'll raise your salary, and endeavour to assist your struggling family, and we will discuss your affairs this very afternoon ... Make up the fires and buy another coal-scuttle before you dot another 'I', Bob Cratchit!"</i>	
<i>'Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did not die, he was a second father.'</i>	
<i>'and it was always said of him that he knew how to keep Christmas well... May that be truly said of us, and all of us.'</i>	

A Christmas Carol – key quotes by Stave. Identify the themes/images/connotations:

Stave 1: “sharp as a flint, solitary as an oyster” “fog came pouring in” “one coal” “surplus population” “poor excuse for picking man’s pocket” “I wear a chain I forged in life”

Stave 2: “would you put out the light I give?” “a solitary child”, “another idol has displaced me – a golden one” “the happiness Fezziwig gives is as great as if it cost a fortune” “remove me! I cannot bear it”

Stave 3: “there sat a jolly giant who bore a glowing torch...” “Mrs Cratchit dressed out but poorly in a twice-turned gown but brave in ribbons” “potatoes knocked loudly at the lid” “nobody said it was at all small pudding for a large family... It would be flat heresy to do so”

Stave 4: “the phantom slowly, gravely, silently approached” “tell me that I may sponge away the writing on this stone!” “I will honour Christmas in my heart”

Stave 5: “happy as an angel, merry as a school-boy, light as a feather” “a splendid laugh” “raise your salary”

Add your own

Write a review of the novella. Did you enjoy the story? What do you think was Dickens’ message to his readers? Were the characters interesting/convincing? Can you give examples?

Review: I would / not recommend this book because...