



English workshop for parents

How we are helping to close gaps within English learning?
How can you as parents support your children's' progress at home?





Curriculum

Through engagement with the English Curriculum, a child at our school will be able to:

- Write fluently across the curriculum.
- Have a vivid imagination to engage their reader.
- Have a highly developed vocabulary.
- Can organise and structure their writing.
- Present, punctuates and spells with accuracy.
- Have a love of writing.
- Have excellent phonic knowledge and skills.
- Read a range of texts fluently and accurately across the curriculum.
- Have knowledge of an extensive and rich vocabulary.
- Have excellent comprehension skills.
- Can engage an audience.
- Read for study and pleasure.
- Have a knowledge of a wide range of texts.



Genres- 3,2,1

English teaching is split into **three units of work over a term**.
Each unit is based around a certain genre:

- **Three weeks of fiction**

Story exploration, narratives, diary entries, play scripts, setting descriptions, character descriptions ...

- **Two weeks of non-fiction**

Non-chronological reports, explanation texts, fact files, debates, newspaper reports, personal recounts...

- **One week of poetry**

Acrostic poems, shape poems, imagery poems, haikus, performance poetry, nonsense poetry...

Lesson Sequencing - week one, immersion

Week 1	Immersion	Imitation	
	<ul style="list-style-type: none">● Prediction● Inferring from images of settings/ characters● Exploring features of examples (language/ structure)● Making notes● Drama/ role play● Text marking● Impact on the reader● What makes good/ what a good one looks like● Identifying inference	Shared writing to model creating a high quality text that exemplifies features	Respond to marking.
		Plan and write an aspect of the final piece	Uplevelling and improving using classroom tools Children redraft into their extended writing/ big write books

Lesson Sequencing - week two, experimentation

Week 2	Experimentation	Imitation	
	<p>Children experiment with the features of the genre</p> <ul style="list-style-type: none"> ● Sentence and text level activities ● SPAG links to the genre ● Grammatical elements of the genre ● Vocabulary expectations for the genre 	<p>Shared writing to model creating a high quality text that exemplifies features</p> <p>OR rewrite the key text/ an element from the key text in their own writing.</p> <p>Plan and write an aspect of the final piece</p>	<p>Respond to marking.</p> <p>Uplevelling and improving using classroom tools</p> <p>Children redraft into their extended writing/ big write books</p>

Lesson Sequencing - week three, innovation

W e e k 3	Innovation				
	This can be:				
	<p>a new version of a story based on the key text</p> <p>a version of the story with one or more elements changed</p> <p>a new story based on the features of the genre</p>				
	<p>Based on identified structure, model creating a plan for the story.</p> <p>Children create story plans</p>	<p>Modelled writing with key features from word, sentence and text level exemplified.</p> <p>Children begin to write their stories.</p>	<p>Shared writing based on misconceptions and issues identified from the previous session.</p> <p>Children continue to write their stories</p>	<p>Modelled and shared editing to correct errors.</p> <p>Modelled and shared editing to improve and uplift writing.</p> <p>Children peer edit their writing – support/ scaffolds provided to support the children</p>	<p>Modelled and shared redrafting texts from the previous session. Make explicit the expectation for improving the text further during the redrafting process.</p> <p>Children redraft and publish into extended writing books.</p>

Diverse texts

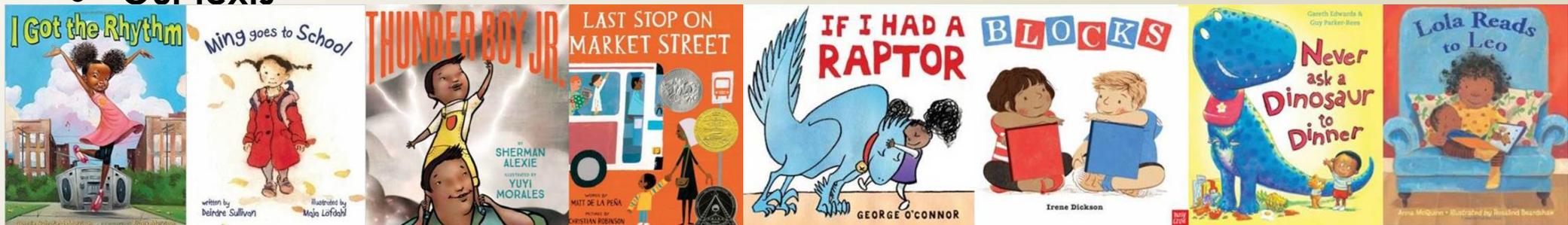
- **Our vision**

The English language and literature rightly deserve to be explored in terms of its important cultural heritage which helps to thread our common humanity, transcending time and place. However, pupils at our school also learn to appreciate the subject of English within wider global cultures too, understanding the impact of the richness that our multicultural past and present realities have had on our language and literature.

- **What this means in our school**

Our children are exposed to texts which cater for all. Every child deserves to feel represented and to see themselves within a text. Our texts are reviewed consistently to ensure they are in line with the current intake of our school.

- **Our texts**



Home reading

Across the partnership, we are using two different schemes for reading: Oxford Reading Buddy for KS1 pupils and Big Cat Collins for KS2 pupils.

Both schemes should be embedded by now, but if you have any issues in accessing either of these platforms, please inform the school by first alerting your child's class teacher who can contact the necessary people to help resolve the issue.



Oxford Reading Buddy KS1

What is it?



The screenshot shows the login interface for Oxford Reading Buddy. At the top, there is a blue header with a white smiley face icon and the text 'Hello!'. Below this, a light blue box contains the text 'Have you forgotten your username?' and a sub-message: 'Your username can be found on your Sign In card. If you have lost this, ask your teacher for help.' The main login area has three input fields: 'School code' with the text 't7nat|', 'Your username', and 'Your password'. Below the fields is a link that says 'I need help with signing in'. A large green 'Start' button is positioned at the bottom of the form. The Oxford University Press logo is visible in the bottom right corner of the page.

- Oxford reading buddy is an online reading platform which allows children to read short texts/books
- They then answer a variety of questions on the text they have just read
- The platform then assesses their ability and understanding and sends this data back to the teacher to allow them to help the children in the areas they are struggling.

Big Cat Collins KS2



Collins
BIG CAT



Collins ebooks

[Log In](#) [Register](#)

Email Address or Username

Password

Log In

[Trouble logging in?](#)

- Big Cat Collins is an online reading tool which allows children to read full texts from their devices.
- This eliminates the need to send home texts and worry about the need to sanitise and decontaminate any of our hard copy books.

End of day reading

- Research shows us that children who are read to develop at a much more accelerated speed than their peers who are not
- **Small acts of daily reading matter. Children who are read to daily hear up to 1.4 million more words than their peers who are not read to.**
- These include those rare words that are subject specific that help us to close that vocabulary gap.
- **The books which are used come from five text groups (the sixth is teacher choice).**

E Y F S	Term 1	Term 2	Term 3	Term 4	Term 5
	Archaic	Non-linear sequences	Narratively Complex	Symbolic Text	Resistant Text
	Goodnight Moon Margaret Wise Brown	The Trouble with Trolls Jan Brett	The Very Smart Pea and the Princess to Be Mini Grey	Grandad's Island Benji Davies	Lost and Found Oliver Jeffers
	Aesop's Fables (e.g. The Hare and the Tortoise, The Boy Who Cried Wolf, The Monkey as King etc.) Aesop	Black and White David Macaulay	Chester Melanie Watt	Wanted: The Perfect Pet Fiona Robertson	Tadpole's Promise Jeanne Willis
	The Three Bill Goats Gruff Paul Galdone	Grandpa John Burningham	Hey Little Ant Hannah and Phillip Hoose	Owl Babies Martin Waddell	Not Now Bernard David McKee
	The Tale of Peter Rabbit Beatrix Potter		The Teddy Bear David McPhail	The Tiger Who Came to Tea Judith Kerr	
	The Ugly Duckling Hans Christian Anderson	Addition books for Nursery and Reception			
	The Cat in the Hat Dr. Sauss	Nursery		Reception	
	Traditional Stories (e.g. Sleeping Beauty, Pinocchio) Various authors	Where's Spot Eric Hill	You Choose Pippa Goodhart and Nick Sharratt	The Gruffalo Julia Donalson	Handa's Surprise Eileen Browne
	Taditional Nursery Rhymes Various authors	Hug Jez Alborough	The Train Ride June Crebbin	Rosie's Walk Pat Hutchins	Six Dinner Sid Inga Moore
	The Three Little Kittens (poem) Eliza Lee Follen	Come on, Daisy Jane Simmons		Mrs Armitage on Wheels Quentin Blake	

End of day reading- text types

Archaic Language

The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Students need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read James Madison, Frederick Douglass and Edmund Spenser when they get to college.

Non-Linear Time Sequences

In passages written exclusively for students—or more specifically for student assessments—time tends to unfold with consistency. A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back. The only way to master such books is to have read them time and again and to be carefully introduced to them by a thoughtful teacher or parent.

End of day reading- text types

Narratively Complex

Books are sometimes narrated by an unreliable narrator- Scout, for example, who doesn't understand and misperceives some of what happened to her. Or the narrator in Edgar Allan Poe's "The Tell-Tale Heart" who is a madman out of touch with reality. Other books have multiple narrators such as Faulkner's *As I Lay Dying*. Others have non-human narrators such as the horse that tells the story in *Black Beauty*. Some books have multiple intertwined and apparently (for a time) unrelated plot lines. These are far harder to read than books with a single plot line and students need to experience these as well.

Figurative/Symbolic Text

Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience.

Resistant Texts

Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.

Guided reading

- In whole class reading, we're aiming to not only to explicitly teach vital reading skills, but develop their vocabulary and language capabilities.

1 Develop pupils' language capability to support their reading and writing

Purposful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.

Purposful activities include:

- reading books aloud and discussing them;
- activities that extend pupils' expressive and receptive vocabulary;
- collaborative learning activities where pupils can share their thought processes;
- structured questioning to develop reading comprehension;
- teachers modelling inference-making by thinking aloud; and
- pupils articulating their ideas verbally before they start writing.

EVIDENCE STRENGTH

VERY EXTENSIVE
EXTENSIVE
MODERATE
LIMITED
VERY LIMITED

see
page
8

2 Support pupils to develop fluent reading capabilities

Fluent readers can read quickly, accurately, and with appropriate stress and intonation.

Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.

This can be developed through:

- guided oral reading instruction—teachers model fluent reading of a text, then pupils read the same text aloud with appropriate feedback; and
- repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.

It is important to understand pupils' current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.

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page
10

3 Teach reading comprehension strategies through modelling and supported practice

Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include:

- prediction;
- questioning;
- clarifying;
- summarising;
- inference; and
- activating prior knowledge.

The potential impact of these strategies is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning.

The strategies should be described and modelled before pupils practise the strategies with feedback. Support should then be gradually reduced as pupils take increasing responsibility.

Texts should be carefully selected to support the teaching of these strategies.

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2017 SATs

An Encounter at Sea

It was hot. Really hot. There wasn't the slightest breeze to cool the skin or make even a baby-finger crease on the surface of the sea. The *Louisa May* floated like a toy sitting on a glass table.

- This was the opening passage from the 2017 SATs paper.
- As expert readers, we can visualise the scene. We use the vocabulary in the title and the mention of the sea, as well as the fact that *The Louisa May* is in italics, to infer that the text is referring to a boat.
- We use the fact that the determiner 'The' is there to let us know that we're referring to a thing (noun).
- All of this leads us to the conclusion and we do it in a nano-second thanks to our reading practise.
- This is where children are expected to get to - so we need to use an approach that stands them in the best stead to acquire language and comprehension skills.



The format

- As the sequence of lessons, children will be focusing on different core skills that will develop their decoding and comprehension skills.
- Different days align with the keys skills required.
- By **actively and discretely teaching** reading to our children, we are developing their ability to **comprehend the meaning of words, retrieve and infer information, make links** with the real world and other texts they've read, **offer their opinions** and **analyse why authors make choices about their writing** which enable them to become fully rounded and inquisitive readers.
- We can **model reading behaviours by thinking out loud** and not take for granted that whilst we make connections and decode meaning in a matter of seconds without thinking twice about it, that the skill is something that we've developed over years of reading - we need to explicitly show the children how to achieve this.

Order	One	Two	Three	Four	Five
Name of session	Text & Talk	Word Detectives	Thinking Caps	Building Blocks	Points of View
Image					
Skill	Fluency and the skills of reading	Retrieval	Inference	Structure & grammar	Putting things into context
Examples	How do we hold a book? Can you turn the page? What is this book about? Can you point to the front cover? What is an author? What is an illustrator? What is this book about?	What was the colour of the door? How old was the dog? Who did Sam live with? How many trees are there in this picture?	Was the little cat was having a bad day? Why? What was the weather like in this book?	Can you find a full stop in the book? Why does a book have a title?	Do you think you are like (name a character) in the book? Did you enjoy this book? Why?

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Name of session	Text & Talk	Word Detectives	Thinking Caps	Building Blocks	Points of View
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Skill	Fluency	Retrieval	Inference	Structure & grammar	Putting things into context
Outline	-Present text -Teacher to read with the text on display -Questioning on themes of the text -Highlight tricky vocabulary -Pupils to read in pairs/small groups -Précis the text verbally	-Revisit text -Retrieval questions -Teach skim and scan techniques -Précis the text verbally	-Revisit text -Inference questions -Teach technique that help pupils to go beyond literal text.	-Revisit text -Structure of the text -Grammar the author has used.	Revisit text -Encourage pupils to makes links with the text and their own experiences of the world.
Examples	What is this text about? What is the name of the genre of this text?	What was the colour of the door? How old was the dog?	Does this person enjoy polishing their bike? Why does the stranger look confused?	What is the function of the subheadings? Why has the author used an exclamation mark?	Would you want to be in the same position as the main character? Explain your answer.
Assessment	Each child has their own copy of the text and highlights unknown words/phrases throughout reading session.	Questions on IWB and answers shared verbally.	Questions in reading journals and answers are written independently.	Questions on IWB and answers shared verbally.	Questions in reading journals and answers are written independently.

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Vocabulary

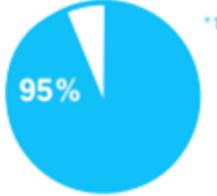
“Curriculum is vocabulary”

“Vocabulary is like mental Velcro - the more you know, the more 'hooks' you have to hook onto new words, experiences and understanding.” - Alex Quigley

Extensive research has shown that children who possess a good knowledge of vocabulary and who are able to apply it have better reasoning, inference and pragmatic skills, are more successful in education and employment and have better mental health.

Vocabulary

Some interesting statistics

Comprehension :  ¹

 **= 2 million words** ²

To ensure a child understands a text, they must understand 95% of the words, especially considering that the unknown words may carry most of the new information in the text.

A child who reads for 20 minutes per day will gain knowledge of 2 million words over the course of one year.

Metacognition is "cognition about cognition", "thinking about thinking", "knowing about knowing", becoming "aware of one's awareness" and higher-order thinking skills. The term comes from the root word meta, meaning "beyond". Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem-solving. There are generally two components of metacognition: (1) knowledge about cognition and (2) regulation of cognition.

90%

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95%

100%

Academic success KS1

The greedy man began to climb the vine, which did indeed lead to the moon. He immediately began searching for the glint of gold or silver, but found nothing. He felt sure that the bird had cheated him. "Wait till I get my hands on that bird!" he cried.



16

Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.

Academic success KS2

The Lost Queen

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

“Come on,” Maria said impatiently.

1

Look at the paragraph beginning: *Glancing nervously...*

Find and **copy one** word meaning relatives from long ago.

But it is not all about exam success... we teach vocabulary explicitly!

A broad and deep understanding of high level vocabulary is integral to every facet of learning.

Ensuring our pupils access, and confidently use, academic language is an essential part of every pupil's learning journey.

Explicitly teaching vocabulary can enrich knowledge and understanding of the world, and it's a useful proxy for a great deal of general knowledge in a range of other subjects.

Explicit vocabulary instruction is an integral part of every lesson and is woven into explanations, teacher and pupil talk, the development of reading skills and opportunities for all pupils to articulate themselves confidently.

How we teach vocabulary

Word of the week in every subject

Words are mapped out and sequenced so that they build each year

Define the word

Use an action/symbol to help remember it

Using in context and within sentences

Rehearsing it with action

Actively encourage children to use the word in writing

Word displayed in classroom

Development of reading skills

'Word finders' skill ensures children identify unknown words

Time is spent dissecting these words and children record their definitions

End of Day Reading

Children listen to modelled high level vocabulary

Exploring vocabulary across our broad, diverse and balanced curriculum in every single subject

Underline the geographical language

The importance of cross-curricular vocabulary

Hope Valley

7th June 2018

Hope Valley is in Derbyshire in the Peak District.

Derbyshire is in the North Midlands of England. If you look at an atlas of the United Kingdom you will find Hope Valley to the North East of Birmingham, South of Sheffield and close to Derby. Some of the important physical features of the valley are:

- the valley
- rivers such as the Derwent
- mountain peaks
- underground caves

The physical features make the area popular with tourists. The human activities are:

- tourism
- leisure for example caving
- guest houses
- cafes
- gift shops.

A child can utilise vocabulary from all subjects to inform their own developing writing and reading skills:

As I stood on the wall that Emperor Hadrian built, utilising the natural defences that the Whin Sill offered, I surveyed my surroundings: below my feet was the basaltic igneous rock that outcrops here in rural Northumberland, on top of which the Emperor built his defences. To the south, the sun is shining directly in my eyes and, above the heather, hovers a Harris hawk, surveying its prey. To the East I can make out the small hamlet of once Brewed and further, in the distance, a lonesome sycamore tree, its leaves golden and majestic. All I had to do was wait: he would arrive soon enough.

Support at school and home - talk is vital



He is annoying me.



Yes, he is being rather a nuisance isn't he?

If you say that someone or something is a nuisance, you mean that they annoy you or cause you a lot of problems.

I find telephone calls when I am eating a nuisance.

Chris, have you ever found anything outside of school a nuisance?

Support at school and home

Student friendly definitions KS1 and KS2

Controversy, noun:
a discussion marked by opposing views; a disagreement

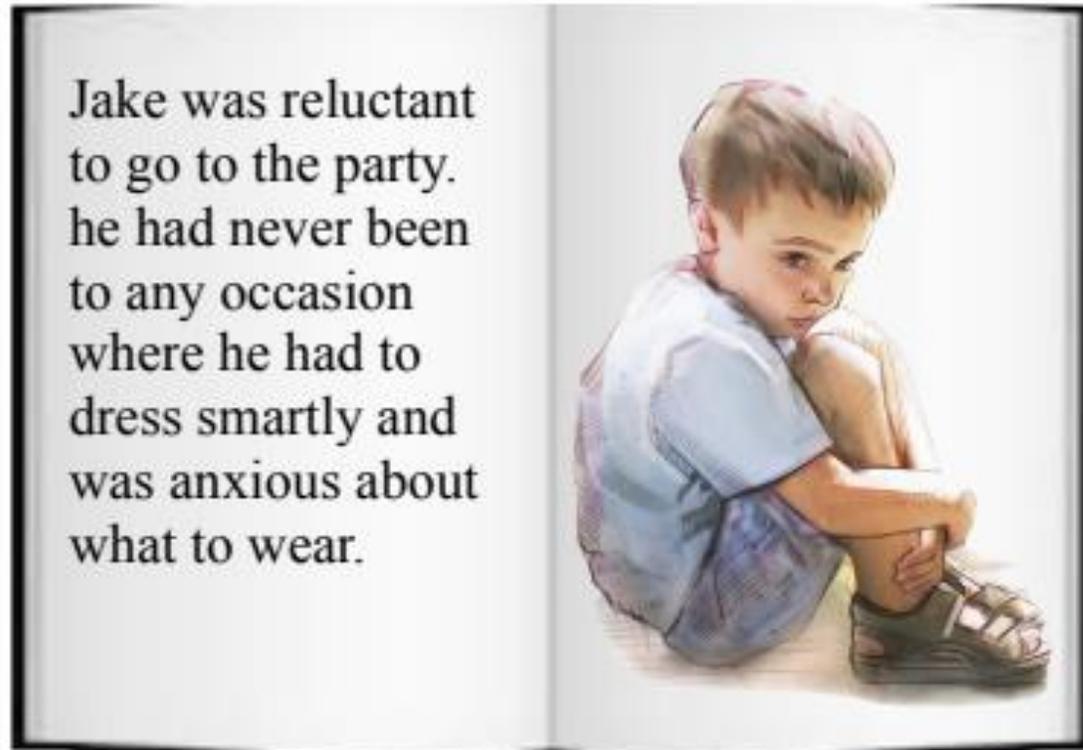
Capture the
essence

A controversy is a strong disagreement that sometimes comes with angry feelings.

Explain the
meaning in
everyday
language

There may be a controversy if a decision was made to make students come to school on Saturdays: it could cause strong disagreements over whether it was a good idea or not. It would be a controversial decision.

Support at school and home



Teacher:

In the story Jake was reluctant to go to the party.

Reluctant means you are not sure you want to do something.

Say the word with me: reluctant.

Someone might be reluctant to go to a place they have never been before, or someone might be reluctant to eat something they have never tried before.

Chris, what might you be reluctant to do? Tell us, beginning with: I would be reluctant to...

Later...

What is a word that means you don't want to do something?

Support at school and home: using vocabulary in different contexts



Spellings

Children will be expected to spell certain words in line with the curriculum, in order to achieve age related expectations for their year group.

In KS1, spelling homework centres on high frequency words or 'tricky words' (words that come up frequently in texts and cannot be sounded out with phonics) and words utilising the phonics sounds they have learnt that week.

In KS2, the spellings utilise a 'rule' which is applicable to that year group e.g. 'tion' in addition or elation or 're' in reuse, recycle.

**Please discuss word meanings and patterns in spellings.
How does the spelling rule change the word?
How can this help us when reading?**

Support at home

Reading the word

Say the word out loud with letter names

Write over the example using different colours

'Look, cover, write, check'

Mnemonics (big elephants can't always add up sums easily = because)

Segment words into individual sounds

Grouping similar words e.g. could, should, would
(but watch out for exceptions)

Chunking (Wed-nes-day)

Exaggerated pronunciation (for silent letters)



Challenge - can you say each word in a sentence?

Extra challenge - can you write each word in a sentence?

Support at home

Clapping out syllables or using rhyme/rhythm

Chanting the letter names to a familiar tune

Visualising the word using pictures e.g. **bed**

Finger tracing

Using wooden or plastic / magnetic letters

Movement whilst saying each letter e.g. jumping jacks

Finding real life objects or props that show meaning

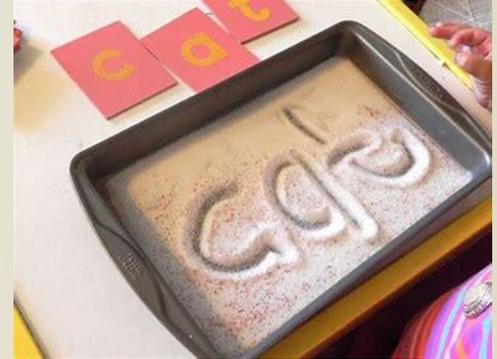
Mould letters out of plasticine

“Feely letters”, sand trays, shaving foam

Draw letters with glue and sprinkle glitter,

then trace fingers over the glitter

Online platforms e.g. Little Bird Spelling





Support at home

Take the time to talk and talk in a open way

Turn-taking. The quality of our talk is obviously crucial and balanced turn-taking is vital.

Expanding and recasting. Your child may present an idea after reading a history book, “The soldier isn’t right”, it is recast and expanded upon using higher level vocabulary, “Yes – it is unreliable source isn’t it. What evidence made you think that and why?”

Extending and explaining. Explaining at length is the essential stuff of developing knowledge and understanding. We need children to have lots of opportunities for extended talk.



Support at home

Reading as much and as widely as possible

Online reading platforms

Use 'real' books whenever you can

Other forms of reading e.g. newspapers, magazines, blogs, comics

Model and promote reading for pleasure and enjoyment

Read higher level books out loud to them

Discuss new vocabulary and explicitly talk about it's meaning

Ask children to apply the newly learnt word in new contexts

Practise spellings as much as possible and in
as large a variety of ways as possible