



UXBRIDGE  
HIGH SCHOOL



# Year 6 - 7 Transition Pack

Spelling and vocabulary

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Vocabulary consists of the words we understand when we hear or read them and words we speak or write. Knowing a variety of words is important for language development and reading comprehension. A limited vocabulary is usually a “red flag,” indicating a possible language learning disability and reduced literacy skills. This handout discusses how the development of vocabulary will form a part of the learning journey your child will undertake here at Uxbridge High School. Those with mature vocabularies and age-appropriate literacy skills understand and use words from all three tiers.

### **Tier 1: Basic vocabulary**

Tier one consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of tier one words are: book, girl, sad, run, dog, and orange.

### **Tier 2: High frequency/multiple meaning**

Tier two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Tier two words are the most important words for direct instruction because they are good indicators of a student’s progress through school. The following is a list of standards for tier two words:

- Important for reading comprehension
- Characteristic of mature language users
- Contain multiple meanings
- Increased descriptive vocabulary - words that used across a variety of environments allow students to describe concepts in (generalization) a detailed manner

### **Tier 3: Subject related**

This is subject specific, academic language that is learnt in each curriculum area

## Instructions part 1: Tier 2 vocabulary in Year 7

Your transition homework is to make a head start on the terms you will be using in September and October.

- Recognition – how is the word spelt?
- Pronunciation – how is the word said?
- Definition – what does the word mean?

September	October	November	December	January	February
sector available financial process individual specific principle estimate variables method	Data research contract environment export source assessment policy identified create	derived factors procedure definition assume theory benefit evidence established authority	major issues labour occur economic involved percent interpretation consistent income	structure legal concept formula section required constitutional analysis distribution function	area approach role legislation indicate response period context significant similar
March	April	May	June	July	August
resident range construction strategies elements previous conclusion security aspects acquisition	features text commission regulations computer items consumer achieve final positive	evaluation assistance normal relevant distinction region traditional impact consequences chapter	equation appropriate resources participation survey potential cultural transfer select credit	affect categories perceived sought focus purchase injury site journal primary	complex institute investment administration maintenance design obtained restricted conduct

## Instructions part 2: Transition from Year 6 - 7

The terms below form part of the primary school national curriculum which suggests these words should already form part of a student's vocabulary as they make the transition from Year 6 into Year 7. Students will be tested on these within the first few weeks of Year 7 in the form of spelling and comprehension tests to check for understanding. These tests will help us identify if there are any gaps in learning, so that we can support students where necessary as they make the transition into a secondary school curriculum. Your transition homework is to make sure you know and revise these.

- Recognition – how is the word spelt?
- Pronunciation – how is the word said?
- Definition – what does the word mean?

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous	embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament	persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht	<p><b>Words which sound like spelt</b>            vicious, precious, conscious, delicious, malicious, suspicious            ambitious, cautious, fictitious, infectious, nutritious</p> <p><b>Endings which sound like</b>            official, special, artificial, partial, confidential, essential</p> <p><b>Words ending in:</b>  <b>able and ible / ably and ibly</b>            adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p><b>Words with the 'i' sound spelt ei after c</b>            deceive, conceive, receive, perceive, ceiling</p> <p><b>Use of the hyphen</b>            co-ordinate, re-enter, co-operate, co-own</p> <p><b>Words with 'silent' letters</b>            doubt, island, lamb, solemn, thistle, knight</p>
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