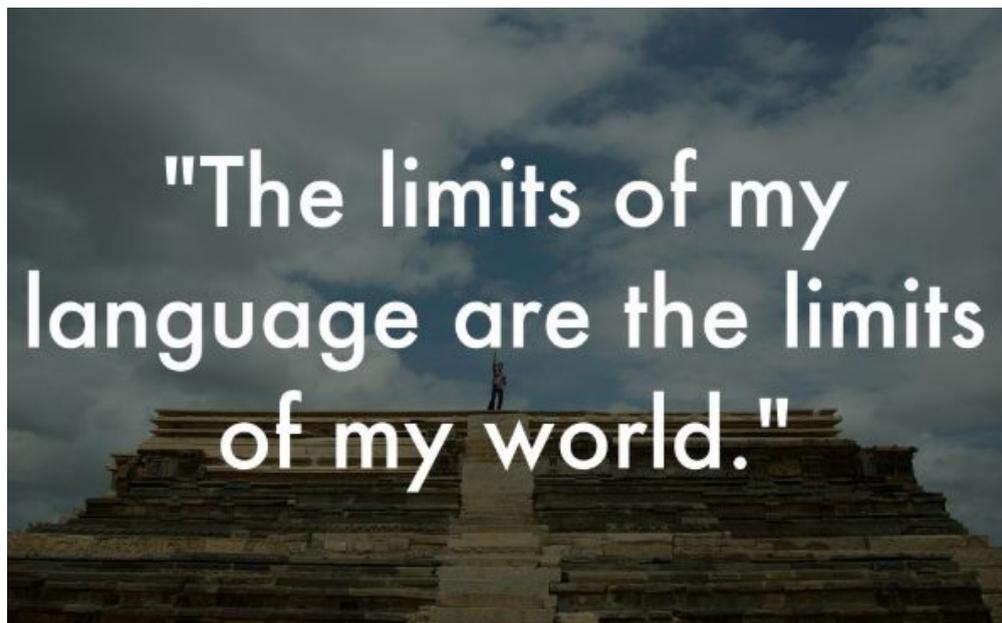




**Astley Community High School**  
Extending Vocabulary at Key Stage 3  
Year 9  
Parental Guidance  
2020





Dear parents,

This booklet contains twenty-two words that we would like your child to recognise, understand and be confident to use by the end of Year 9.

They are not subject specific words, but provide a variety of challenging vocabulary that we hope will help our students with their reading and writing skills in all subjects and will help them to see the value of extending their language skills.

The words are listed below, with definitions and ideas for discussion and activities at home to develop your child's wider vocabulary.

### Week 1

- **Ambiguous** *adjective* - open to more than one interpretation; not having one obvious meaning.
- **Protagonist** *noun* - 1. The leading character or one of the main characters in a play, film ,novel etc 2. A champion of a particular cause or idea.

Starting point - together with your child, look up the words in a dictionary or online. See if you can work together to re-write the dictionary definitions in your own words. Can you discuss your favourite protagonists from books or films?

### Week 2

- **Discrimination** *noun* - making a distinction in favour of or against a person or thing based on the group, class or category to which that person or thing belongs rather than on individual merit.
- **Prejudice** *noun* - an unfavourable opinion or feeling formed beforehand or without knowledge, thought or reason.

Starting point - Both of these words describe things that are negative aspects of our society; could you have a discussion about what experiences your child has had of these things? It could be from their own life or from their understanding of world events via the news.

### Week 3

- **Hierarchy** *noun* - any system of persons or things ranked one above another.
- **Feminism** *noun* - a movement advocating social, political and all other rights of women equal to those of men.
- **Trait** *noun* - a distinguishing characteristic or quality, especially of a personal nature.

Starting point - Perhaps you could start with a guessing game for these words. Can your child work out what they mean just by thinking about the words within them that they understand - this can often be a useful way to approach new vocabulary.

### Week 4

- **Empathy** *noun* - identifying with or experiencing the feelings, thoughts or attitudes of another.
- **Manipulate** *verb* - to manage or influence skilfully, especially in an unfair manner.

Starting point - Discuss situations where these words may be relevant. This might enable your child to identify if they seem to be positive or negative words. Use a dictionary to find three synonyms of each word - discuss what a synonym is and why knowing them is useful.

### Week 5

- **Patriarchal** *adjective* - 1. Of or relating to a patriarch, the male head of a family, tribe, community etc. 2. An entity, family, society etc controlled by men.
- **Insinuate** *verb* - to suggest or hint slyly.

Starting point - Can your child create sentences around these words? When might your child use these words and could they use them in a lesson?

### Week 6

- **Elucidate** *verb* - to make clear; throw light upon; explain.
- **Ambivalence** *noun* - uncertainty, especially when caused by inability to make a choice or by a desire to say or do two opposite or conflicting things.

Starting point - See if your child can create a picture definition of each word using only images to get the meaning across.

### Week 7

- **Marginalise** *verb* - to place in a position of lesser importance, influence or power.
- **Oxymoron** *noun* - a figure of speech with self-contradictory effect, as in 'cruel kindness'.

Starting point - Encourage your child to work out meaning by breaking these words down and thinking about their smaller parts. Discuss where you might find these smaller parts - MARGIN/OXY

### Week 8

- **Profound** *adjective* - 1. Originating in or penetrating to the depth of a person's being. 2. Going far beneath what is superficial or obvious.
- **Omnipotent** *adjective* - having very great or unlimited authority or power.

Starting point - These are words that we might not use that much every day - discuss why that is. Ask your child when they think they might use these words in school.

### Week 9

- **Device** *noun* - 1. An object made for a particular purpose. 2. A particular word pattern, figure of speech, combination of word sounds etc., used in a literary work to evoke a desired effect.
- **Intention** *noun* - the end purpose.

Starting point - Once you have talked about the meaning of these words, help your child to collect sentences that have these words in them. Challenge your child to use them in a sentence at school this week!

### Week 10

- **Consequence** *noun* - the effect, result, or outcome of something occurring earlier.
- **Clarity** *noun* - clearness; freedom from indistinctness or ambiguity
- **Concise** *adjective* - expressing or covering much in few words

Starting point - These are all words that could connect to school! Discuss how these words might be used in a description of school life. Use a dictionary to find antonyms for these words.

## **REFLECTION**

Now that you are at the end of the booklet, use this time as a way of revising the words you have looked at over the past ten weeks.

Can your child define the words in the booklet?

Can they remember a time in school over the last ten weeks where they have been able to use one of the new words from this booklet?

Are they confident using synonyms and antonyms for these words?

Can they teach their friends the meanings of these words?