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# WISE WORDS



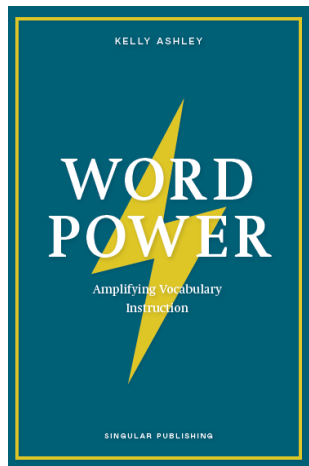
WORD  
POWER

Fun facts to inspire  
conversations about the  
English language



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# What is Word Power?



*Word Power* is a contextual approach to vocabulary instruction, providing practical ideas and strategies for the explicit teaching of vocabulary as part of a literature-rich curriculum. At the heart of the approach are the eight, dynamic members of the *Word Power League* of superheroes – each carefully designed to support teachers and pupils as they *unlock, power-up, charge and recharge* new language in rich contexts, choosing and using language for a real purpose.

For more information about *Word Power* professional development or to order your copy of *Word Power: Amplifying vocabulary instruction*, visit:  
<https://kellyashleyconsultancy.wordpress.com/>

# Phoneme Phantom



Hear  
it.




Say  
it.

## Vocabulary Superpowers:

- ✓ **Powerful ears** – Listen to sounds in words.
- ✓ **Shield Transmitter** – Practise reading aloud to build fluency.
- ✓ **Hair Stick** – Repeat words aloud to help them 'stick' in memory.



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**SOUND SYMBOLISM** is fascinating! This is how similar combinations of sounds are used in words with shared meanings. Think about the ‘gl’ sound at the beginning of these words: *glimmer*, *gleam*, *glitter*, *glisten*, *glow*, *glare*, *glimpse*, *glance* and *glee*. All of these words are linked together as different meanings of ‘light.’ Can you think of other examples?



***Phoneme Phantom*** explores how words sound. Repeating words out loud and thinking about shared sounds can help build word memory.



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Some words change their meaning, depending on which part of the word is **EMPHASISED** when said out loud. In some cases, we can tell the difference between a noun and a verb based on where the emphasis sits. Think about the word 'reject.' When the 're' (start of the word) is emphasised, 'reject' is a noun. When 'ject' (at the end of the word) is the emphasis, 'reject' is a verb. Test this out with the following words: *increase, decrease, refund*. What's different about the word *record*?



***Phoneme Phantom*** explores how words sound. Repeating words out loud and thinking about shared sounds can help build word memory.

# Graphic Guardian




## Vocabulary Superpowers:

- ✓ **Iron Fist** – Write new words to build word memory.
- ✓ **Direction Glasses**– Think about how letters are formed.
- ✓ **Super Strength** – Build hand strength for writing stamina.



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Did you know that the ancient Greeks and Romans were the first to use joined or **CURSIVE HANDWRITING**? You can thank them for the joined up writing style that we have today. Which letters are your favourites to write? Which are tricky to write and why?



**Graphic Guardian** uses his super strength and iron fist to 'anchor' new words when writing. Remember to write new words correctly.



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Have you ever used ‘?!’ or ‘!?’ at the end of a sentence to express a surprising question? This punctuation mark used to exist with the question mark and exclamation mark layered on top of each other - †. This strange **GLYPH** was called an ‘interrobang.’ Can you think of a sentence that might use an interrobang as the ending punctuation? What other extinct *glyphs* can you discover?



***Graphic Guardian*** uses his super strength and iron fist to ‘anchor’ new words when writing. Remember to write new words correctly.



## Spelling Spy



Look for  
shared  
patterns.

### Vocabulary Superpowers:

- ✓ **Utility Belt** – Use a range of strategies to spell new words.
- ✓ **Pattern Glasses** – Look for patterns in words to make connections.
- ✓ **Tricky Tome** – Edit and proofread spelling errors in writing.



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The **LETTER 'E'** is the most commonly used letter in the English alphabet with an 11% occurrence across words in the language. How many words can you think of that use the letter 'e'? Can you write a sentence without using the letter 'e' in a single word?




***Spelling Spy*** uses visual power to spot and make connections between words based on their shared visual features or spelling patterns.



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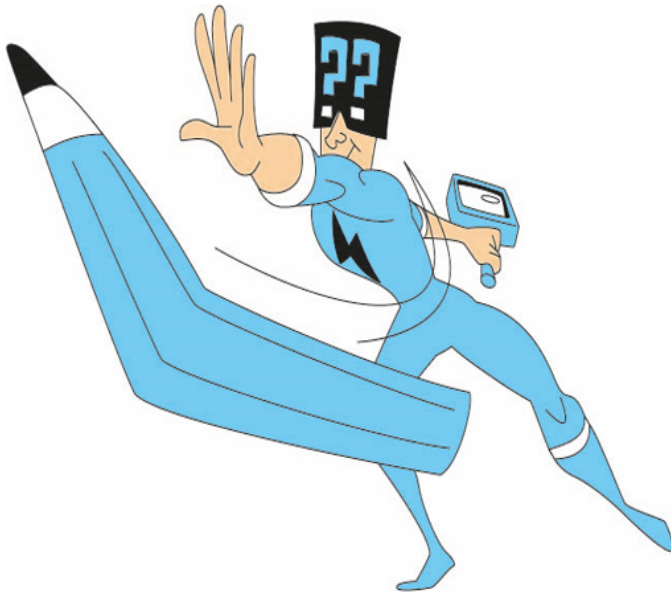


Ever wondered why the **PLURAL** of the word 'goose' is 'geese,' but the plural of the word 'moose' is not 'meese'? (The plural is also 'moose.') Some spellings have remained from older versions of the English language. *Goose* (a word from our earliest Germanic language) follows the shift of 'oo' to 'ee' just like the words *foot/feet* and *tooth/teeth*. 'Moose' however is a word borrowed into English from the Algonquin language and doesn't follow this pattern. Can you think of other words that follow the 'oo' to 'ee' pattern?



***Spelling Spy*** uses visual power to spot and make connections between words based on their shared visual features or spelling patterns.

# Professor Personal



## Vocabulary Superpowers:

- ✓ **Question Power** – Ask and answer questions about words.
- ✓ **Boomerang Pen** – 'Catch' new words to discuss with others.
- ✓ **Spyglass** – Use inference and prediction to 'spy' the hidden meanings of words.



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Many of us enjoy eating a mid-morning snack each day. There are **DIFFERENT NAMES** for this tasty snack - *elevenses*, *eleven hours* or *an elevener*. What do you call your snack at this time of day? What's your favourite choice for *elevenses*?




***Professor Personal*** thinks carefully about the personal connections he can make with language using inference, prediction and questioning skills.



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Did you know that many of our **QUESTION WORDS** (*who, what, when, why, which, where*) can be traced back to the earliest Anglo Saxon language? In modern English, most of these words start with the 'w' sound, but in Anglo Saxon times, the 'h' was the main sound. Words were written differently as well – *hwan* (when), *hwar* (where), *hwi* (why). This also explains why we pronounce the 'h' in *who* and why we have the question word '*how*' starting with an 'h.'



***Professor Personal*** thinks carefully about the personal connections he can make with language using inference, prediction and questioning skills.

# Captain Connector




Connect  
new words  
and ideas.

## Vocabulary Superpowers:

- ✓ **Bountiful Bucket** – 'Collect' connections using word webs.
- ✓ **Super Flexibility** – 'Stretch' connections by thinking about how words are used in different contexts and in different kinds of texts.
- ✓ **Connection Catcher** – 'Catch' connections between the meanings and uses of words across the curriculum.



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Synonyms are words that share a similar meaning. Did you know that synonyms highlight how the English language is the ultimate magpie, borrowing and absorbing words from other languages? For some synonyms in English, we've kept the original French (Norman) words with **SHARED MEANINGS** alongside the new English word. Have a look at these English/ French pairs – *ask/ demand, bit/ morsel, start/ commence, answer/ respond*. Can you find any other examples?




***Captain Connector*** makes wider connections between words. She thinks carefully about how we use language for different purposes.






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Have you ever enjoyed the sight of the many colours of a sunset? There are lots of fun **SYNONYMS** (words that mean the same) for *sunset* – *nightfall*, *sundown*, *eventide*, *gloaming*, *half-light* are a few examples. Which is your favourite? Can you find other synonyms for the sunrise or other times during the day?



***Captain Connector*** makes wider connections between words. She thinks carefully about how we use language for different purposes.

## Meaning Mastermind



Think of a  
personal  
definition.

### Vocabulary Superpowers:

- ✓ **Context Vest** – Explore word meaning 'in context.'
- ✓ **Multi-coloured Hair**– Think of 'multiple' or other word meanings.
- ✓ **Super Slippers**– 'Slip in' new words when communicating to recharge and build word memory.



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The **OXFORD ENGLISH DICTIONARY** (OED) is updated 4 times a year with new word entries. There are more than 1,000 words added each year. For a word to be added to the dictionary, it has to be in widespread use, not just a one-off. 'Watch-list' databases are used by *lexicographers* (people who write and edit dictionary entries) to decide which new words will enter the dictionary. If you could add a new word to the dictionary, what would it be?




***Meaning Mastermind*** thinks carefully about word meaning in context. She uses the grammar and structure of sentences around words to understand meaning.



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An **EPONYM** is a product name or a noun that has been named after a famous person. For example, did you know that the word 'watt' (meaning a unit of power) was named after its Scottish inventor, James Watt? There are many more *eponymous* stories to discover! Investigate the stories behind the famous people who are responsible for these eponyms – *bloomers* (Amelia Bloomer), *cardigan* (Earl of Cardigan) and *diesel* (Rudolf Diesel).



***Meaning Mastermind*** thinks carefully about word meaning in context. She uses the grammar and structure of sentences around words to understand meaning.

# Morpheme Marvel




Think of root words, prefixes and suffixes.

## Vocabulary Superpowers:


- ✓ **Root Suit** – Explore the meaning of 'root' words.
- ✓ **Laser Mask** – Look for and connect word parts between different words (prefixes, suffixes, roots).
- ✓ **M-belt Badge** – Remember to use 'M'orpheme Marvel's powers by thinking about word roots when spelling new words.



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A **PREFIX** is a letter or group of letters added before the *base or stem* that affects the meaning. Have you ever wondered how a ‘prefix’ got its name? The Latin stems ‘*fixum*’ (meaning ‘to attach’) and ‘*prae*’ (meaning ‘before’) work together to reveal the meaning and function of this word. In fact, the word ‘prefix’ does, in itself, have... a prefix (*pre-*). This is a great way to remember the meaning of this word. Can you think of 3 different prefixes and how they change word meaning?




***Morpheme Marvel*** thinks about meaning units (morphemes) in words such as root words, prefixes and suffixes. He uses this word knowledge to help him make connections.



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The word '**SUFFIX**' comes from the Latin '*suffixus*' meaning 'fastened.' *Suffixes* are groups of letters that are *fastened* to the end of stems or base words that can alter the grammatical function of a word. For example, we can change the following *nouns* to *adjectives* by adding a suffix: *happy* to *happiness*, *weak* to *weakness*, *sad* to *sadness*. How could you turn these *adjectives* into *nouns*: *responsible*, *possible*? How could you turn these *nouns* into *verbs*: *assignment*, *appointment*?



***Morpheme Marvel*** thinks about meaning units (morphemes) in words such as root words, prefixes and suffixes. He uses this word knowledge to help him make connections.

## Doctor Derivation



Think about word history, social and cultural influences.

### Vocabulary Superpowers:

- ✓ **Field Glasses** – Look for historical, cultural or social connections within and between words.
- ✓ **Multi-lingual Headphones** – Explore words borrowed into English from other languages.
- ✓ **Time-travelling Watch** – Think about how word meaning, spelling and/or pronunciation changes over time.





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**COGNATES** are words that come from a common word (or group of words) in history. It's fun to explore cognate connections across different languages. Let's explore the word 'star' in English. Cognate with 'star' in German is *stern*, *stella* from Latin, *estrella* or *astro* from Spanish, *tara* from Bengali and *ster* from Dutch (to name just a few). Can you find out how other languages represent the word 'star'? How are all of these words connected?



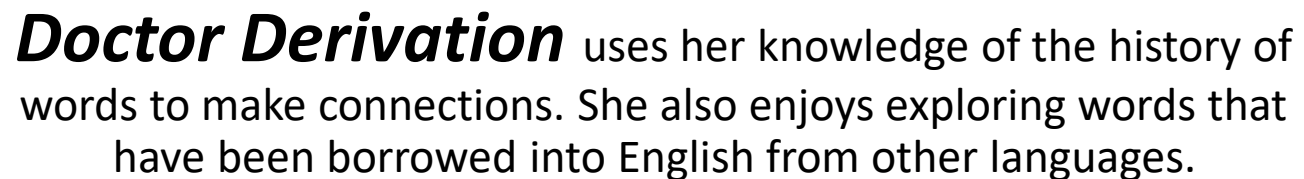
***Doctor Derivation*** uses her knowledge of the history of words to make connections. She also enjoys exploring words that have been borrowed into English from other languages.



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**OLD ENGLISH** (from the time of the *Anglo Saxons*) is an earlier version of English that was spoken between the 5<sup>th</sup> and 12<sup>th</sup> century in areas that are now England and Southern Scotland. Did you know that we still regularly use words from old English in our modern English language? Not only that, but these words make up a large majority of the first 100 high frequency words in English (words that we use most ‘frequently’) – *the, and, a, to, said, in, he, I, of, it* are just a few. Can you think of others?



***Doctor Derivation*** uses her knowledge of the history of words to make connections. She also enjoys exploring words that have been borrowed into English from other languages.