

11 Plus Vocabulary Enhance Course Preview

This preview is designed to show you, in some depth, the work we'll go through in this course.

Who should be doing it?

- The course is designed to enhance the vocabulary of any 11 plus pupil.
- It should be central to the work of any child preparing at home.
- It is also very useful for any child using a tutor or going to a tuition centre. Vocabulary development happens at home it **NEVER** happens effectively in the classroom.

Why is vocabulary development so important?

- 11 plus tests are weighted towards literacy skills over any other skill area.
- **60% of the marks** focus on literacy skills.
- Vocabulary is the single most important area.

How does this course differ from using books?

- Fully structured and planned so you know you'll cover the topic properly in the time available.
 - *Books tend to just scratch the surface of topics or are so specialised you'd need to buy several books to cover the ground properly. It's also difficult to know which book to buy.*
- Includes active learning exercises, tests to make sure learning has happened and revision exercises.
 - *Books tend to just include tests with each word being exposed only once. Children simply cannot develop the depth of knowledge they'll need by using tests alone.*
- This course includes, within its structure, the method of developing vocabulary properly through a range of activities. We encourage children to read, develop personal word lists and build their own bespoke vocabulary for ongoing revision.
 - *Books essentially just include tests and unless you go through a full, well planned, process little development will happen.*

Who is this course right for?

- We have three vocabulary courses. A 40 part course, a 20 part course and a 10 part course.
- In an ideal world children should spend around a week on each part of the course to get best value from it.
- The courses are already intensive but they can be done in a little less time than a week if children are prepared to work very hard.
- We'd suggest the following:

| | | |
|--------------------------------|----------|----------------|
| The Complete Vocabulary Course | 40 parts | 30 - 40+ weeks |
| Vocabulary Enhance | 20 parts | 15 - 30 weeks |
| Vocabulary Boost | 10 parts | 6 - 15 weeks |

So this Vocabulary Enhance course (20 parts) could be started with anything from 15 - 30 weeks to go until an exam.

- Some parents successfully use this course over a long period to enhance homework given by tutors or tuition centres (for instance doing one part every two weeks).
 - Where you have longer than 30 weeks the reason we recommend the 40 part course simply because it covers much more ground.
 - The reason we suggest you use the 10 part course if you have less than 15 weeks to go is simply that this course will be too intensive to do over a short period.
-
- **No book covers the ground so completely.**
 - **This course is fully structured, revision is built in.**
 - **There's much less planning work for parents to do.**

SCROLL DOWN TO SEE COURSE EXAMPLES



Frequency helps you learn new words. Say them out loud, write them out several times. Please use your personal words list.

Vocabulary Enhance - Part 14

In this section the paired reading text is a short story, The Stolen Body by H.G Wells. Paired reading helps to broaden your vocabulary. Please do as much as you can.



Vocabulary Development

1. **Reading:** Reading for half an hour every day also helps children improve their comprehension skills as well as a wide vocabulary. In this section we have also given you a paired reading text to do in addition to your daily reading.

2. **Your Personal Words List:** Try activities and reading which are gradually help you to build a wide **down from the last part.**

Front Sheets
These sheets come at the front of every part of the course. They let you know what is included in each part of the course.

from your own
his process will
words you wrote

3. **Commonly Misspelt Words:** Test properly. A few days later do the test to embed your ability to spell these

They let you know what is included in each part of the course.

we learnt them
test to further

4. **Opposites 12:** Your twelfth batch the Look, Cover, Write, Check **advantage** and **essential**.

We let you know how to approach each activity and why it is important.

use words using
words such as

5. **Opposites Match-Up Test:** **Only learnt these words.** Any mistakes learnt more thoroughly.

after you have
they could be

6. **Homographs:** Can you think of two meanings for the word **second**? Do the exercise to check your understanding of these words. Learn any you didn't get.

7. **Essential Spelling:** More words to learn from the essential spelling bank. Only do the tests when the words have been learnt properly.

8. **Homophones Fun Test:** This is a fun test with a mix of clues from the serious to the light-hearted. Remember to use the personal words list to note down any that are new and that you were not sure of.



9. **Synonyms Revision:** This page revises all the synonyms you learnt last time using a **CLOZE** format. If you learnt the words properly then you should get 100%. If you are not regularly scoring high marks in these revision tests then it indicates that you should be learning the words more thoroughly.
10. **More Difficult Opposites:** Remember these sheets are not a test, they are a learning exercise. We expect children will need to do further work on at least 50% of these words on average. Use your personal words list to help you.
11. **Paired Reading: *The Stolen Body* by H.G. Wells.** This is a short story. Please read the story together and then do the questions at the end. Use your personal words list to help you learn any new words.

The whole course is planned for you with revision built in.



- Please sign below when you have completed everything.
- Your helper may have to test you on some things.

Signed: (Parent/Teacher and Pupil).....

Please do lots of reading throughout this programme.
We hope you enjoyed this part of the course.

Words from past papers

- These words have come up before in 11 Plus past papers and may come up again.
- Insert the right word into each sentence. Watch out because some words will fit more than one sentence but there is only one solution. Use your logic skills to re-adjust if you go wrong.
- If you don't know any of the words then add them to your weekly vocabulary sheet.

| | | | |
|--------|--|--------|----------|
| quench | flourish | submit | release |
| pr | Words from past papers | | ambition |
| merc | <i>This series looks at hundreds of challenging words which have come up in past 11 plus papers or in papers produced by publishers.</i> | | digest |
| | | tenant | ordeal |

1. He needed _____ hundreds of challenging words which have come up in past 11 plus papers or in papers produced by publishers.
2. She gained _____ votes.
3. He was _____ the manufacturing industry.
4. The _____ was shocking.
5. The pop _____ song.
6. Peter tried to _____ his younger sisters decision.
7. The criminal begged for _____.

8. No matter how much water she drank _____ her thirst.
9. She went to _____ her _____.
10. He began to _____.
11. The accident had been a scary _____.
12. He _____ with his _____.
13. She demonstrated her fierce _____ four times a week.
14. He took a few moments to _____.
15. She had been a perfect _____ of the house.

Children will know some of these words but many will be new. Some of the words might seem extreme but they are reflective of the papers children will face.

Marks /15

My Personal Words List

Each week you will find new words or words you haven't quite learnt yet. Familiarisation and a wide vocabulary only develops with frequent exposure. Use this sheet to identify new words, then revise them regularly.

| New word (Write the new word here) | Meaning (Write down its meaning in your own words) | New word in sentence (Write a short sentence with your new word in it) |
|---------------------------------------|---|---|
|---------------------------------------|---|---|

Personal Words List

This simple sheet is at the heart of everything we do. Children all have a unique vocabulary and our role is to help each child develop their own vocabulary.

| | | |
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These personal word lists should be used by children to identify 20 words (during each part of the course) that they have either not quite learnt properly or discovered through their reading.

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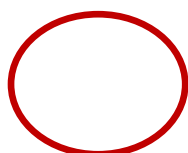


Synonyms

FOLD

| Harder Word | | Easier Word |
|--------------|---|-------------|
| abandon | <p>Synonyms</p> <p><i>These sheets ask children to learn words actively, which is something most books don't do as they only include test activities. Children cannot learn by only doing tests.</i></p> | leave |
| abridge | | shorten |
| abode | | dwelling |
| abrupt | | sudden |
| abundant | | plentiful |
| account | | room |
| accurate | | correct |
| acute | | sharp |
| adhere | | stick |
| adversity | | misfortune |
| affectionate | <p><i>We cover hundreds of synonyms during the course. Children will know some of them but be less familiar with or not know others.</i></p> | |
| aggressive | | |
| aid | | |
| ally | | |
| altitude | | height |
| amazement | | wonder |
| amiable | <p><i>They are encouraged to make a note of less familiar words in their personal words list.</i></p> | friendly |
| ample | | plentiful |
| ancient | | old |
| animosity | | hatred |

First attempt



Second attempt



Synonyms Match-up

Below you will see words from the synonyms you have just learnt.
Match each word from the box below with its synonym in the list below.

| | | | |
|---|----------|------------|-------------|
| annual | arrogant | attired | beverages |
| anonymous | assembly | audacity | broad |
| <p>Synonyms match-up</p> <p>A few days after the latest batch of synonyms have been learnt properly we encourage children to do this at revision exercise.</p> | | austere | catastrophe |
| | | avaricious | cautious |
| | | bombard | cease |
| | | | |
| careful | | | |
| clothes | | | |
| disaster | | | |
| dressed | | | |
| drinks | | | |
| expect | | | |
| gathering | | | |
| ghost | | | |
| greedy | | | |
| haughty | | | |
| help | | | |
| impure | | | |
| name | | | |
| pelt | | | |
| sever | | | |
| stop | | | |
| surprise | | | |
| wide | | | |
| yearly | | | |

Synonyms match-up

A few days after the latest batch of synonyms have been learnt properly we encourage children to do this at revision exercise.

We ask children to wait a few days because the delay will reveal how well the learning activity was completed. Any words they get wrong should be added to their personal words list so that they see it with greater frequency.

The vast majority of vocabulary books only expose children to each word once so there's little chance that they will actually learn the words properly.

Essential Spelling

Learn these words. Test yourself using the look, learn, cover, write, check method.

| Look/Learn/Cover | Write/Check 1 | Write/Check 2... | Write/Check 3... |
|------------------|---------------|------------------|--|
| committee | | | <p>Essential Spelling</p> <p><i>These sheets feature the 200 words children have to learn as part of their KS2 course. It's highly likely these words will feature in 11 Plus tests because they are linked to the literacy curriculum.</i></p> |
| system | | | |
| communicate | | | |
| existence | | | |
| conscious | | | |
| queue | | | |
| community | | | |
| explanation | | | |
| competition | | | |
| conscience | | | |

Choose from the words you have just learnt and use each a maximum of once to fill in the sentences below.

(You may need to use logic to get the right answer)

- 1/ I was _____ that the _____ at the ticket office was very long.
- 2/ The _____ allowed for some _____ between different companies.
- 3/ I wanted to _____ my views to the _____ .
- 4/ The _____ of the _____ depended on the local factory.
- 5/ My _____ was that my _____ would not allow me to not report the crime.

Fill in the gaps to find the word meaning the SAME or nearly the same as the words on the left.

description _____ converse _____
 routine _____ neighbourhood _____

Words with More than One Meaning

Some words have more than one meaning. They are called homographs.

For example:

I will **show** you how it is done. They went to the theatre to see a **show**.

fair foil fine dip fence flex dart flutter draw duck

- Write in the word from the list above to complete the meaning:

1. He had to _____ as he went through the doorway.
The _____ waddled around the pond.

2. He tried to _____
His leg was bleeding.

3. There was a slight _____
She wanted to _____

4. He would _____
He used his new pen _____

5. The _____ came to town every summer.
He didn't think it was _____ that he had to do all the washing up.

6. The weather was _____.
He had to pay his parking _____.

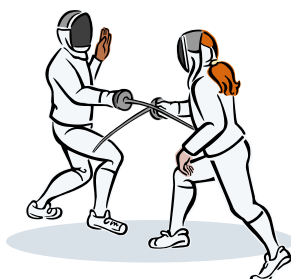
7. He was determined to _____ their plans.
Her mother had wrapped her sandwiches in _____.

8. She tripped over the _____ of the Hoover.
He liked to _____ his muscles as the ladies walked past.

9. We gripped our swords and started to _____.
The women stood talking over the garden _____.

10. He liked a little _____ on the horses.
She would always _____ her eyelashes to get what she wanted.

Homographs
These are words which have the same spelling but more than one meaning. We will cover hundreds of these words.



Fence

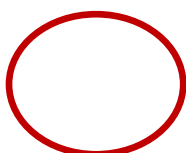




Opposites

| Easy Words | | FOLD |
|---|--|---|
| 1. come | | go |
| 2. Opposites | | warm |
| 3. <i>These are similar sheets to our</i> | | light/fair |
| 4. <i>synonyms work. We ask children to</i> | | high |
| 5. <i>learn these thoroughly over a few days.</i> | | shallow |
| 6. defend | | attack |
| 7. deny | | admit |
| 8. depart | | arrive |
| Harder Words | | |
| 9. conceal | | reveal |
| 10. condemn | | <i>By including some easier words we help ensure everything is covered in a way that also helps boost confidence.</i> |
| 11. confined | | |
| 12. confirm | | |
| 13. contract | | |
| 14. coward | | hero |
| 15. damp | | dry |
| 16. defeat | <i>Children will cover hundreds of</i> | victory |
| 17. depend | <i>opposites during the course.</i> | height |
| 18. drunk | | sober |

First attempt



Second attempt



Opposites Match-up

Below you will see words from the opposites you have just learnt.
Match each word from the box below with its opposite in the list below.

| | | | |
|--|--------|-----------|--------|
| big | clever | bow | cheap |
| black | cold | bright | chubby |
| bottom | bitter | broad | coarse |
| <p>Opposites Match Up</p> <p><i>We ask children to only do these pages a few days after they have learnt the opposites.</i></p> | | captive | |
| | | captivity | |
| curs | | | |
| dirty | | | |
| dull | | | |
| expensive/dear | | | |
| free | | | |
| freedom | | | |
| hot | | | |
| narrow | | | |
| sell | | | |
| slim | | | |
| small | | | |
| smooth | | | |
| stern | | | |
| stupid | | | |
| sweet | | | |
| timid | | | |
| top | | | |
| white | | | |

Opposites Match Up

Their score will reveal how well they learnt the words first time round and may indicate further work is necessary.

Opposites 3 - Revision

You have learnt these harder words now do the following exercises.

What is the opposite of conceal? _____

What is the opposite of condemn? _____

What is the opposite of react? _____

What is the opposite of further? _____

What is the opposite of retreat? _____

Write sentences using the opposite of the word in bold.

The **hero** did not hide behind the rock.

The shape had a **height** of three metres.

The man was **drunk** when he left the pub.

Fill in the gaps on the right to find the opposite.
left.

defend a _ _ _ _ k

admit d _ _ y

deep sh _ _ _ ow

SCORE:

If you did **3** questions 3.

Opposites

further revision

In the following part of the course we include this opposites revision exercise.

Opposites further revision

This aims to not only test whether children know each word but also extends their understanding of contextual meaning.

Further exposure to each word also helps the words become more familiar.

More Difficult Opposites

Complete the word on the right so that it has the opposite meaning to the word on the left.

More Difficult Opposites

These sheets extend learning on opposites. The main opposites sheets cover all the basics, these more difficult words will really stretch children and it's likely that they will be writing out a number of these words into their personal words lists for ongoing attention.

AFFIRM

S _ _ _ N

GULLIBLE

_ A _ Y

IRRATIONAL

C _ H _ _ _ NT

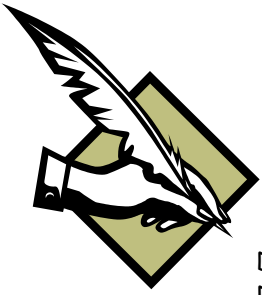
ALEERT

D _ _ _ _ V

It is this mix of stretching and encouraging pupils to interact with words frequently which makes the course so successful.

Marks /10

If you want to improve your vocabulary make sure you read for at least half an hour every day.



Homophones



Some words are pronounced like other words but are different in spelling and meaning, e.g. write and right.

| | |
|------|---|
| Die | To stop living |
| Dye | To colour or stain something, e.g. hair |
| Four | The number after 3 |

Homophones

These are words which sound the same but have different meanings and are spelt differently.

Children need to actively learn these words so that they become more familiar with this category.

| | |
|--------|--|
| Weight | How heavy a thing is |
| Waist | Part of the body between the ribs and the hips |
| Waste | To make poor use of. Rubbish |

Choose the correct words from the pair to complete these sentences:

- A quadruped has _____ legs; two hind legs and two _____ legs. **four fore**
- Cutlery is usually made _____.
- Queen Elizabeth is our _____.
- Chloe decided to _____.
- The miners dug a tunnel _____.
- Most people _____.
- Millions of people speak _____.
- In the _____ the rider used the _____ to guide the horse along the muddy track. **rein rain**
- She placed the rubbish in the _____ bin. **waist waste**
- Her shirt was coming apart at the _____. **seam seem**

Children who have not developed their skills in this area will struggle with verbal reasoning and with some literacy tests.

You should learn these off by heart.

150 Commonly Misspelt Words

Say the word out loud, write it out five times while saying it aloud each time, then use the LOOK COVER WRITE CHECK method to learn them.

You **MUST** learn them.

There are 15 sheets altogether.

150 Commonly Misspelt Words

These words are those which research has shown children of this age struggle with most. There are bound to be some in this list which your child struggles with.

appear _____

argue _____

August _____

awkward _____

beautiful _____

because _____

beginning _____

We first ask children to learn the words properly and then test again later to reinforce learning.

Britain _____

I PROMISE

I know all these
10 words.

Signed:
.....



150 Commonly Misspelt Words

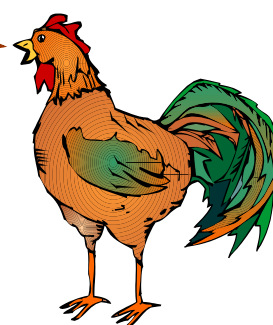
- Remember to check each word and tick it if it is correct. ✓
- You must do this as you go along, not at the end!
- Say the word out loud each time you write it.
- Write each word out 4 times, the more you write it out the better.

It's really important to learn how to spell these words because mistakes are often made here. Challenge yourself to make a special effort to learn them thoroughly.

Look Cover Write Check

| Look/Learn/Cover | Write/Check 1 | Write/Check 2 | Write/Check 3 | Write/Check 4 |
|------------------|---|---------------|---------------|---------------|
| extremely | | | | |
| favourite | | | | |
| Febru | <div style="border: 2px dashed black; background-color: #e0ffe0; padding: 10px;"> <p>150 Commonly Misspelt Words Further Testing</p> <p>These words typically respond well to increased frequency of exposure so we ask children to go through a further testing exercise using the standard Look, Cover Write Check process they have been through before.</p> </div> | | | |
| final | | | | |
| fluores | | | | |
| fore | | | | |
| for | | | | |
| frie | | | | |
| govern | | | | |
| graffiti | | | | |

Writing out each word correctly lots of times and saying each word as you write it helps you to learn properly.



Homophones Fun Test 4

Words which sound the same but have different meanings. Match each word to the correct words on the right hand side.



Some of the meanings are exact, some are a little more fun.

| | | |
|---------|---|----------------------------|
| Aid | | Female deer |
| Aide | | Not warm |
| Sold | | Hurled |
| Soled | | Totally |
| Wholly | <p>Homophones Fun Tests</p> <p><i>These tests use a mix of definitions and fun clues to engage pupils and help them to keep these words at the front of their minds.</i></p> | site of bought |
| Holy | | lp |
| Bold | | sistant |
| Bowler | | plus one |
| Ate | | need paper and sticky tape |
| Eight | | re |
| Chilli | | t sleep |
| Chilly | | med |
| Rapt | | need this if worn too much |
| Wrapped | | Sacred |
| Heal | Eaten with rice? | |
| Heel | Opposite of timid | |
| Does | Spellbound | |
| Doze | Part of the foot | |

Marks /18

CHAPTER IX -THE STRANGEST HOUSE ANY ONE EVER LIVED IN-



The Secret Garden is a classic novel which follows the story of Mary Lennox, an orphan who moves into her uncle's mansion. With the help of an enthusiastic

Paired Reading

Paired reading (reading out loud together while both following the text) works magically to improve a child's reading skills and vocabulary knowledge.

*en which she is
er sees Mary's*

*Imagine. The
climbing roses
knew they were
ground was covered*

with grass of a wintry brown and out of it grew clumps of bushes which were surely rosebushes if they were alive. There were numbers of standard roses which had so spread their branches that they were like little trees. There were other trees in the garden, and one loveliest was that climbing tendrils which made each other or at a far made lovely bridges now and Mary did not

It is especially useful to do this with classic texts where children can be exposed to a segment of a book in the same way they might be in a comprehension test.

brown branches and sprays looked like a sort of crazy mantle spreading over everything, walls, and trees, and even brown grass, where they had fallen from their fastenings and run along the ground. It was this hazy tangle from tree to tree which made it all look so mysterious. Mary had thought it must be different from and indeed it was

We use specially selected excerpts from classic books for paired reading which should be enough for a twenty minute session each time.

Questions

The following words are all underlined in the text above:

*Paired reading
vocabulary testing*

*At the end of each
paired reading section
we use these tests to
draw out potentially
new vocabulary.*

*These texts and the
vocabulary in them
really help children to
develop and refine
their comprehension
skills as well as their
vocabulary.*

Unpleasant
Vanished
Excessive
Hectic
Poignant
Overwhelming
Distinguish
Exhilaration
Extreme
Immediately
Frail

**-E, write down a word from the box
matches the following definitions**

busy or full of frantic activity

very impressive and magnificent

disappear suddenly and
completely

having or showing elegance and
sophistication

to be eager or inquisitive about
something

D

E

**2) For the following five sentences, pick a word from the box
above to complete the sentence so that it makes sense**

As they had left hours ago, the arrival of her grandparents was _____ .

ANSWERS - VOCABULARY ENHANCE - PART 11

Words from Past Papers

temptation
score
concentrated
burden
adopt
determine
embrace
margin
employ
margin
employ
grate
restrain
suspect
pioneer
punctual

Synonyms Match-up

infuriated
inquire
industrious
insolent
malady
intoxicated
loath
lofty
mammoth
interior
jovial
mechanism
insane
matrimony
maximum
lubricate
invaluable
mariner
meagre
invincible
Homographs

1 pine
2 pitch
3 plain
4 plane
5 plant
6 play
7 plot
8 poach
9 pool
10 post

Tail
To
Tea
Sun
Boar
Scent
Sail
Allowed
Sale

More Difficult Opposites

Full answers for every question

There are answers provided for every question in each part of the course.

Where a full detailed explanation is needed we give it.

The cats were wild.

stale
failure
strong

Homophones Fun Test

Aloud
Bore
Tale
Cent
Son
Tee
Too