Word ⚡ Power

Power ⚡ Packs

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1. Spelling Spy
2. Captain Connector
3. Morpheme Marvel
4. Phoneme Phantom
5. Meaning Mastermind
6. Graphic Guardian
7. Professor Personal
8. Doctor Derivation

Kelly Ashley Consultancy
Primary English Specialist

Word ⚡ Power

Power ⚡ Packs

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Spelling Spy

Word Power: Power Pack 1

Power-Up Orthography

Kelly Ashley Consultancy
Connect Learn Inspire
Primary English Specialist

Power Pack 1 - Orthography

What is orthography?

Orthography refers to the conventional *spelling system of our language*. We draw on our 'orthographical' knowledge to make visual connections between words and to support spelling choices when writing.

How can orthography be used to POWER-UP vocabulary?

Orthography is one of eight POWER-UP strategies central to the WORD POWER approach to amplifying vocabulary instruction. Orthography can be strengthened to support word learning by helping learners to:

- spot familiar words and spelling patterns by connecting words in visual memory;
- draw on strategies to remember how to spell words correctly (analogy, phonics, mnemonics, etc.);
- recognise the 'tricky' parts of the spelling of unfamiliar words and investigate rules and patterns to secure accuracy;
- visually map whole words to memory through repeated exposure and with visual representation in the learning environment;
- link visual features of unknown words to those that are familiar (letter strings, alternative graphemes, words within words, etc.);
- investigate the spelling, meaning and grammatical usage differences of homophones; and
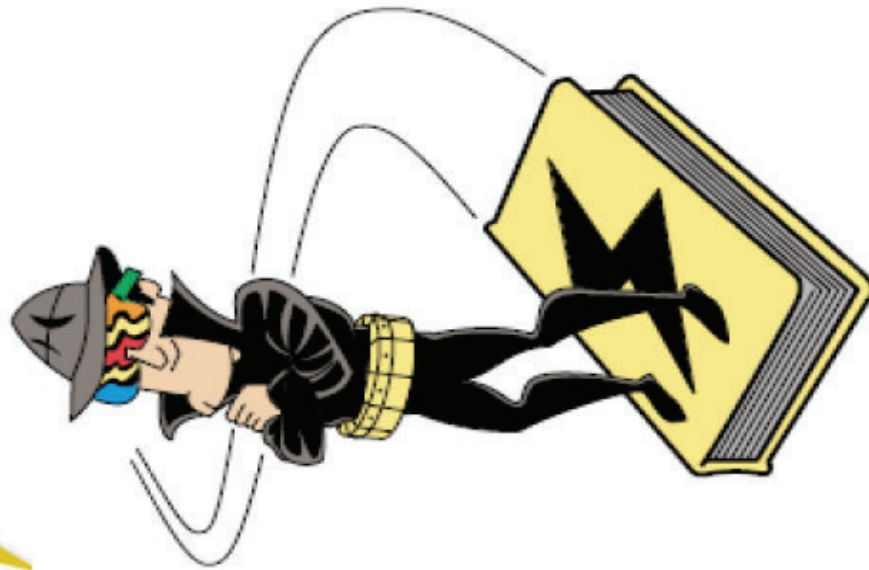- use spelling knowledge to support proofreading and editing.

Why is orthography an important strategy?

To AMPLIFY existing word knowledge to support SPELLING, pupils should tune into the visual features of words, actively making connections with shared patterns between the new and the known.

Spelling Spy

WORD POWER

Spelling Spy's superpowers

Utility Belt

Use a range of spelling strategies

Pattern Glasses

Make links between visual 'patterns' in words to strengthen word memory

Tricky Tome

Edit and proofread writing to correct spelling errors

WORD POWER

Power Pack 1, Resource 1 (for ages 4-7)
Word Sort Challenges using high frequency words

Explanation of the resource:

The first stop on children's orthographical journey, to support both reading and writing, is learning the first 100 'high frequency words.' Depending on the school's chosen phonics programme, these are referred to as 'common exception words' (words with graphemes which are the 'exception' to those that have been learnt) or 'tricky' words (words with 'tricky' patterns). Phonics programmes support children to learn these words in 'sets' or 'phases' to build visual memory and recall in a progressive sequence (each programme with a slightly different order of delivery). These words should be recalled as entire word units and, therefore, provide a golden opportunity for pupils to build their early visual memory.

The first 100 *High Frequency* words (in order)

1.the	2.and	3.a	4.to	5.said	6.in	7.he	8.I	9.of	10.it
11.was	12.you	13.they	14.on	15.she	16.is	17.for	18.at	19.his	20.but
21.that	22.with	23.all	24.we	25.can	26.are	27.up	28.had	29.my	30.her
31.what	32.there	33.out	34.this	25.have	36.went	37.be	38.like	39.some	40.so
41.not	42.then	43.were	44.go	45.little	46.as	47.no	48.mum	49.one	50.them
51.do	52.me	53.down	54.dad	55.big	56.when	57.it's	58.see	59.looked	60.very
61.look	62.don't	63.come	64.will	65.into	66.back	67.from	68.children	69.him	70.Mr
71.get	72.just	73.now	74.came	75.oh	76.about	77.got	78.their	79.people	80.your
81.put	82.could	83.house	84.old	85.too	86.by	87.day	88.made	89.time	90.I'm
91.if	92.help	93.Mrs	94.called	95.here	96.off	97.asked	98.saw	99.make	100.an

To support learners to strengthen visual associations with the first 100 high frequency words, **Resource 1 offers 5 different word sort challenges** that can be used to help learners explore visual connections between words.

To use these word sort challenges in your classroom, gather the high frequency (common exception) word cards that are used as part of your phonics programme. Word cards can be shuffled and organised into groups for each word sort. Model how to spot the visual features of target words, using the challenge questions provided. Link visual patterns with other new words that children are learning as part of weekly word learning experiences.

Word Sort Challenge #1

Can you spot words that start with the same letter(s)?

Possible responses

Starts with *th* - the, they, that, there, this, then, them, their
Starts with *a* - and, a, at, all, are, as, about, asked, an
Starts with *t* - to, too, time
Starts with *s* - said, some, so, see, saw
Starts with *i* - in, I, it, is, it's, into, I'm, if
Starts with *h* - he, his, had, her, have, him, house, help, here
Starts with *o* - of, on, out, one, oh, old, off
Starts with *w* - was, with, we, went, were, will
Starts with *y* - you, your
Starts with *sh* - she
Starts with *f* - for, from
Starts with *b* - but, be, big, back, by
Starts with *w* - with, we, went, were, will
Starts with *c* - can, come, came, could, called
Starts with *u* - up
Starts with *m* - my, mum, me, Mr, made, Mrs, make
Starts with *wh* - what, when
Starts with *l* - like, little, looked, look
Starts with *s* - some, so, see, saw
Starts with *n* - not, no, now
Starts with *g* - go, get, got
Starts with *d* - do, down, dad, don't, day
Starts with *v* - very
Starts with *ch* - children
Starts with *j* - just
Starts with *p* - people, put

Word Sort Challenge #2

Can you find words with the patterns below?

th   ll   wh   en   ow   ou
contractions   words with capital letters
one-letter words   two-letter words
three-letter words   reverse order words

Possible responses

Words with the 'th' digraph – the, they, that, with, there, this, then, them, their
Words with the 'll' digraph – all, will, called
Words with the 'wh' digraph – what, when
Words with the 'en' letter string – when, then, children
Words with the 'ow' digraph – now, down
Words with the 'ou' digraph – you, out, about, your, could, house
Words with double letters – all, little, see, looked, will, too, called, off
Contractions – it's, don't, I'm
Words with capital letters – I'm, I, Mr, Mrs
One-letter words – a, I
Two-letter words – to, in, he, of, it, on, is, at, we, up, my, be, so, go, as, no, do, me, Mr, oh, by, I'm, if, an
Three-letter words – the, and, was, you, she, for, his, but, all, can, are, had, her, out, not, mum, one, dad, big, it's, see, him, get, now, got, put, old, too, day, Mrs, off, saw
Reverse order words – was/ saw, no/on

Word Sort Challenge #3

Can you spot words that end with the same letter(s)?

Possible responses

Ends with e - the, he, she, we, are, one, me, be	**Ends with i-e** - like, time
Ends with d - and, said, had, dad	**Ends with me** - some, come
Ends with o - to, so, go, no, do, into	**Ends with le** - little, people
Ends with n - in, on, can, then, down, when, children, an	**Ends with m** - mum, them, from, him, I'm
Ends with f - of, if	**Ends with g** - big
Ends with t - it, at, but, that, what, out, went, not, don't, get, just, about, got, put	**Ends with ee** - see
Ends with s - was, is, his, this, as, it's, Mrs	**Ends with ed** - looked, called, asked
Ends with ou - you	**Ends with k** - look
Ends with ey - they	**Ends with ck** - back
Ends with r - for, her, Mr, your	**Ends with ow** - now
Ends with th - with	**Ends with a-e** - came, made, make
Ends with ll - all, will	**Ends with h** - oh
Ends with p - up, help	**Ends with eir** - their
Ends with y - my, very, by	**Ends with ld** - could, old
Ends with ere - there, were, here	**Ends with se** - house
Ends with ve - have	**Ends with oo** - too

Word Sort Challenge #4

Can you find a smaller word within the word?

Possible responses

I'm – I, am
it's – it, is
into – in, to
no - not
an - and, can
a - at
as - was
do - down
is - his, this
look - looked
to - too
he - her, help, here
of - off
it - little
you - your
the - they, there, then, them, their
on - one, don't
at - what, that
we - went, were
so - some
go - got
do - down, don't
you - your

Word Sort Challenge #5

Can you swap a letter (or letters) to make a new word?

Possible responses

come, **ca**me
some, **c**ome
g**e**t, g**o**t
to, **s**o, **g**o, **n**o, **d**o
in, **o**n, **a**n
then, **wh**en
the**n**, the**m**
it, **a**t
that, **wh**at
got, **n**ot
but, **p**ut
my, **b**y
lo**o**k, li**ke**
ma**d**e, ma**k**e
of, **i**f
i**t**, i**s**, i**f**
o**f**, o**n**, o**h**
dad, **h**ad

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Captain Connector

Word Power: Power Pack 2

Power-Up Connections

Word Power: Power Packs

What's it all about?

I'm pleased to launch this exciting, FREE *Word Power* suite of resources for schools to support your word learning journey.

Each **POWER PACK** resource will contain the following information:

- a brief explanation of the *Word Power Power-Up* strategy that is the focus of the Power Pack;
- a classroom display poster of the *Word Power League* superhero who is linked to the chosen *Power-Up* strategy;
- a bonus classroom display poster detailing the 'superpowers' of the chosen *Word Power League* character (three specific word-learning skills linked to each *Power-Up* strategy);
- ready-to-use, practical vocabulary development ideas for learners: 4-5 years old, 5-7 years old and 7-11 years old.

To learn more about *Word Power* professional development programmes for teachers, to order your copy of *Word Power: Amplifying vocabulary instruction* packed full of additional ideas to support language learning or to read articles and blog posts about the *Word Power* approach, visit:

https://kellyashleyconsultancy.wordpress.com/resources/
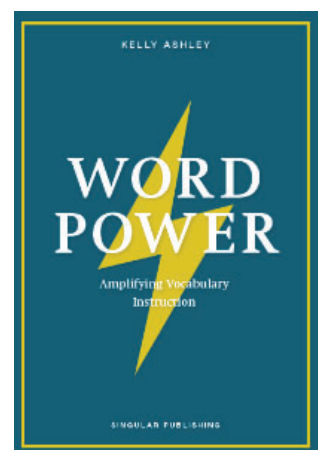
Power Pack 2 - Connections

What is meant by 'connections'?

Connections refer to how we foster links between the new and the known to strengthen word memory. We can 'connect' word knowledge by categorising and grouping – building strong schemas of associated information.

How can connections be used to POWER-UP vocabulary?

Connections is one of eight POWER-UP strategies central to the WORD POWER approach to amplifying vocabulary instruction. Connections can be strengthened to support word learning by helping learners to:

- investigate and identify semantic groups or 'schemas' (broad categories, themes and related words that connect new language);
- explore and connect synonyms (words that have similar meaning) and antonyms (words that have opposite meanings);
- classify and categorise new language using hypernyms (broad categories e.g. animals) and hyponyms (specific categories linked within e.g. dog, cat, pig);
- use knowledge of how texts work to make comparisons and draw meaning from new or unfamiliar language structures – text structure, text features, themes, concepts; and
- investigate how words are used for different purposes across 'tiers' of language (Beck, 2013) and across subject disciplines.

Why is making connections an important strategy?

By AMPLIFYING existing word knowledge, we can help learners build strong CONNECTIONS and a flexible word brain. Support them to more efficiently retrieve information from long term memory and link knowledge to enhance reading, writing, speaking and listening.

Captain Connector

Captain Connector's superpowers

Bountiful Bucket

'Collect' and connect new words

Super Flexibility

'Stretch' connections in context by thinking about how texts work

Connector Catcher

'Catch' connections in word use across the curriculum

Power Pack 2, Resource 2 (for ages 7-11):
Making connections between texts

Explanation of the resource:

A core aspect of the 'connections' strategy is to help learners build their knowledge of how texts work and how language functions within different types of texts.

The following **text connections challenges** can be used support your reading curriculum and provide golden opportunities to strengthen pupils' oracy skills.

The prompts listed below can be used to open up discussions about the similarities, differences and connections between texts explored as part of a text-rich curriculum.

By opening up these kinds of discussions, readers will be more critically aware of how different features can be used across a wide range of texts. They will also begin to more carefully consider how language is placed in different types of writing – leading to more active control and choice in their own writing.

	List of prompts for making connections between texts	Examples
1	Compare different versions of the same story.	'Fractured' fairy tales
2	Compare different books with the same text format.	Picture books, novels
3	Compare and contrast shared features of a particular genre.	Layout/ design of instructional writing
4	Explore one form of writing that can be used for different purposes.	Leaflet to inform vs. a leaflet to persuade
5	Compare features of characters and settings across different texts.	Friends/ enemies; Countryside/ city
6	Author/illustrator study: Compare the features of different books written or illustrated by the same author/illustrator.	Preferred style, illustrations, themes
7	Compare non-fiction books written by different authors that explore the same theme or topic.	Books about space – different purposes
8	Compare writing styles or text features used for a specific purpose.	To entertain, to inform, to persuade
9	Compare writing styles or text features used for a specific intended audience.	Formal vs informal language

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Morpheme Marvel

Word Power: Power Pack 3

Power-Up Morphology

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Power Pack 3 - Morphology

What is morphology?

Morphology is the study of the structure and meaning units within individual words. Knowledge of morphology can support reading comprehension and is also a powerful spelling strategy.

How can morphology be used to POWER-UP vocabulary?

Morphology is one of eight POWER-UP strategies central to the WORD POWER approach to amplifying vocabulary instruction. Morphology can be strengthened to support word learning by helping learners to:

- learn about root words and their meanings;
- search for word parts and investigate their meanings;
- spot the function of prefixes and suffixes in words and how these influence the meaning and word class of root words;
- explore how words can be linked within word families (shared root word);
- investigate how different suffixes are added to change the grammatical function of words (inflection);
- understand the concepts of compounding and hyphenation; and
- explore the differences between contractions, possession and the function of the apostrophe.

Why is morphology an important strategy?

Morphology can help pupils to consider how to 'disassemble and reassemble' (Graves, 2004) words to derive meaning and to make connections. Recognising familiar parts of new words can unlock both meaning cues (for reading comprehension) and spelling clues (for accuracy in written transcription).

Morpheme Marvel
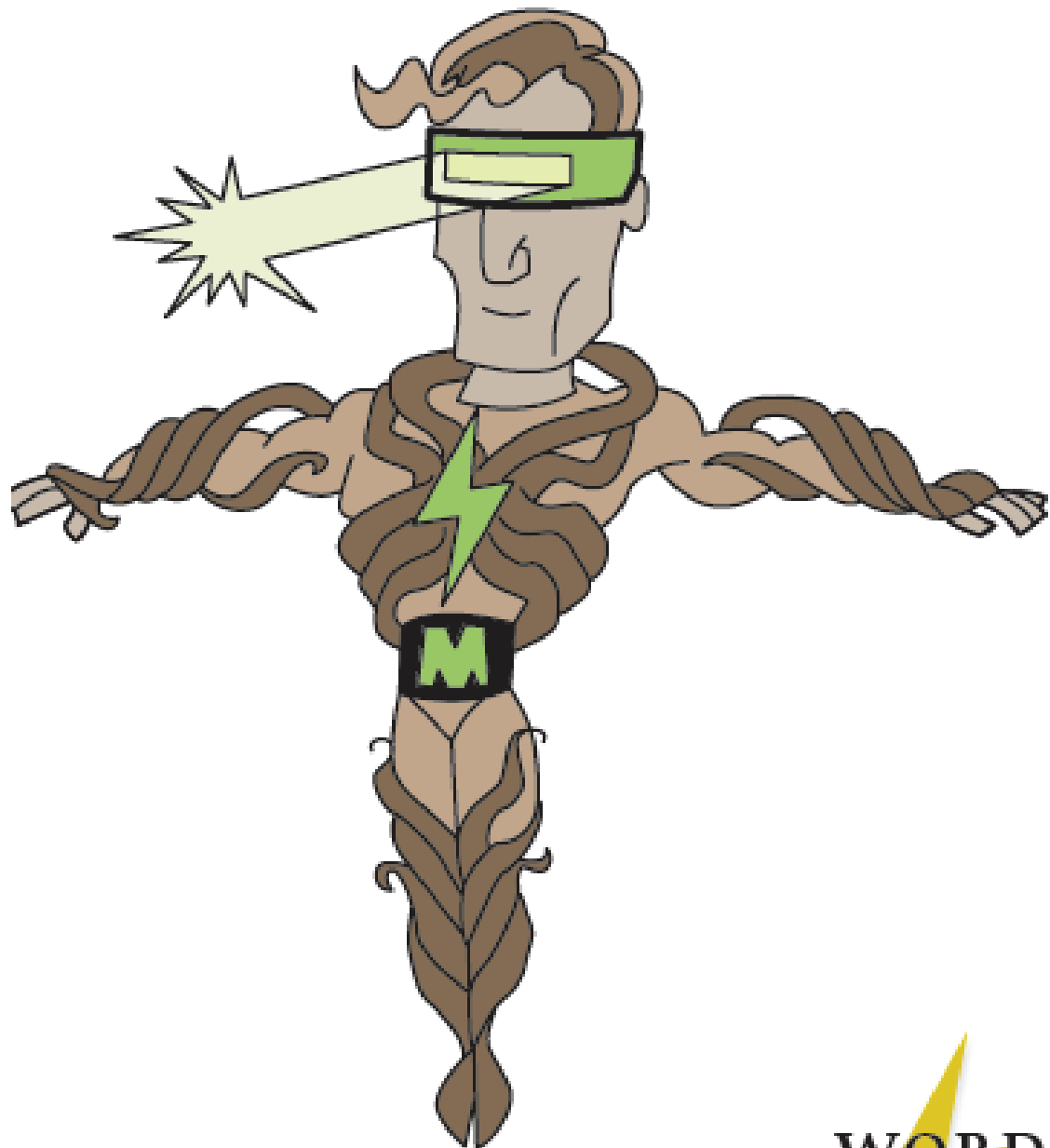
WORD
POWER
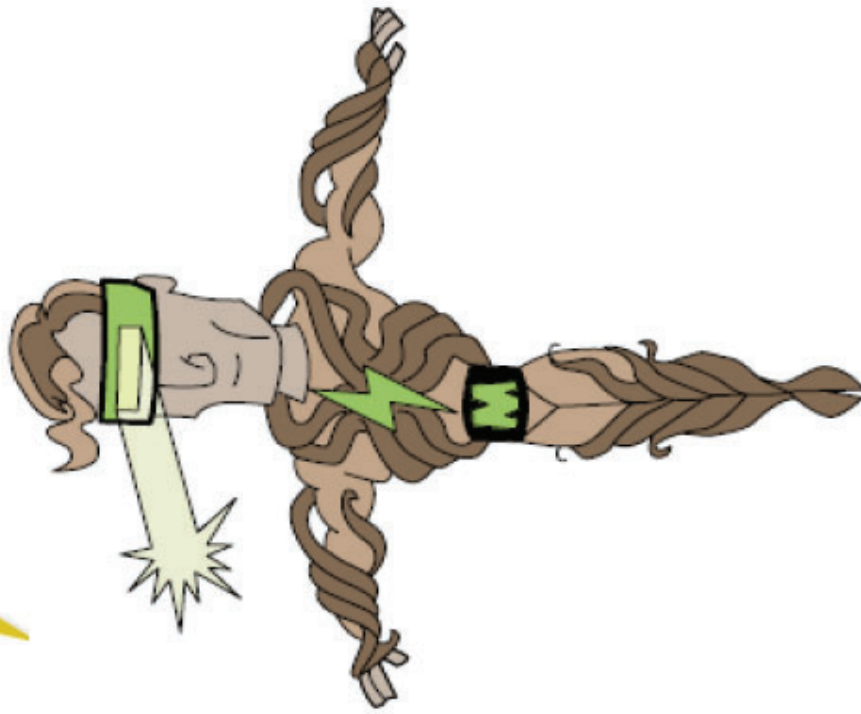
Morpheme Marvel's superpowers

Root Suit

Explore 'root' meanings of words

Laser Mask

'Spot' and connect word parts (morphemes)

M-Belt Badge

Remember what you know about 'M'orphemes when writing/ spelling

WORD POWER

Power Pack 3, Resource 2 (for ages 7-11):
Hexagonal Learning Suffix Challenges

Explanation of the resource:

The *hexagonal learning* approach can be used to help learners connect ideas and concepts together and is a perfect strategy for building word depth and understanding as part of explicit vocabulary instruction.

To use the **hexagonal learning challenges** provided on the following pages, print and prepare a set of suffix hexagons (provided in this resource). This strategy works best when used with a small group of 3-4 pupils.

Notice that each hexagon has 6 'nodes' - providing multiple opportunities for learners to link a range of ideas together. Spread out the hexagons so that all can be viewed by each group member. Then, prompt pupils with Morpheme Marvel's challenge questions provided on the following pages (answers below).

The key to using *hexagonal learning* effectively is encouraging children to articulate how and why they have made specific connections between ideas.

- How are these words/ ideas related and to what degree?
- What is the linking concept that joins these words/ideas together?
- How does our personal word and world knowledge affect the connections we make? How does this compare to others' ideas?

1.Verb-building suffixes	ate (*collaborate*), en (*sharpen*), ify (*simplify*), ise (*synthesise*)
2.Noun-building suffixes	ian (*politician*), ent (*innocent*), ant (*informant*), er (*painter*), ar (*burglar*), or (*creator*), ist (*artist*)
3.Adjective-building suffixes	able (*laughable*), ible (*edible*), al (*herbal*), ary (*complimentary*), ed (*ripped t-shirt*), ing (*running machine*), er (*smaller*), est (*biggest*), ful (*beautiful*), ic (*athletic*), ish (*foolish*), ive (*informative*), less (*powerless*), ous (*poisonous*), y (*rainy*)
4.Adverb-building suffixes	ly (*slowly*), ward (*inward*), wise (*likewise*)
5.Suffixes for verb tense	s (*She walks*), ing (*I am walking*), ed (*I walked*)
6.Suffixes for pluralisation	s (*dogs*), es (*churches*), en (*oxen*)

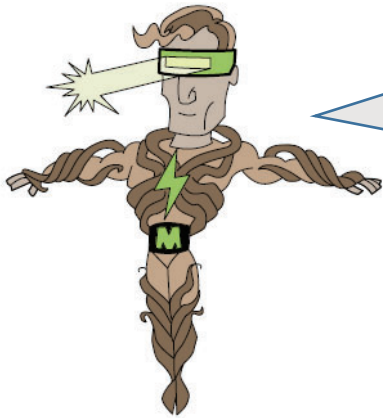# Suffixes Template for Hexagonal Learning (page 1/3)
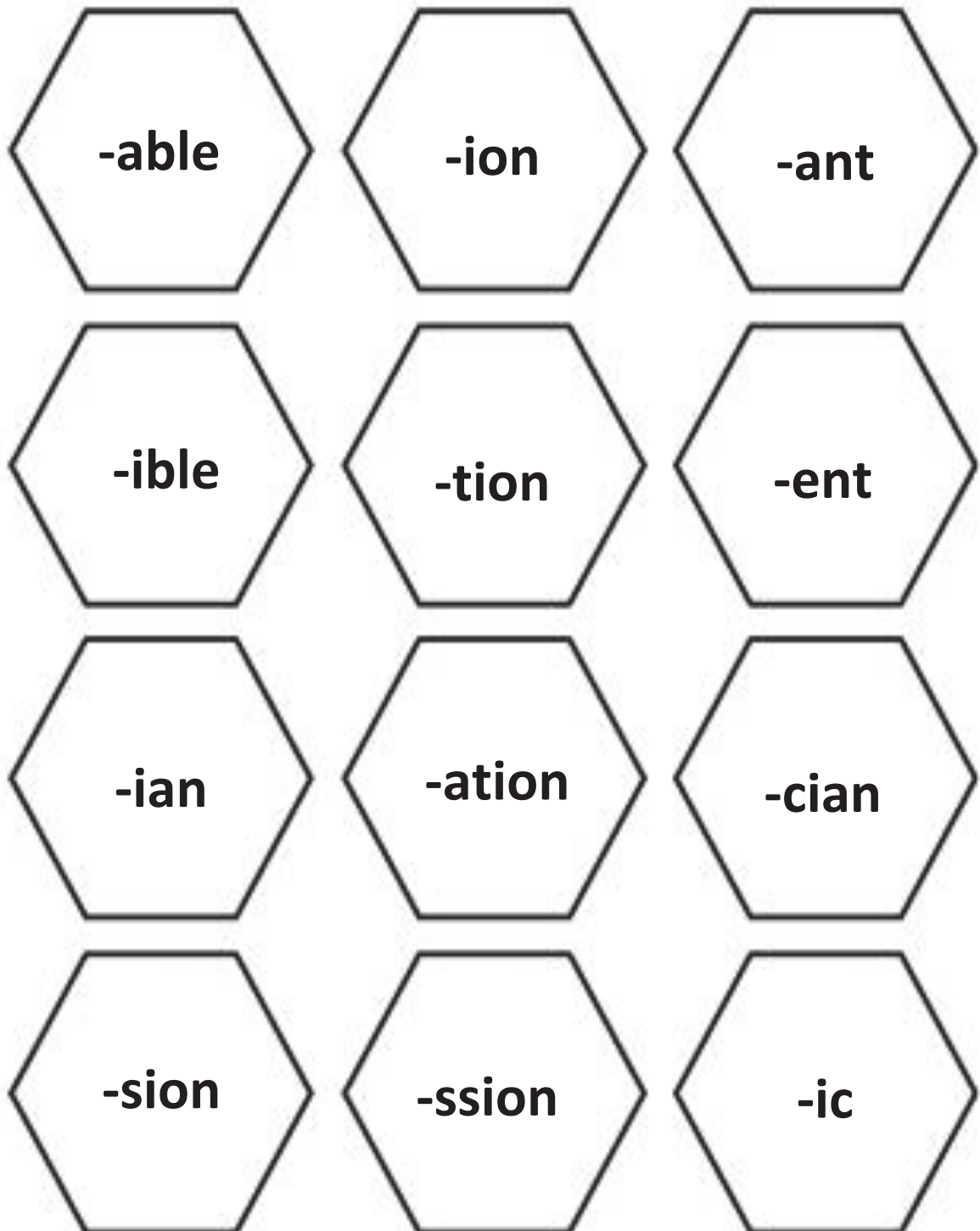
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Suffixes Template for Hexagonal Learning (page 3/3)

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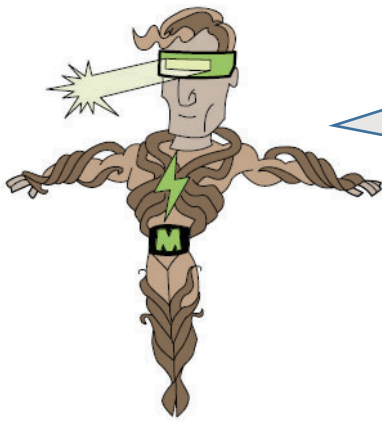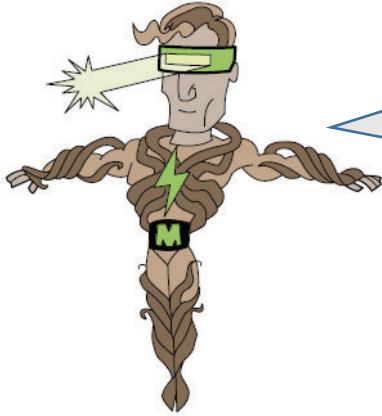-ing

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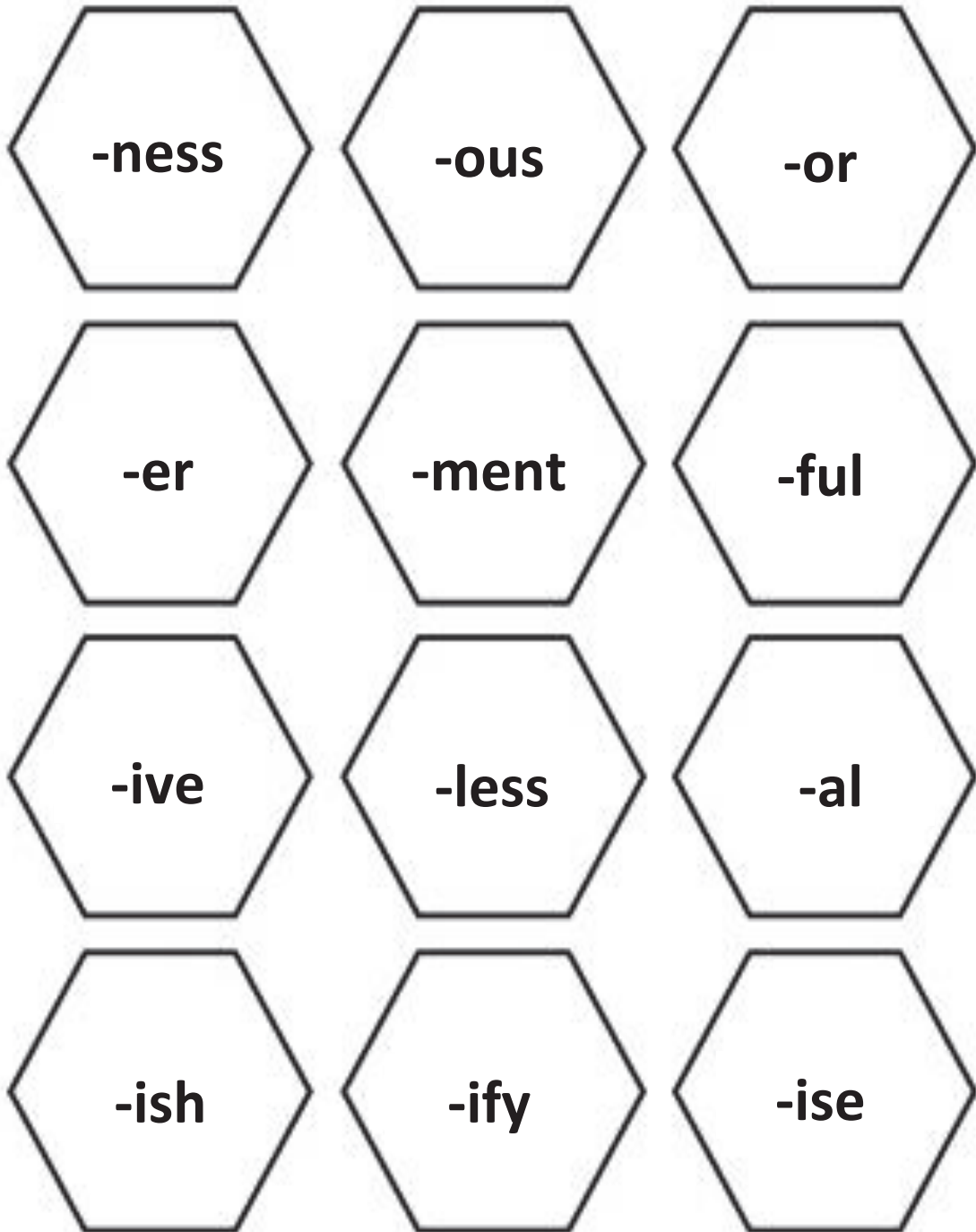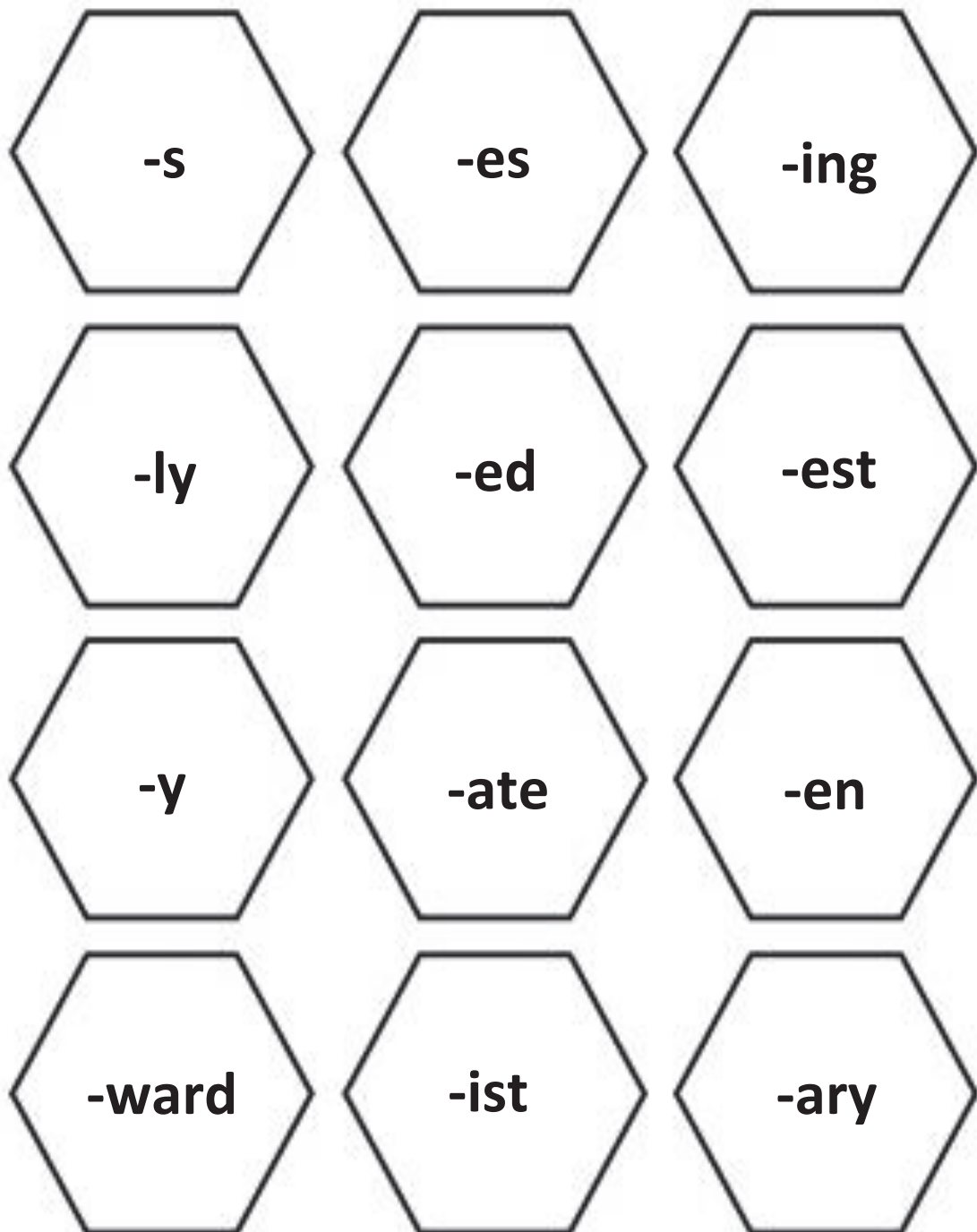
Hexagonal Learning Suffix Challenge #1

Link suffixes that…

Change root words into *verbs*.
Think of example words.
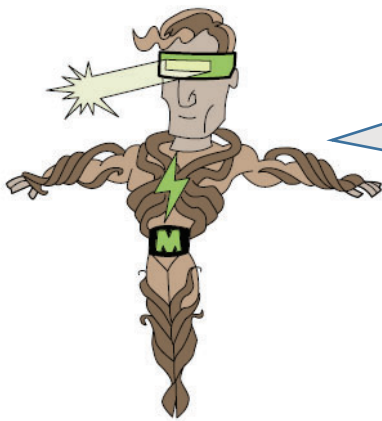
Hexagonal Learning Suffix Challenge #2

Link suffixes that…

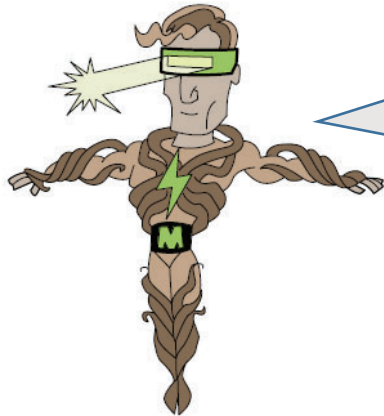Change root words into *nouns.*
Think of example words.

Hexagonal Learning Suffix Challenge #3

Link suffixes that…

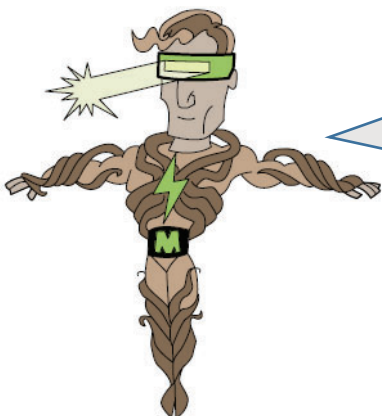Change root words into *adjectives*. Think of example words.

Hexagonal Learning Suffix Challenge #4

Link suffixes that…

Change root words into *adverbs*. Think of example words.

Hexagonal Learning Suffix Challenge #5

Link suffixes that…

are used to show *verb tense*. Think of example words.

Hexagonal Learning Suffix Challenge #6

Find suffixes that…

are used to make nouns *plural*. Think of example words.

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Phoneme Phantom

Word Power: Power Pack 4

Power-Up Phonology

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Power Pack 4 - Phonology

What is phonology?

Phonology refers to the systematic way that sounds in a language are organised. Tuning into individual and units of sounds within words and connecting these sound units to other known words can help strengthen word memory.

How can phonology be used to POWER-UP vocabulary?

Phonology is one of eight POWER-UP strategies central to the WORD POWER approach to amplifying vocabulary instruction. Phonology can be strengthened to support word learning by helping learners to:

- segment and blend phonemes and syllables within words;
- isolate sounds within words and make connections to other words with similar sounds;
- explore strategies for investigating shared sounds – alliteration, rhyming words, assonance;
- repeat words aloud to support auditory memory;
- rehearse articulation with accurate pronunciation and emphasis;
- read aloud, retell and perform familiar texts to build fluency; and
- orally rehearse ideas as part of the writing process.

Why is phonology an important strategy?

A strong understanding of the role of phonology in the process of word learning can provide opportunities to strengthen phonological awareness within the wider context of language development.

Phoneme Phantom

Phoneme Phantom's superpowers

Powerful Ears

Listen and tune into sounds in words

Hair Sticks

Repeat words aloud to help them 'stick' in word memory

Shield Transmitter

Read aloud and orally rehearse to build fluency

Power Pack 4, Resource 2 (for ages 7-11):
Fluency Challenges

Explanation of the resource:

As well as providing practical ways to link phonics to reading and writing, Phoneme Phantom's strategies also provide opportunities to build fluency – developing automaticity in reading words and using knowledge of language in context to chunk words and phrases effectively for emphasis when reading aloud. The role of the adult or expert reader modelling fluency in action is key in this process.

Fountas and Pinnell's *Benchmark Assessment System: Dimensions of fluency rubric* (2010) can help teachers consider the specific aspects of fluency that learners are proficient with and can also identify gaps to target teaching. The six dimensions are:

- *Pausing* – How is the reader's voice guided by punctuation?
- *Phrasing* – How does the reader put words together into phrases to represent meaning units within sentences?
- *Stress* – Which words does the reader or speaker choose to emphasise in order to express intended meaning?
- *Intonation* – How does the reader's voice vary in pitch, tone and volume to express meaning (prosody)?
- *Rate* – At what pace does the reader move through the text whilst still maintaining understanding?
- *Integration* – How does the reader consistently and evenly orchestrate pausing, phrasing, stress, intonation and rate to build fluency?

For more information on the *Dimensions of Fluency Rubric*, visit
www.fountasandpinnell.com

Use the following *Fluency Challenges* to help learners tune into different ways that familiar texts can be read aloud. Many of the strategies are partner challenges and provide opportunities for learners to share and discuss familiar texts with others.

Fluency Challenge #1

Read the text aloud with a partner. Swap readers every time you see a *punctuation* mark. How does 'reading' the punctuation help you to better understand what you read?

Fluency Challenge #2

Whisper read the text aloud to a partner as you stand back to back. Swap readers at the end of each sentence. How does *chunking sentences* affect your understanding?

Fluency Challenge #3

Read the text aloud with a partner. Try *echo reading* - one person starts by reading a sentence and the second person echoes the sentence with the same expression.

Fluency Challenge #4

Read the text aloud. Think about which phrases should be read together as a unit (e.g. 'the blade of grass'). How does using *phrasal reading* help to make the meaning clearer?

Fluency Challenge #5

Read the same sentence aloud 3 different ways by *emphasising* different words or phrases each time. How does the meaning change with a different emphasis on specific words?

Fluency Challenge #6

Read aloud a familiar section of text. Think about the *short and long pauses* that you can hear. Think of actions to make for short and long pauses as you read aloud (e.g. hand out front).

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Meaning Mastermind

Word Power: Power Pack 5

Power-Up Meaning in Context

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Power Pack 5 – Meaning in Context

What is meaning in context?

Meaning in context as a strategy for word learning that refers to how we explore the meaning of words not as isolated units, but within rich contexts as language is used within phrases, sentences and whole texts. Contextual vocabulary instruction involves exploring and discussing new language as applied in a range of texts – poetry, fiction, non-fiction – whilst also exploring how words are used for different purposes in cross-curricular contexts.

How can meaning in context be used to POWER-UP vocabulary?

Meaning in context is one of eight POWER-UP strategies central to the WORD POWER approach to amplifying vocabulary instruction. Exploring meaning in context can support word learning by helping learners to:

- explore word meanings in the initial context encountered and also investigating multiple meanings of new words;
- use grammatical and structural clues within sentences (syntax) to unlock meaning (context clues);
- choose and use new words when speaking and writing for real purposes;
- explore both concrete and abstract word meanings;
- consider the impact of word choice on the style and/or register of a text (audience, purpose and form).

Why is meaning in context an important strategy?

As a contextual approach to vocabulary instruction, *Word Power* encourages learners to first explore word meaning in the initial context encountered and then to build word depth by taking new language into other, suitable contexts as we choose and use new language for a range of purposes. Exploring meaning in context also helps to support reading comprehension and overall text coherence when reading.

Meaning Mastermind

WORD
POWER

Meaning Mastermind's superpowers

Context Vest

Explore word meaning, in 'context'

Multi-coloured Hair

Investigate 'multiple' meanings

Super Slippers

'Slip' new words in when speaking and writing to build word depth

Power Pack 5, Resource 1 (for ages 4-11)
Interactive Read Aloud

Explanation of the resource:

An *interactive read aloud* involves reading a chosen text aloud whilst selectively pausing to engage learners in conversations about reading. Make reading aloud 'interactive' by giving listeners a quick association or explanation for new words with a memorable action or linked word - without interrupting the flow of reading. Encourage pupils to join in by repeating new words out loud and/or by joining in with actions to bring the text alive.

For example, when reading aloud the book *We're going on a bear hunt* by Michael Rosen, we could use an 'interactive read aloud' strategy to explain the meaning of the word 'hunt':

(Text) *We're going on a bear <u>hunt</u>, we're going to catch a big one. What a beautiful day.*

(Adult voice) 'Ooh, how exciting! When we 'hunt' for things, we look carefully. This morning I had to 'hunt' for a matching pair of socks. Have you ever gone on a hunt for something? 3,2,1… show me your best hunting pose… freeze!'

Interactive Read Aloud Challenge #1

Listen carefully as the story or text is read aloud. Join in with actions or different voices for characters or events to make the meaning clear.

Word Power

Power Packs

Created by Kelly Ashley
Word Power is a registered trademark.

Graphic Guardian

Word Power: Power Pack 6

Power-Up Graphology

Kelly Ashley
Consultancy
Connect Learn Inspire Primary English Specialist

Power Pack 6 – Graphology

What is graphology?

Graphology refers to the written and printed symbols of a language. With regard to vocabulary development and the *Word Power* approach, graphology refers to the role that the physical act of handwriting plays in language learning to anchor word memory over time.

How can graphology be used to POWER-UP vocabulary?

Graphology is one of eight POWER-UP strategies central to the WORD POWER approach to amplifying vocabulary instruction. Integrating graphology approaches can support word learning by helping learners to:

- rehearse accurate and consistent letter formation, embedding familiar patterns;
- practise writing new words with correct spacing and positioning, ensuring good presentation and effective delivery of a written message;
- (when appropriate and in-line with the school's handwriting policy) develop a fluent, joined handwriting style, easing transcription and encouraging automaticity; and
- build speed and accuracy when writing with a fluent, consistent handwriting style.

Why is graphology an important strategy?

Handwriting and transcription are essential skills for developing secure graphemic awareness: connecting the sounds we hear to the printed symbols that they represent. By integrating a focus on graphology into the vocabulary learning repertoire, learners are given the opportunity to accurately rehearse words – building visual memory and facilitating the application of new language in writing as new vocabulary is applied in a range of contexts.

Graphic Guardian
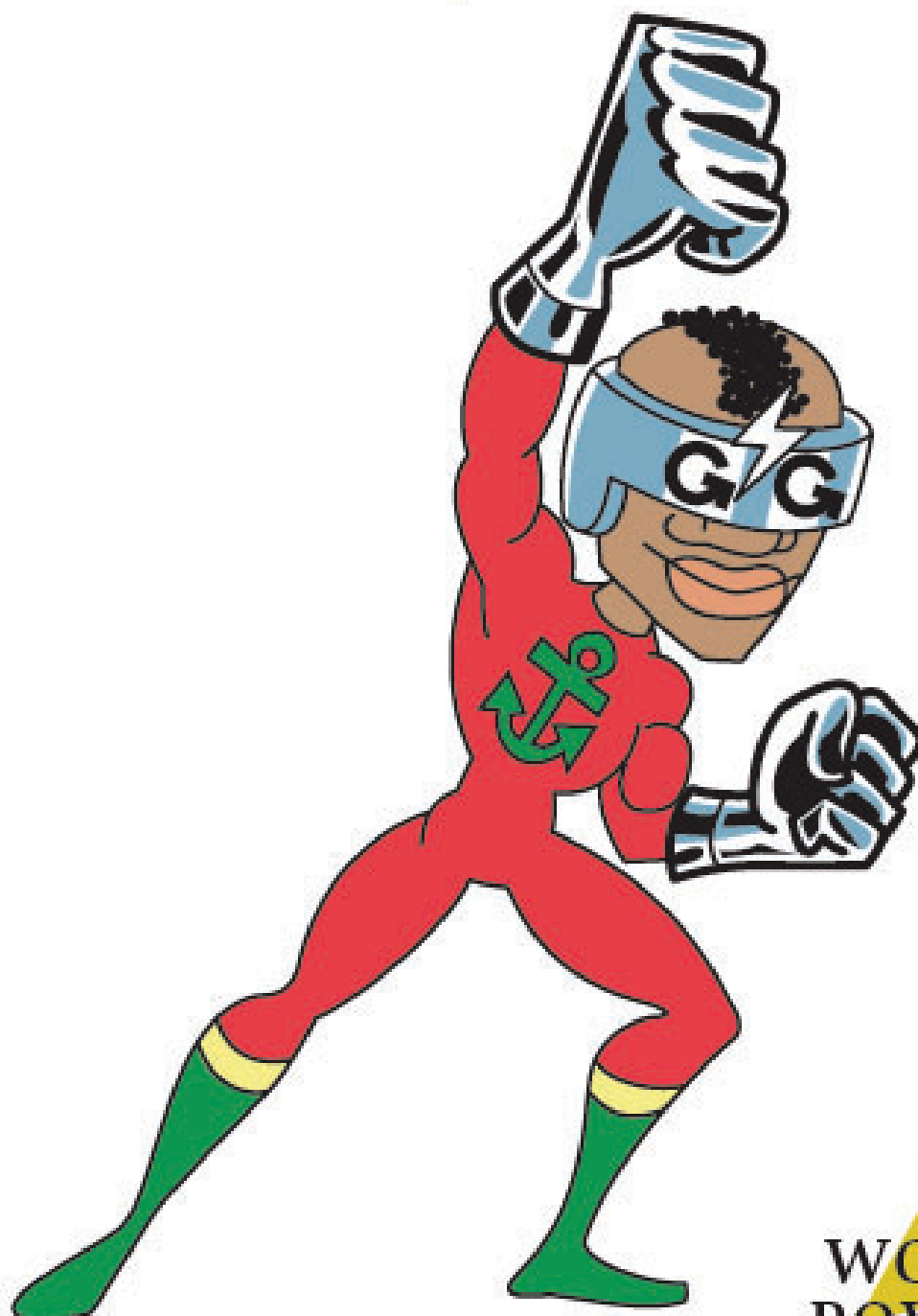
WORD
POWER

Graphic Guardian's superpowers

Iron Fist

Practise writing new words to help them 'anchor' in word memory

Direction Glasses

Think about how letters are formed

Super Strength

Build hand strength and stamina for writing fluency

Power Pack 6, Resource 3 (for ages 7-11):
'Handwriting Speed' Challenges

Explanation of the resource:

When learning new words as part of vocabulary instruction, build in short bursts of time for learners to rehearse writing new words accurately. Activate their inner competitor with the following 'Handwriting Speed' challenges.

Handwriting Speed Challenge #1 – *Quick Write*

How many times can you write this new word in 10 seconds, 20 seconds, 30 seconds? Challenge yourself, but remember to spell the word correctly!

Handwriting Speed Challenge #2 – Four Square

Fold your paper so you have four sections. Choose four words that we've been learning and write each in a square as many times as you can in 1 minute.

Handwriting Speed Challenge #3 – Spelling Scribble

Draw a swirling scribble on your page. Chose a section of your scribble and write a new word we've been learning as many times as you can fit it inside. Choose other words to write in other sections.

Word Power / Power Packs

Created by Kelly Ashley
Word Power is a registered trademark.

Professor Personal

Word Power: Power Pack 7

Power-Up Personal Links

Kelly Ashley Consultancy

Connect Learn Inspire Primary English Specialist

Power Pack 7 – Personal Links

What is meant by personal links?

By helping learners to activate their personal links with new language, we are providing opportunities for new words to become 'sticky' in their mental libraries. We can strengthen personal links by helping learners to articulate what words mean by considering personal connections and associations and by activating inference skills.

How can personal links be used to POWER-UP vocabulary?

Personal links is one of eight POWER-UP strategies central to the WORD POWER approach to amplifying vocabulary instruction. Integrating opportunities to make personal links can help learners to:

- collect new words discovered when reading, writing, speaking and listening;
- ask questions to explore word meaning;
- discuss new words with others and think aloud to share personal connections;
- use inference and prediction skills to investigate the hidden or multi-layered meanings of new words as they appear in different contexts; and
- activate personal connections with new words to refine meaning and clarify personal understanding.

Why is an exploration of personal links an important strategy for word learning?

For word learning to be meaningful and 'sticky,' we need this to be a personal experience. Every learner makes different associations and connections with new words explored. Learning new words is not about 'guessing what's in the teacher's head' but rather about connecting new information to that which is already known. By activating personal links, learners have the opportunity to strengthen these connection pathways in the brain, building word depth over time.

Professor Personal
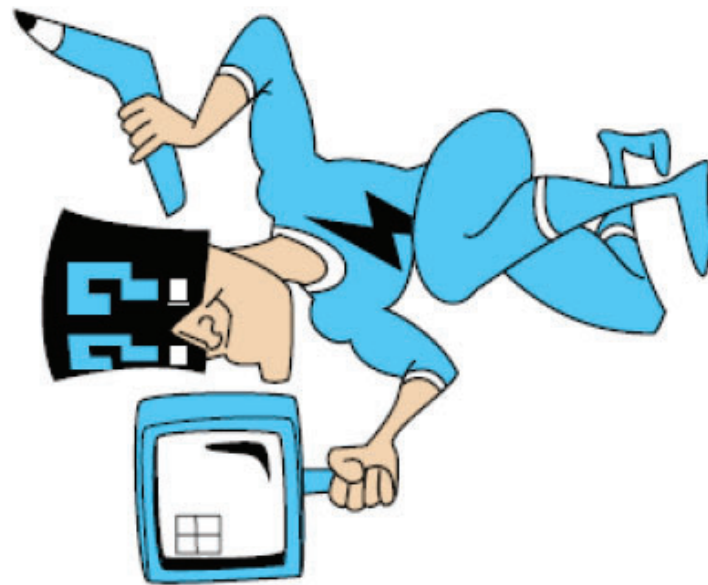
WORD
POWER

Professor Personal's superpowers

Question Power
Ask and answer questions to learn more about new words

## Boomerang Pen
'Catch' new words to discuss with others

Spyglass
Use inference and prediction to 'spy' the hidden meaning of words, in context

Power Pack 7, Resource 4 (for ages 7-11):
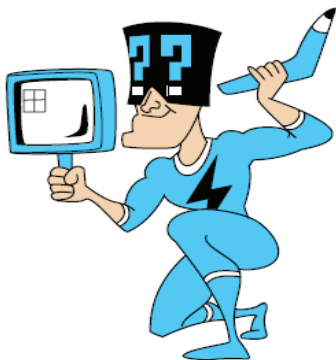## *'Question Power' Challenges*

Explanation of the resource:

Professor Personal uses his 'Question Power' to ask and answer questions about new words to build word depth. Use the following 'Question Power' challenge stems to support learners as they craft their own questions about new words you have explored together.
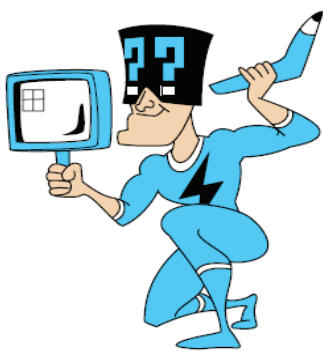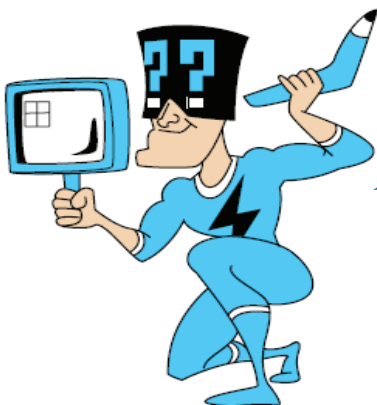
Question Power Challenge #1

Challenge a partner to answer your question about a familiar text.
Which word describes…?

Question Power Challenge #2

Challenge a partner to answer your question about a familiar text.
Which word tells me about…?

Question Power Challenge #3

Challenge a partner to answer your questions about a familiar text.
Which word means the same as…?
Which word means the opposite of…?

Doctor Derivation

Word Power: Power Pack 8

Power-Up Etymology

Power Pack 8 – Etymology

What is etymology?

Etymology refers the history of the words of a language. This history might include word origins (e.g. Greek or Latin roots, words borrowed from other languages), how words have changed over time (e.g. pronunciation, spelling or meaning) and/or the social or cultural uses and representation of words for different purposes.

How can etymology be used to POWER-UP vocabulary?

Etymology is one of eight POWER-UP strategies central to the WORD POWER approach to amplifying vocabulary instruction. Integrating opportunities to explore the history of words can help learners to:

- explore how word usage has changed over time;
- investigate the cultural, historical, religious or social uses of words for different purposes;
- explore words borrowed from other languages and words in other languages that hold similar meanings or share a common roots/ origins (cognates);
- investigate word history and word origins; and
- explore the reasons behind irregularities in the way words are spelled or pronounced.

Why is exploring etymology an important strategy?

Words are cultural, historical, social and religious artefacts. An exploration into their etymology (history) can provide learners with a window into the past and help to provide memorable 'hooks' to help explain modern exceptions in spelling, meaning and/or pronunciation of words.

Dr Derivation

WORD
POWER
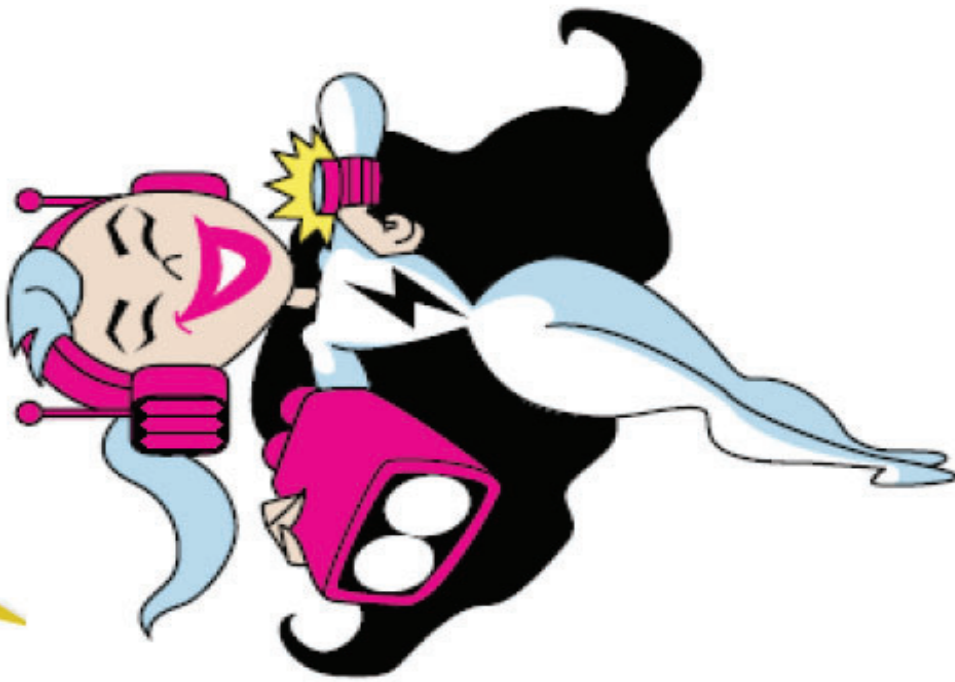
Doctor Derivation's superpowers

Field Glasses

Look for historical, cultural, social or religious connections with words

Multi-lingual Headphones

Explore words borrowed from other languages

Time-travelling Watch

Think of how word meanings have changed over time

Power Pack 8, Resource 1 (for ages 4-7)
'Family Traditions' Challenges

Explanation of the resource:

One of Doctor Derivation's special word-learning superpowers is exploring social, cultural and religious connections with words. This provides a golden opportunity to open up conversations with your learners about their cultural and family traditions. Use the following challenge questions to open up conversations, exploring similarities and differences.

Family Traditions Challenge #1

What special foods do you and your family like to eat at home? When are your mealtimes during the day and what are these meals called?

Family Traditions Challenge #2

Is there any special music that your family listens to or prayers that you say at certain times of the day? What special words do you use to describe these activities each day?

Family Traditions Challenge #3

What special words do you use to describe your family's holiday traditions at home?

Power Pack 8, Resource 2 (for ages 7-11):
'Field Glasses' Challenges

Explanation of the resource:

Use Doctor Derivation's 'Field Glasses' challenges to help learners explore the history of the words of our language. What will you discover?

Field Glasses

Challenge #1

Can you find the word origin (etymology) of one of our Weekly Top Ten words? Which other words can you connect to?

Field Glasses

Challenge #2

Can you find any words that have a Latin or Greek root word? What is the meaning of this word root? Which other words do you know that share these word roots?

Field Glasses

Challenge #3

Can you find something interesting about how the meaning, spelling or pronunciation of this word has changed over time? What is different to the modern version of this word and what it looked like in the past?