



Kingsdale Foundation School

Strategies, support, websites for parents and pupils with SpLD (Dyslexia, Dyspraxia and other specific difficulties)

Contents	Topic
Understanding SpLD – information and links	3 – 13
Accessibility – changing the background colour of your PC	14-18
English Functional Skills Website	19
Handwriting	20
Writing strategies – paragraphing, PEE, critical notetaking, mindmapping	21-31
Spelling strategies – morphology, some spelling rules, how to do a spelling programme, practice websites	32-54
Reading strategies – searching for text, SQ3R, notetaking	55-61
Notetaking	62-63
Revision for exams – timetable, revision strategies, reviewing, revision websites	64-68
Mindfulness – practice sites	69
Time management and organisation	70
Free Software and other software	71-73
Maths Functional skills – practice websites	74
Advice to Students	78-80

Understanding Dyslexia and Dyspraxia

Firstly, as there is so much overlap between these two syndromes, we will have a look at what they have in common before examining the characteristics which are more specific to each.

- ★ Dyslexia and dyspraxia are examples of SpLD, 'Specific Learning Difficulties'.
- ★ There is no one type of either dyslexia or dyspraxia - but clusters of characteristics: These frequently overlap. In fact, both dyslexia and dyspraxia can often co-exist in the same person.
- ★ Typically, there is a marked discrepancy between intelligence and academic achievement.
- ★ Neither dyslexia nor dyspraxia are related to race, social background or intellectual ability, *although* research suggests that people with dyslexia or dyspraxia are, statistically, likely to be more intelligent than non-dyslexic/dyspraxic sample groups.
- ★ Dyslexia and dyspraxia are probably hereditary.
- ★ Dyslexia and dyspraxia involves a difference in cognitive style affecting learning, organisation and memory.
- ★ Dyslexic and dyspraxic learners need to employ different and often more personally meaningful strategies in order to learn language based skills.
- ★ Many people with specific learning difficulties have in common a history of frustration and failure, especially in school.
- ★ One of the key factors in relation to understanding the needs of dyslexic and dyspraxic students is that, first and foremost, they are individuals - while they may share common difficulties and strengths, there are individual differences. Every dyslexic/dyspraxic person is different and, should be treated as an individual.
- ★ When learning new tasks dyslexics and dyspraxics are more dependent on the cognitive rather than unconscious part of their brains than people without specific learning difficulties. Consequently, learning takes longer and can be more tiring for us than for people without an SpLD.

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What is Dyslexia?

- ★ Lexis refers to language – dyslexia means problem with language. This can refer to reading, writing, spelling, and phonological problems which result in difficulties acquiring new language.
- ★ Another typical feature of dyslexia is a marked discrepancy between intelligence and specific skills such as literacy, organisation, short term memory and certain information-processing abilities. Often verbal expression is favoured over written.
- ★ Possibly 10% of people are dyslexic, of these 6% are mildly or moderately affected, 4% severely so.



What is Dyspraxia?

- ★ *Praxis* comes from the Greek word meaning *to do*. Three abilities are required for effective praxis: these are the abilities to conceptualise, organize and execute sequences of unfamiliar actions. If one or more of these is impaired then dyspraxia may result.
- ★ Dyspraxia is also known as *Developmental Co-ordination Disorder* (DCD)
- ★ Dyspraxia manifests itself in problems in adequately registering, interpreting, organizing and integrating sensory information to produce an efficient response, and it affects many of the skills required in HE.
- ★ As children dyspraxics are often referred to as having “clumsy child syndrome” because of their tendency to bump into things and they frequently have trouble with sports, e.g. catching balls.
- ★ Between 5% and 10% of the population are affected.



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The Origins of Dyslexia and Dyspraxia

The details and the origins of both dyslexia and dyspraxia are the subject of intense research but studies can generally be divided into the four areas of biological, cognitive, behavioural and environmental factors.

ENVIRONMENT Socio economic factors affecting the help that young dyslexics and dyspraxics get Cultural Attitudes towards dyslexia and dyspraxia. The phonological nature of language and the how it is encoded in written form Teaching provision  Dyslexics and dyspraxics need certain things to be taught explicitly and for material to be presented in visual (rather than exclusively verbal) and holistic (rather than exclusively sequential) ways.	BIOLOGICAL Hereditary Factors: Dyslexia and dyspraxia are probably hereditary: several genes have been implicated. Often, there are many members within a family who are similarly affected   In The Brain: Subtle cortical differences, mainly within the left hemisphere (language centres), but also in the visual and auditory parts of the brain (resulting in reduced efficiency of transmission of this information) Physiological brain function during activities such as reading, learning, etc. has been found to be different in people with dyslexia and dyspraxia when compared with people without SpLDs COGNITIVE Phonological deficit: problems with phonically Memory storage and retrieval: Mainly due to problems with short term memory Speed of processing information: tends to take longer to decode and encode information Lack of automaticity: especially when learning new skills. This is because tasks are learnt using the conscious part of the brain more than for people without SpLDs – Using the conscious brain is more demanding than when using the cerebellum. Visual discomfort: 70% of dyslexics and dyspraxics experience visual sensitivity (compared with 12.5% of the general populous). BEHAVIOURAL Accuracy of reading and spelling Handwriting problems Sustaining attention: because tasks require more attention (in addition to visual and phonic discomfort) sustaining attention requires more effort. Poor organisation and time management: Tend to have poor working short term memory which is needed in order to plan, prioritise and organise. Problems multi-tasking – integrating aspects of a task fluently
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The Different Functions of the Two Brain Halves

The left and right hemispheres of the brain specialise in different tasks – people with dyslexic and dyspraxia are typically thought of as being more ‘right brain dominant’. Consequently, they do certain tasks better than left brain dominant people.

what the left brain does best . . .

Linear progression: looks at the ‘particular’
and thinks sequentially, step-by-step, a to b to c
Working with facts
Explaining with words – uses language to name,
describe, define
Remembering using language
Controlling emotions,
Taking life seriously
Structured activities
Organisation
Knows ‘how’
Thinks in signs
Analysis – looks for cause and effect,
breaks things down
Logical reasoning – deductive, draws conclusions
through a logical progression from
the ‘general’ to the ‘particular’

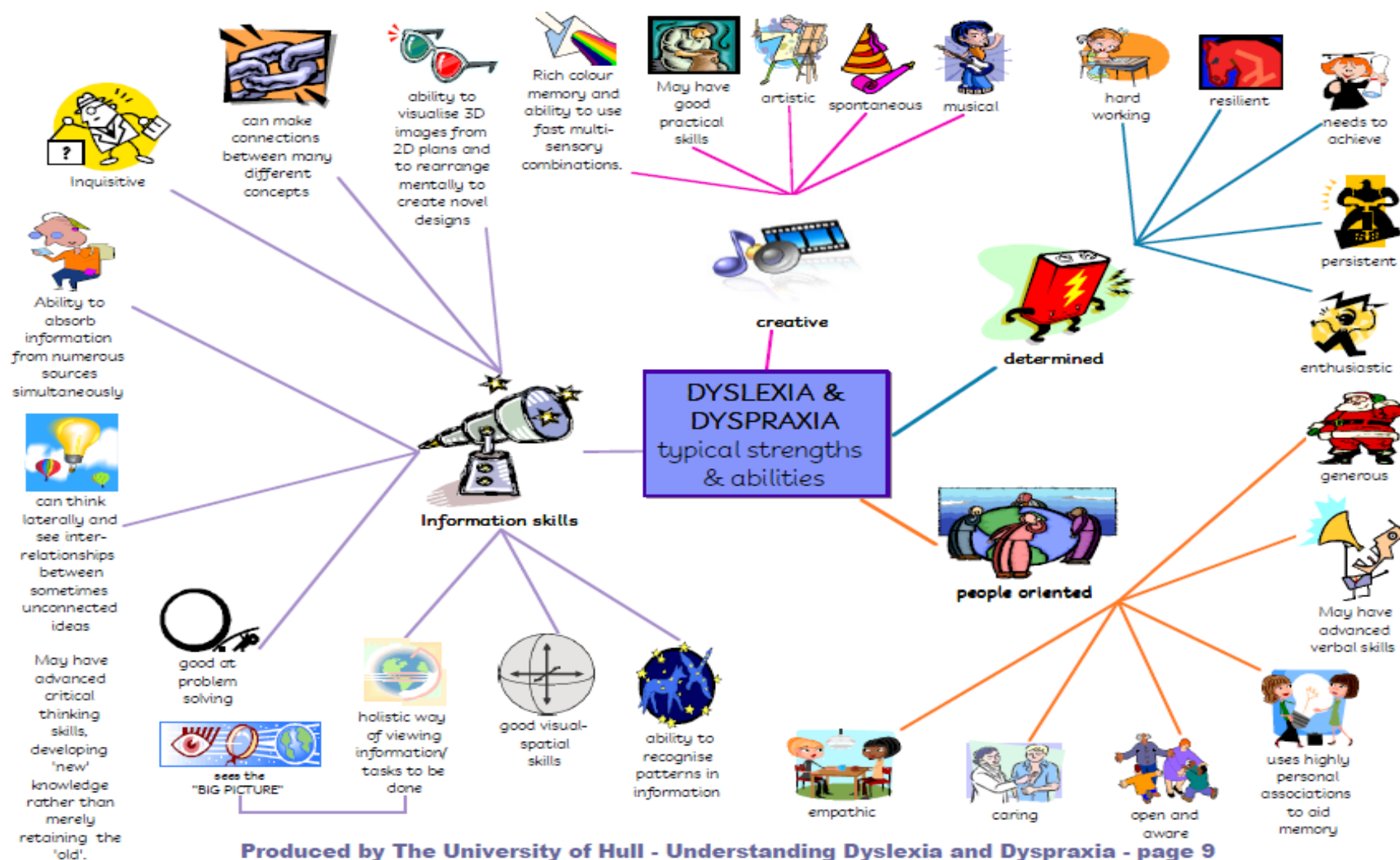


what the right brain does best . . .

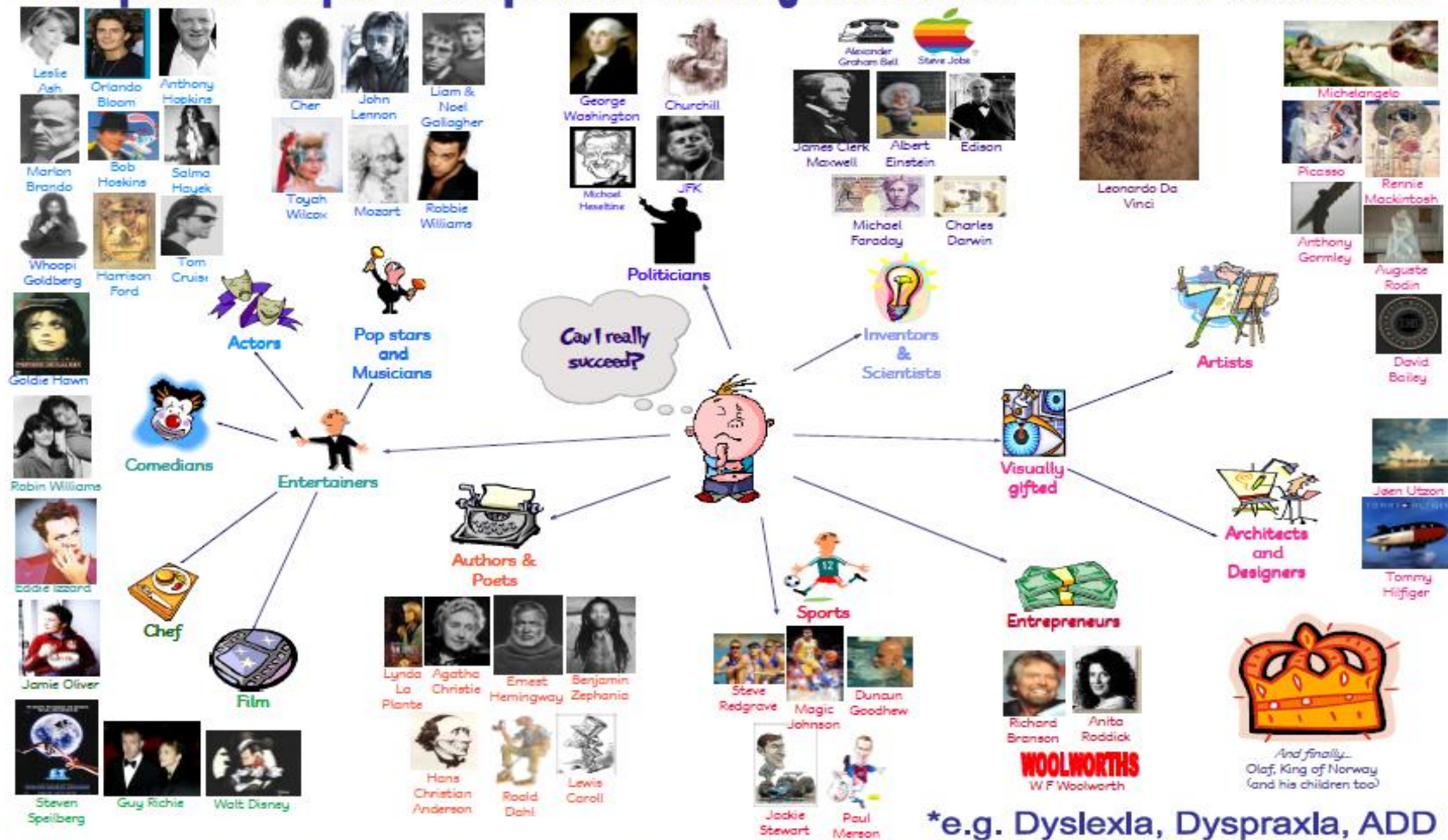
Global approach: thinks holistically, looks to ‘whole picture’.
Understands ‘simultaneously’ by making associations
Working with pictures
Explaining things visually – uses pictures,
shapes and colour
Remembering using images
Expressing emotions,
Approaching life playfully
Fluid, open activities
Improvisation
Discovers ‘what’
Thinks in designs
Synthesis – looks for inter-relationships
and links
Intuitive understanding – inductive, draws
conclusions from an intuitive basis and a variety of
Sources

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Organisation	Short Term Memory	Language	Experiences
Finds it difficult to organise him/her self with regard to work or time	Has a poor short-term memory	Shows significant discrepancy between oral and written performance	Has handwriting which is 'messy', poorly constructed or immature
Has problems ordering things sequentially	May be described as a 'quick forgetter' rather than a slow learner	Persistent problems with sentence structure, punctuation and/or organisation of written work, not due to a lack of experience	Difficulty in seeing errors e.g. proof-reading
Has a poor concept of time	Has trouble regaining train of thought once distracted	Spells erratically, has 'good days' and 'bad days'	Has trouble generalising or acquiring and applying rules
Frequently late / missing appointments / appears poorly prepared		Has difficulty getting ideas onto paper	Experiences left/right confusion
Consistently fails to express his/her real understanding, range of ideas or knowledge of vocabulary in written work. This can lead to examination panic			Difficulty paying attention, easily distracted visually or auditorally
Does not seem to learn by 'ordinary' teaching methods	Frequently misreads or miscopies and limited note-taking abilities		May experience low self-esteem & poor confidence



Examples of People with Specific Learning Difficulties* who have succeeded.



*e.g. Dyslexia, Dyspraxia, ADD

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Common Features Of The Dyslexic and Dyspraxic Learning Style

Holistic learning style	★ Uses a global approach to problem solving ★ Personalises learning ★ Uses individual props to aid understanding ★ Needs overview as a guide to learning right from the start ★ Struggles with sequential learning and tasks, especially in the absence of a big picture.
Intuitive thinker	★ This is part of the process of holistic thinking. The student 'knows' the answer through making associations using personal knowledge or thought, rather than a systematic working out
Strong visual-spatial thinker	★ Dyslexic and dyspraxic students can use a form of thought in which images are generated or recalled in the mind and manipulated, overlaid, translated, and associated with other similar forms. ★ They can be rotated, increased or reduced in size, distorted or otherwise transformed from one familiar image to another. ★ Responds to visual-spatial patterns, e.g. keyboard, their surroundings and mind maps
Concrete learner	★ Sometimes needs to feel materials before writing or reading about the topic or trying something out ★ Good at 'hands on' practical skills ★ Learns better from actively investigating a subject rather than passively sitting and hearing the information
Divergent thinker	★ Makes connections between many different concepts and can see the inter-relationship between sometimes apparently unconnected ideas
Inductive thinker	★ Learns from lots of experience and practice rather than generalisations and rules
Spatial thinker	★ Can use three dimensional space creatively

There are also many techniques that can be adopted in order to overcome many of the problems of dyslexia and dyspraxia; In the process you're likely to have a lot more fun learning and just be left the advantages. These are what we try to share with you at the groups.

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Studying with Dyslexia

<http://www.dyslexicadvantage.org/dyslexia-test/>

Dyslexia Checklist Screening Tool

<http://www.key4learning.com/checkdyspraxia.htm>

Dyspraxia Checklist

<http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Adult-Checklist.pdf>

Dyslexia Checklist

Support websites

<http://dyslexstudyskills.group.shef.ac.uk/>

University of Sheffield Study Skills for Dyslexic Students – audio site useful support on reading, writing essays, referencing etc

www.dyslexia-college.com

Good practical strategies

www.dictionary.com

Online word definitions

www.dyslexiaaction.org.uk

For general information about dyslexia

<http://www2.hull.ac.uk/student/disability/specificlearningdifficulties/dyslexiaresources.aspx>

Hull University SpLD worksheets and packs to support dyslexic students

<http://www.dyslexia-help.org/employment-advice.asp>

www.open.ac.uk/disability/disabled-students-allowance.php

Disabled Student Allowance (DSA) – support at university for dyslexic students

www.workingwithdyslexia.com

For workplace guidance in the future

Information about Dyslexia

<http://www.bdadyslexia.org.uk>

<http://www.dyslexiaaction.org.uk/>

<http://www.beingdyslexic.co.uk/>

<http://www.xtraordinarypeople.com/>

<http://www.dyslexic.org/sitemap.htm>

<http://www.brainhe.com/>

Dyspraxia

<http://www.dyspraxiafoundation.org.uk/>

<http://www.dyspraxicadults.org.uk/>

Videos

Video case studies of dyslexic adults

http://www.computing.dundee.ac.uk/projects/sdt/understanding_dyslexia.asp

Information site; what is dyslexia, understanding your report, telling other people etc

http://www.youtube.com/watch?v=nqI_I18TtGk

<http://www.youtube.com/watch?v=bfyrHaR3yOY&feature=related>

Dyslexia the unwrapped gift. Part 1 and 2

The two dyspraxics – Talking about being dyspraxic

https://www.youtube.com/watch?v=VF2p_Evgf0

Books

Dyslexia: Surviving and Succeeding at College by Sylvia Moody,
published by Routledge ISBN 978 0 41543059 3

Making Dyslexia Work for You, by Vicki Goodwin and Bonita Thomson, published
by David Fulton

Study Skills for Dyslexic Students edited by Sandra Hargreaves, published by Sage
Publications, ISBN 978 1 4129 3609 5

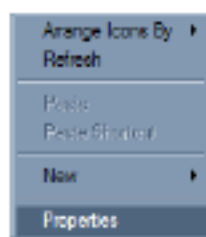
The Study Skills Handbook Stella Cottrell published by Palgrave Macmillan April
2013 ISBN9781137289254

That's the Way I Think: Dyslexia, Dyspraxia and ADHD Explained David Grant
Published by Routledge ISBN978-0-415-56464-9

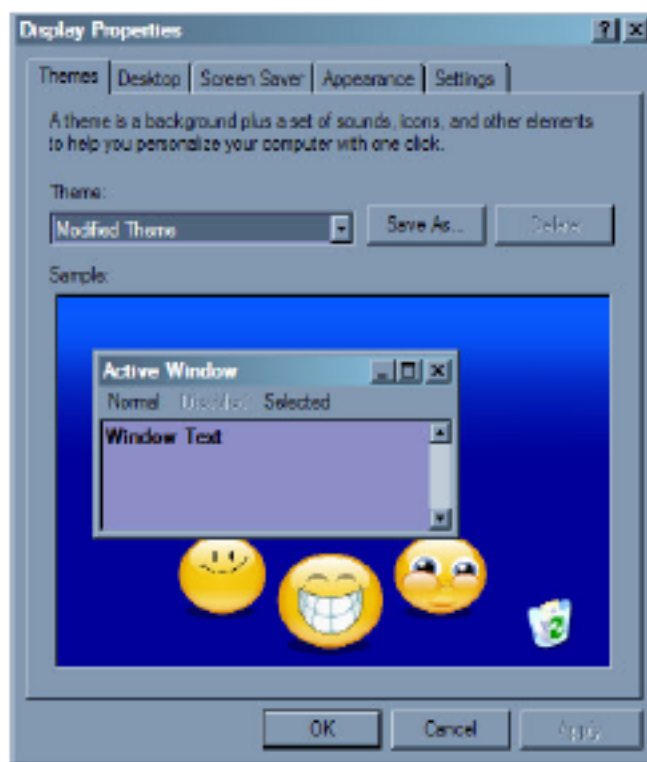
Use Your Head: How to Unleash the Power of Your Mind Tony Buzan
Published by Pearson ISBN 978 1 4066 4427 2

Changing your Colour settings

Firstly, right-click anywhere on the Background (Desktop). That'll bring up this menu (see below) from which you'll need to select Properties (everything from here on is a left-click jobbie).



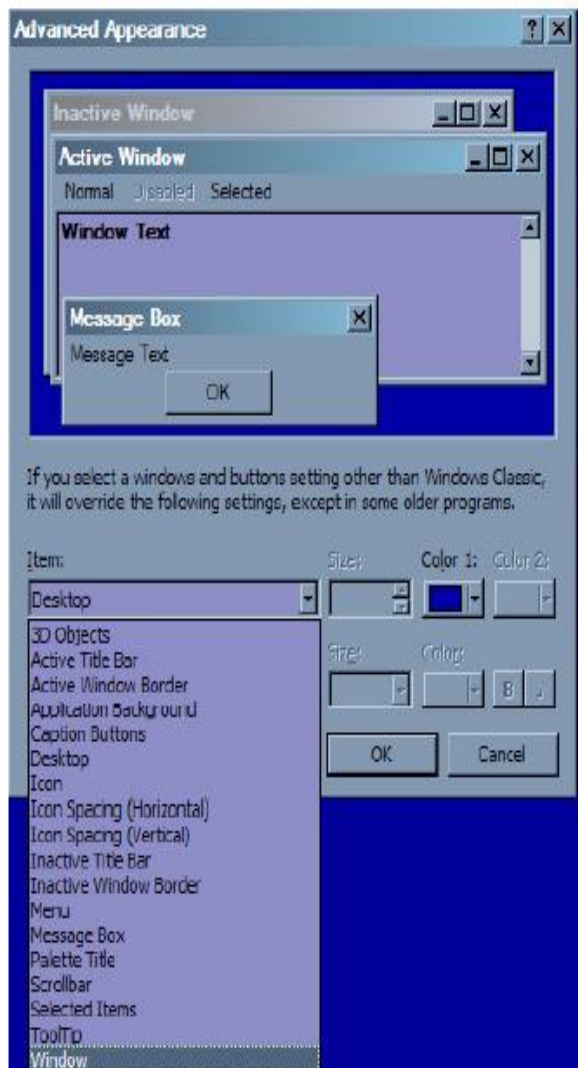
Then, you'll get this thing, from which you'll need to select the Appearance tab...



... which'll get you into here. At this stage you need to select Advanced.



The Advance page looks like this (below), from which you **change** Desktop **to** Windows using the drop-down menu - like so:

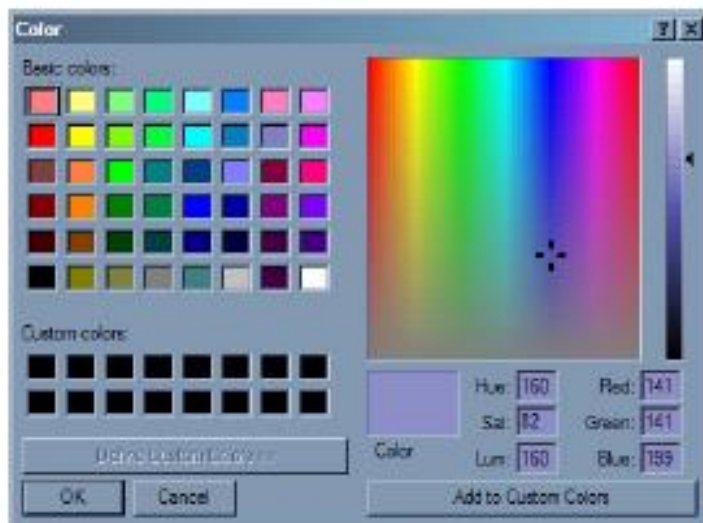


Now, you can change either of the two Colors (spelt the American way) options: Color 1 is the **background colour** that'll be your new default in Word, Excel, Outlook etc, and the other one (i.e. the one that just called Color - no number) can be used if you want to change your default **font colour**.



N.B. While this will change the appearance of things on your screen - it will not affect how things'll look when you print them off (i.e. they'll still be black and white)

Clicking on either Color options (for background or font colour) will bring up a panel that looks like this:



From this panel you can either:

- ☺ pick from a collection of presets of basic colours (choices on the left) or
- ☺ find something from a much wider range by fiddling with the options on the right.

This can be done by either:

- ✎ dragging your cursor around the big box to decide colour and using the slider to decide lightness/darkness of it (from white to black) or
- ✎ you can also fiddle with either the Hue^{*}-Sat[†]-Lum[‡] set or the Red-Green-Blue set to get an exact colour.

Once you've picked a colour you like, then click on Add to Custom Colors, then OK, then OK again followed by either Apply (if you want to check it first) or OK (if you're done because that option will close the properties boxes - so - had you wanted to change the colour again, you would need to go back to the beginning.

^{*} Hue = colour: where 0 is the far left (orangey-reds) of the colour pallet and 240 is the far right of the square pallet (pinkie-reds)

[†] Sat = saturation: 0 is the bottom of the square (where the greys are) and 240 is the top (where the bright colours are)

[‡] Luminosity = lightness: where 0 is the bottom of the slider (black) and 240 is the top of the slider (white)

English Functional Skills Websites

<http://www.bbc.co.uk/skillswise/english>

(games, worksheets and quizzes)

<http://resources.woodlandsjunior.kent.sch.uk/literacy/index.htm>

(literacy games)

<http://www.northwood.org.uk/literacy.htm>

(spelling activities)

<http://www.morewords.com/>

(dictionary where you can look for word patterns)

<http://www.skillsworkshop.org/literacy>

(printable resources for all topics and levels)

<http://www.primaryresources.co.uk/english/english.htm>

(printable resources for spelling, punctuation and grammar)

<http://www.edexcel.com/quals/funcskills/english/Pages/default.aspx>

(practice papers)

<http://www1.edexcel.org.uk/fs-onscreen-sams2/r2/>

<http://www1.edexcel.org.uk/fs-onscreen-sams2/w2/index.html>

Onscreen practice tests for Maths and English

Handwriting

Research has shown that it is preferable to write in *joined up* writing rather than printing

Why?

Joining up letters promotes the development of “automaticity” allowing the hand to take over writing and developing speed and accuracy. It also enables the brain to apply a ‘motor’ strategy to writing, so if you have difficulties with spelling using letter sounds (phonics) you can ‘feel’ when the word is wrong. Printing does not support this in the same way.



<http://www.teachhandwriting.co.uk/handwriting-cursive-letter-joins.html>

cursive writing – teaching letter joins

Free Touchtyping Courses Online

Touchtyping can be a great solution to writing difficulties – you can improve your speed and accuracy by learning to touch type – there are free courses online:

<http://www.typeonline.co.uk/>

<https://www.typingclub.com/>

Expressing yourself in writing

When writing paragraphs consider this structure for **each one**:

Topic Sentence

Point

Evidence

Analysis

Concluding Sentence

Example 1 – basic paragraph structure

The Topic sentence

Dependence on natural rainfall, which is required in order to carry out research on the interactions between soil and water, can be limiting because it is unpredictable.

Supporting sentences

Explanation or Definition

This is because neither the timing, extent nor the characteristics of natural rainfall (rain which falls as part of natural, environmental processes) are known about until it has stopped.

Evidence

The problem is particularly apparent in arid and semi-arid regions, where rainfall is infrequent.

Concluding sentence

To increase the reliability and flexibility of research requiring rain, rainfall simulators are now commonly in use.

Example 2 – basic paragraph structure

The benefits of social networking websites have the potential to outweigh the dangers of such websites. While social networking does curb real life interaction with one's peers, it also provides shy, introverted, or socially awkward youth with a new avenue of communication that often makes it easier to connect and form relationships. A sharp increase in cyberbullying is an unfortunate result of social networking, but sites like Facebook also give people the opportunity to build a larger network of support. Additionally, while unmonitored teens and young adults may post photographs and information that could damage their futures and make them less desirable to potential employers, responsible and well-guided youth have the chance to build working relationships and create a stronger presence in the working world. Even though there are a large number of risks and downfalls associated with social networking, when the tool is used correctly and the youth are instructed on correct usage, it offers considerable positives.

In general, you should aim to use one *brief but apt* quotation per paragraph when writing about literature

Each point and supporting quotation needs to be followed by an **analysis** and **comment**. Some teachers call this the

P.E.E.(point > example > explanation)

or

P.Q.C. (point > quotation > comment) system.

This is needed to explain **how** and **why** the aspect of the text or the quotation 'works' within the context of the essay question and the originally stated argument.

Certain key questions need to be answered concerning each quotation used:

What techniques have been used to make the language of the quotation effective? This means discussing the writer's **methods**, e.g. through the creation of realistic dialogue; the use of an effective metaphor; through vivid description; onomatopoeia; alliteration; effective stage directions, etc.

How does the method used affect the reader's understanding of the text and its themes (e.g. 'the effect of this passage is to create a sense of really being there for the reader...')?

Why was this method used (i.e. what was the writer's **purpose**)? E.g. 'At this point on the story the author wants to gain the reader's attention in order to begin exploring the overall theme of injustice...'

'Discuss Shakespeare's presentation of ambition in Macbeth', you could mentally consider this as, '*How and why* does Shakespeare present the theme of ambition in Macbeth?'. If you think about it, you'll see that both of these essay titles are all-but *identical* and could lead to the same final essay.

'In my essay, I shall be arguing that Shakespeare presents the theme of ambition in his play, Macbeth, through the play's two major characters, Lord and Lady Macbeth, and that this theme is brought to a terrible conclusion as the play progresses.'

The remainder of this - *or any other* - essay must then be *no more than* a linked series of points with each point **explained**, **developed** and **supported** in a paragraph of its own.

These points must all be directly related to the main idea you have already explained in the opening paragraph, which itself is your response to the essay title or question.

Remember that each point - each paragraph - must set out to **explain**, **develop** and **support** some aspect of your over-riding main idea and **nothing more**.

Embedded quotes

Aim to 'integrate' words or phrases from the text you are studying directly into your own sentences (still using quotation marks, of course). Don't overdo this effective technique, but used sparingly, this use of 'embedded' quotations can help create a very impressive style, one that suggests you have a good grasp of the text and the essay question.

Here are some examples of how to use embedded quotations. The first is from the opening of John Steinbeck's novel, 'Of Mice and Men':

'Small and quick' George is presented by Steinbeck as a character in complete contrast to his friend, the lumbering and 'shapeless' Lennie....

Here is a similarly embedded quotation from J B Priestley's 'An Inspector Calls':

As the Inspector says, 'We don't live alone' and this is an important message Priestley gives his audience...

Finally, see how this can be done using John Agard's poem, 'Half-Caste':

Perhaps Agard also wants his reader to 'come back tomorrow' with a different attitude towards those they might feel are in any way different from themselves.

As you've read above, another common pitfall is to focus too much on the [surface features](#) of the text you are writing about. This happens

when you write at length about the meaning of the text, i.e. by telling what happens in it.

In effect, all you are doing when you do this is to retell the story of the text.

Instead, you should focus on answering the essay question by [interpreting the text's layers of meaning](#).

*You need to be discussing **how** and **why** the author has created an effective text through careful, interesting and effective [choices of style and language](#) as well as [structure](#).*

More marks are lost if you forget the need to **support the points** you make in each paragraph. *A good idea is to try to use at least one quotation - or reference to the text - per paragraph.*

Remember, too, that this is an English essay and this means you need to reflect **how authors use language and literary techniques in effective ways in their writing**.

Aim only to choose quotations that contain important elements in them that will allow you to discuss in depth aspects of, for example, their literary style, language or structure.

*Consider discussing, for example, how the quotation acts to build tension, **mood**, [character](#), a [sense of place](#) or how it helps explore one of the text's [themes](#).*

*Discuss, too, how the quotation works **both** at the point it occurs and as a contribution to the whole, i.e. the way it helps the writer achieve his or her [purpose](#).*

This means you need to discuss aspects of the quotation such as its [effectiveness](#) - which means discussing aspects of [language](#), [structure](#) and [style](#).

Concise critical notes: Analysing Tool

Name of Author(s)			
Title of Book		Date of Book	
Title of Journal		Date and Volume of Journal	
Title of Website		Date Accessed	
Website Address			

Brief summary of key points in book, journal, website or article.	
Author's theoretical position.	
Overall argument.	
Strengths of the line reasoning and supporting evidence.	
Flaws and weaknesses in the argument and content.	
How can I use this material? e.g. for my assignment, report or presentation.	

HOW to MIND MAP

If you have a strong visual &/ spatial component to your intelligence and your memory Mind Mapping could prove to be a very powerful tool for you.

There are numerous different methods but they're all based on there being a hierarchy of information and that the information is linked.

The two main distinctions are:

SPIDER DIAGRAMS

&

PYRAMIDS



The only significant difference between these two is that: in the spider diagram the main idea goes in the centre (and your ideas radiate out), whereas in the pyramid diagram the main idea goes at the top (and your ideas rain down).

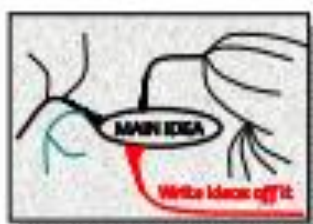
SPIDER DIAGRAMS: The methods you can employ may vary according to whether you're using computer software (e.g. Inspiration) or Mind Mapping by hand, and what appeals to your sense of the aesthetic.



★ If you're using Pen and Paper, Tony Buzan's method is probably simplest and most appropriate: Firstly, turn your page round by 90° and place your main idea centrally.



★ For main topic areas, draw lines that radiate from the main idea (play around with line thicknesses and colour). Write on the lines and use key words rather than whole sentences.



★ Add subtopics to your main topics to however much detail you need, but remember that mind maps are good memory triggers so you probably won't need as much detail as normal notes.

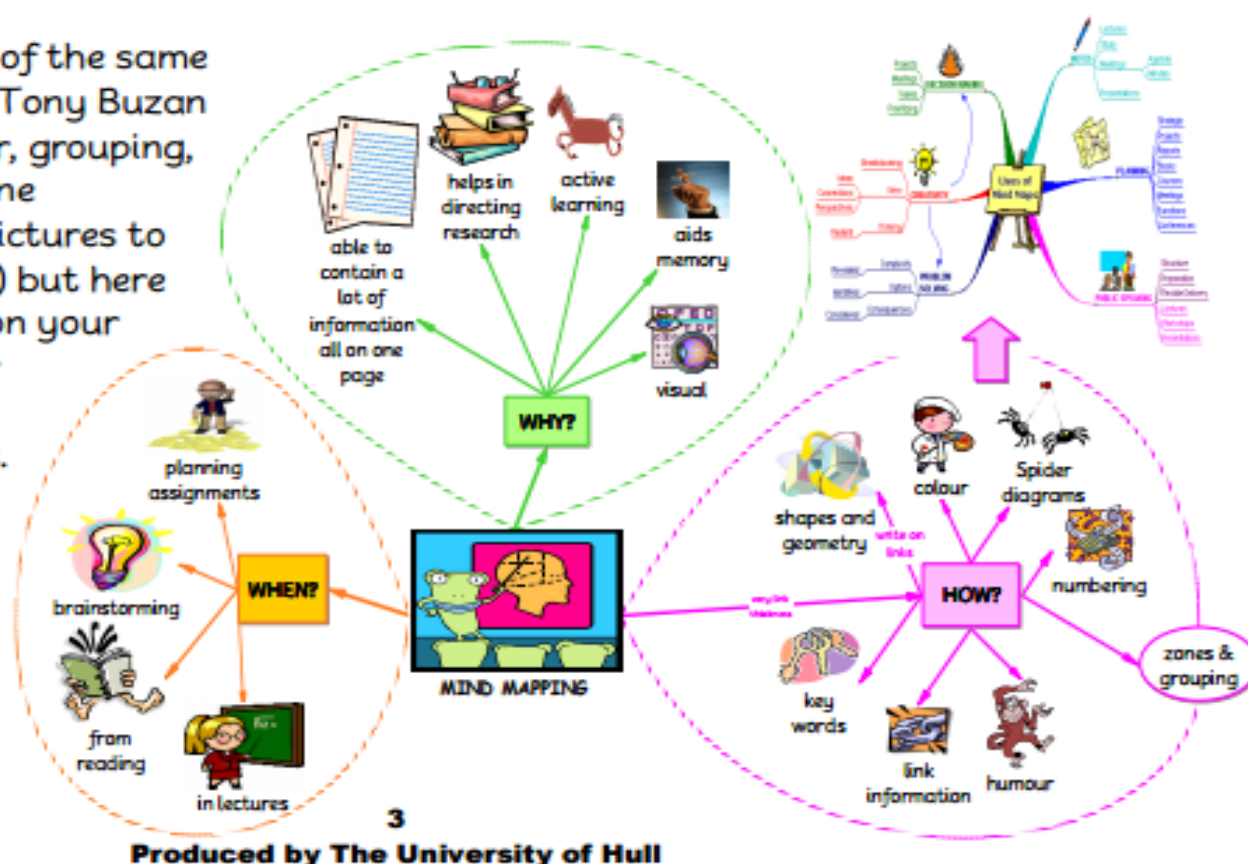


★ The final touches include drawing links between ideas, grouping ideas and including pictures that will act as memory triggers.

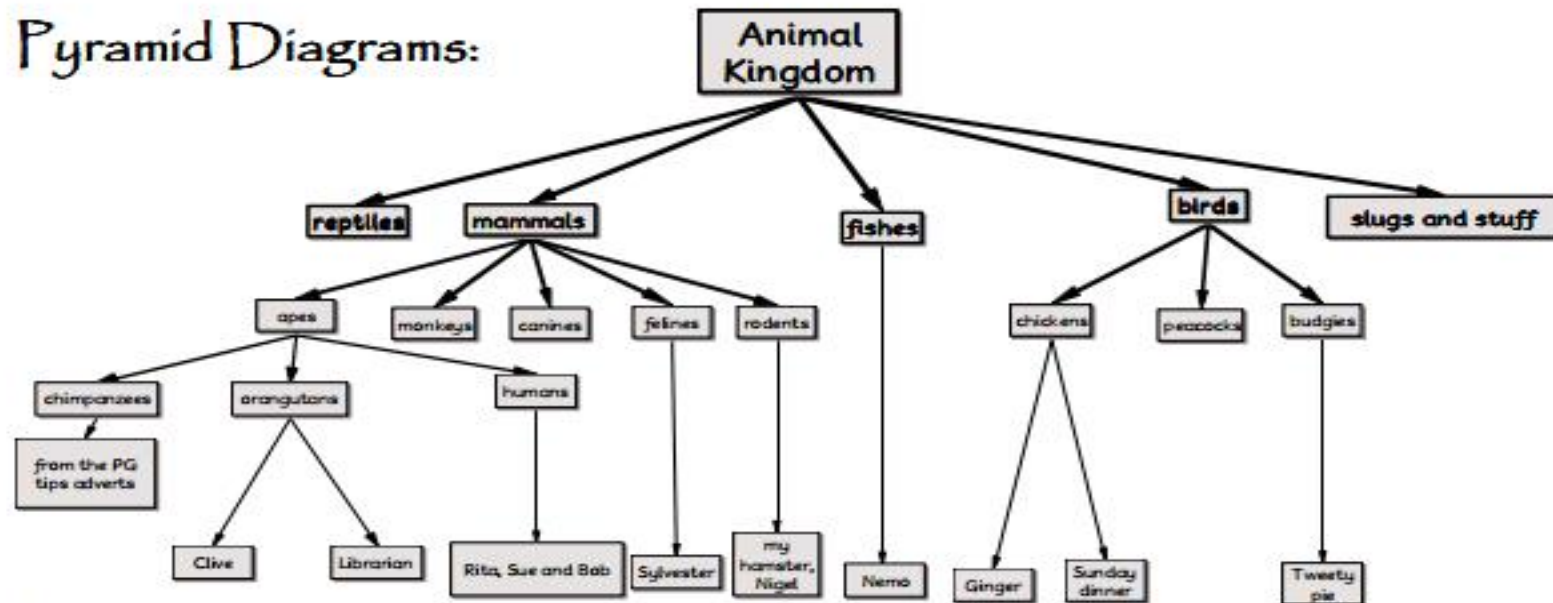
If you are using Inspiration, or just prefer its style, you can produce mind maps more like this

Here you can see many of the same features as used in the Tony Buzan version (i.e. use of colour, grouping, playing with different line thicknesses and using pictures to act as memory triggers) but here there's *more* emphasis on your pictures/bubbles rather than you writing that information on the links.

(in the top right hand corner you can see an example of a Tony Buzan style mind map)



Pyramid Diagrams:



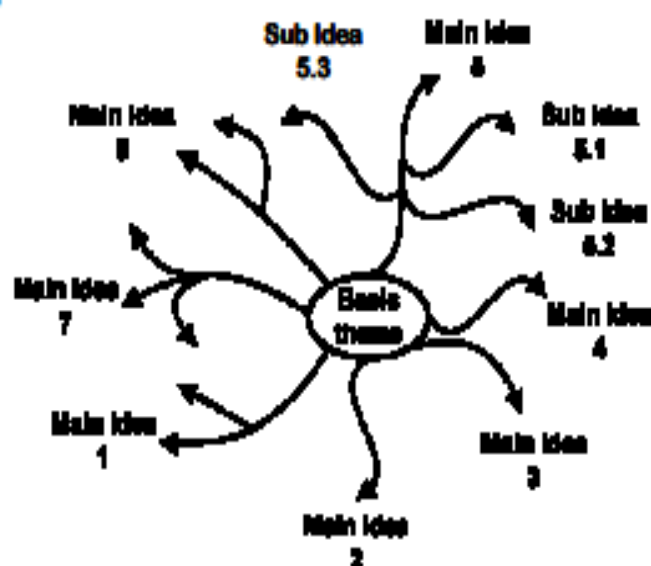
With pyramid diagrams you can use all the same techniques as with spider diagrams but you can pay more attention to hierarchy than before. As a consequence, it appears much more structured and this can prove invaluable when paragraphing.

HOW TO TURN YOUR MIND MAPS INTO LINEAR NOTES

If you're planning an assignment you may need to order your ideas, prioritising them and putting them into a logical order: this will help you express your arguments to the reader.

There are three main things you can do at this point:

1. You can rearrange your mind map so that if you go round it clockwise (or anticlockwise) it follows a logical order.
2. you can number your points and your sub-points



3. You can convert them into a linear plan, e.g.

Basic Theme

- ☺ Idea 1
- ✱ sub idea
- ☺ Idea 2
- ☺ Idea 3

- ☺ Idea 4
- ☺ Idea 5
- ✱ sub idea 1
- ✱ sub idea 2
- ✱ sub idea 3

etc.



Spelling – How can I improve?

Use morphology

Use a multisensory spelling programme – about ten words per week

Link spelling to writing – relevant, high interest words

Learn some basic spelling rules

Morphology

Prefixes as an aid to spelling

A prefix is a group of letters placed at the start of a root word to change its meaning. Some complicated words are less difficult to spell if you are familiar with prefixes. Some common examples:

PREFIX	MEANING	EXAMPLES
anti-	against or opposite to	anticlockwise, antibiotic
auto-	self	autobiography, automat
dis-	not, or away	dissimilar, disconnect
in-	not	insane, inhuman
il-	not	illogical, illegal
im-	not	immature, improbable
ir-	not	irrelevant, irregular
inter-	between	international, intermarry
mis-	wrong	misunderstand, misspell
post-	after	postnatal, postscript
pre-	before	prenatal, prehistoric
pro-	for, or forward	propose, pro-British
re-	again, or back	rewrite, reconsider
sub-	under	submarine, substandard
super-	above	supervisor, superhuman
trans-	across	transport, transplant
un-	not, or in reverse	unfinished, unarmed

Prefixes un- and dis-

Knowing about prefixes is very useful in understanding and spelling some words - especially long words.

Two common prefixes are **un-** and **dis-**, both meaning **not**, or the **opposite of**.

1. Fill in the gaps in the following table:

un + equal	unequal	dis + please	displease
	unforeseen	dis + order	
un + likely			disrespect
	unnecessary	dis + service	
un + official		dis + place	
un + lawful			disprove
	undressed		dissatisfied
un + predictable		dis + comfort	
unprofessional		dis + possess	
un + popular			dissimilar

NOTICE that when the prefix ends with the same letter as the first letter of the base word then you have a double letter, for example: dissimilar unnecessary

Prefixes: in-, il-, ir-, im-

Another prefix meaning "not" or "the opposite of" is in-.

However the spelling of this prefix often changes to match the first letter of the base word. This sometimes results in a double letter.

So, if we want to say the opposite of legal we say "illegal" instead of "inlegal" (which would be awkward to get your tongue around!).

The pattern is like this:

*Use **il-** before words starting with **l**.

So not legible = illegible.

*Use **ir-** before words starting with **r**.

So not relevant = irrelevant

*Use **im-** before words starting with **m** but also in front of words starting with **p**.

So: not mature = immature not perfect = imperfect.

not literate=	illiterate	not rational=	irrational
not mobile =	immobile	not proper =	improper
not legitimate=		not regular=	
not modest =		not personal =	
not mortal =		not responsible	
not possible =		not logical =	

Use **in-** before any other letter. So: not adequate =

inadequate not capable = incapable not decent = indecent not
offensive = inoffensive

Some practice using prefixes in, im, il and ir

Before you start this exercise, look back at [prefix 3](#) to remind yourself of the patterns concerning prefixes **in-**, **im-**, **il-**, **ir-**.

Now write the negative versions of the following words by adding **in-**, **im-**, **il-**, or **ir-** to the base words.

Base word	Negative form	Base word	Negative form
polite		audible	
human		reversible	
visible		patient	
regular		eligible	
competent		resistible	
possible		logical	

Some Spelling Practice with Prefixes

Here are some common examples of prefixes:

PREFIX	MEANING	PREFIX	MEANING
anti-	against, opposite to	dis-	not, or away
in-	not	il-	not
im-	not	ir-	not
inter-	between	mis-	wrong
re-	again, or back	un-	not, in reverse

1. Here are some root words. What you have to do is to build new words by adding one of these prefixes to the root word. The first one is done for you.

Root Word	New Word	Root Word	New Word
tidy	untidy	behave	
honest		complete	
legal		understand	
mingle		perfect	
edible		heat	
relevant		treat	
imaginative		mortal	
like		possible	
consistent		contented	
septic		appetising	

Words starting with con- and ex-

Luckily there are some sounds which you always spell in the same way. Two which you can rely upon at the start of words are con- and ex-. Look at the focus words and you will see five examples of each.

Complete the following sentences by using con- or ex- to fill in the gaps:

1. The hills seemed to ____tend forever.
2. The Queen ____gratulated the ____plorer on the success of the ____pedition.
3. It's no ____aggeration to say that physical ____ercise leaves me totally ____hausted.
4. The firemen ____tinguished the flames with ____siderable ease.
5. We are seeking someone with ____cellent ____amination results, ____perience of dealing directly with ____sumers, and an ability to organise ____hibitions.
6. She ____sidered the ____tra ____pense of ____tinuing the course for a further year an unnecessary ____travagance unless her parents were willing to ____tribute to the cost.
7. ____centrate on syllables and you will soon become a ____fident speller.
8. We hadn't realised we were in ____treme danger until the coastguard ____tacted us.

Prefixes

Their Meanings and some Examples

Here are a few more prefixes. Some of them are less common than the ones that we've looked at previously.

PREFIX	MEANING	EXAMPLES
semi-	half	semicircle, semiconscious
bi-	two or twice	biannual, biweekly
tri-	three	triangle, triathlon
multi-	many	multilingual, multimillionaire
mono-	one or single	monorail, monoplane
micro-	very small	microscope, microchip
ultra-	extreme	ultrasound, ultrabasic
hyper-	too much	hypersensitive, hypercritical
extra-	outside, or beyond	extraordinary, extrasensory

Suffixes - their importance in spelling

If you can handle suffixes then you're well on the way to becoming a capable speller.

A suffix is simply an ending that's added to a base word to form a new word. Let's look at some examples:

Base word	Suffix	New word
interest	-ing	interesting
noise	-y	noisy
breath	-less	breathless
popular	-ity	popularity
drop	-let	droplet

A key thing to know about suffixes is whether it starts with a **consonant** or a **vowel**. Here are some suffixes you'll meet quite often:

Consonant Suffixes	Examples	Vowel Suffixes	Examples
-ful	hopeful, plentiful	-er, -or	farmer, collector
-less	useless, tasteless	-en	mistaken, hidden
-ly	bravely, frankly	-ish	foolish, thinnish
-ment	movement, agreement	-ation	limitation, reservation
-ness	darkness, happiness	-ing	firing, sitting

Did you notice that sometimes the base word changes when you add a suffix? For example, fire becomes firing (dropping the e) and sit becomes sitting (doubling the letter t).

Adding a suffix to words ending in silent e

In Suffix 1 we said that a key thing to notice about a suffix is whether it starts with a consonant or a vowel.

Look at the following silent e words and see what happens when you add a suffix:

Base Word	+ consonant suffix	Base Word	+ vowel suffix
hope	hopeless	note	notable
state	statement	calculate	calculation
spite	spiteful	reserve	reservation
late	lately	late	latest
extreme	extremely	expense	expensive

Have you noticed the pattern?

When you add a consonant suffix the base word doesn't change.

When you add a vowel suffix, drop the silent e.

Now add suffixes to the following to make new words. Remember to drop the e when adding a vowel suffix. (Note that y is regarded as a vowel so laze + y = lazy)

Base word + suffix	New word	Base word + suffix	New word
excite+ing		arrive+al	
blame+less		spice+y	
waste+ful		care+ing	
place+ed		place+ment	
Swede+ish		create+ion	

Adding a suffix to words ending -ce and -ge

In the previous worksheet we learned the following pattern for silent e words:

*When adding a **consonant** suffix: **keep** the silent e*

*When adding a **vowel** suffix **drop** the silent e*

So: blame+less becomes blameless but blame+ing becomes blaming

This pattern works most of the time.

That's why I prefer to call it a pattern rather than a rule.

But there are a few exceptions. Here's the main one:

Where the base word ends in -ce or -ge, then you keep the silent e before -able and -ous. So:

enforce + able	= enforceable
notice + able	= noticeable
service + able	= serviceable
courage + ous	= courageous
outrage + ous	= outrageous

To Double or Not to Double

That's the question

This is an area where many good spellers are unsure. So, let's look at the problem.

If, for example, we want to write the word plan + ing, is it planing or planning?

Do we leave the base word alone or do we double the n?

Are we planing a trip to China or planning a trip?

Luckily there's a very useful pattern to help us.

It might sound complicated at first but it's one of the most helpful word patterns to know about:

If the base word has:

one syllable

one short vowel

(the short vowels are ham, bed, lip, rot, gun)

one consonant at the end

You double the final consonant when you add a vowel suffix

Sounds complicated doesn't it? But some examples will help:

slip has one syllable

one short vowel (i)

one consonant (p) at the end

so slip + ed = slipped (double p) and

bed + ing = bedding, flat + est = flattest

fun + y = funny, hot + er = hotter and so on

When you add a consonant suffix, the base word doesn't change:

bag + ful = bagful, wet + ness = wetness

Worksheet - to double or not to double?

We learned a very helpful pattern in the previous lesson, suffix 4A.

Let's remind ourselves of it:

If the base word has:

one syllable

one short vowel

the short vowels are ham, bed, lip, rot, gun)

one consonant at the end

You double the final consonant when you add a vowel suffix

Now make new words by adding suffixes to the following base words. The first one has been done for you.

hot + est	hottest	fat + ish	
grin + ed		stop + ing	
pot + er		gun + ed	
sun + y		wrap + ing	
spot + y		step + ed	
run + ing		spot + ed	
can + ed		bat + ing	
fit + ing		net + ing	

Here are some sentences. Cross out the incorrect word.

1. "What are you grining/grinning at?" said Nigel.
2. Sue took up jogging/joging to improve her fitness.
3. Ali took a jugful/juggful of orange juice into the garden.
4. We wraped/wrapped the gift in silver paper.
5. July was the hottest/hotest month of the year.

Here's another group of words which cause many people to make mistakes. Once again, the difficulty is to decide whether or not to double the final consonant of the base word when adding a suffix. And, once again, there's a pattern to help you out. Read the following words aloud and try to decide where you place the stress or emphasis:

profit	target	enter	order
begin	equip	regret	commit

You should notice that in the top line you stressed the first syllable. And in the bottom line you stressed the second syllable. Like this:

<u>profit</u>	<u>target</u>	<u>enter</u>	<u>order</u>
begin	equip	regret	commit

Here's the pattern that you'll find helpful:

If the stress is on the first syllable the base word doesn't change:

profit + able = profitable; and enter + ed = entered

If the stress is on the last syllable, you double the final consonant before adding a vowel suffix:

begin + ing = beginning; and equip + ed = equipped

(No change if a consonant suffix is added so: equip + ment = equipment)

This pattern is so valuable that it's worth memorising it. Use the pattern to add suffixes to the following:

First syllable stressed		Second syllable stressed	
garden + er	gardener	forget + able	
limit + ed		begin + ing	
order + ing		occur + ing	
alter + ation		omit + ed	
market + ing		regret + ful	

Do you remember the spelling pattern you learned in suffix5:

For words of two syllables ending in one vowel and one consonant:

*If the stress is on the **first syllable** the base word **doesn't change**:*

profit + able = profitable; and enter +ed = entered

*If the stress is on the **last syllable**, **double the final consonant** before adding a **vowel suffix***

begin + ing = beginning; and equip + ed = equipped

(No change if a consonant suffix is added so: equip + ment = equipment)

Cross out the **incorrect** spelling in the following sentences:

1. "I don't think Julie's very committed/committed to her school work," said her Mum. "I don't agree," said the teacher, "I feel that she's shown a great deal of commitment/committment this year."
2. Dave submited/submitted his enrolment/enrollment form two days after the closing date.
3. Nathan and Kim admited/admitted they had forgotten/forgoten their homework assignments.
4. "Let's begin at the begining/beginning," said the detective.
5. Part of the marketing/marketting manager's job involved budgeting/budgetting for the advertising schedule.
6. Sandy regreted/regretted not ordering/orderring the very latest equipment/equippment. He had omited/omitted to consider the efficiency savings and now realised that his business could have been much more profitable/profittable.
7. The security guard patroled/patrolled the fence, prefering/preferring to stay awake by keeping busy.
8. Refering/referring to the boss by her Christian name was strictly forbiden/forbidden.

Adding a suffix to words ending in -y

With these words you need to notice whether there is a vowel or a consonant immediately before the y.

For example:

Words ending vowel + y

delay

convey

destroy

Words ending consonant + y

reply

busy

pity

There are two important patterns to learn:

**If the word ends in a vowel + y the base word doesn't change:*

delay + ed = delayed

employ + ment = employment

**If the word ends in a consonant + y ,*

when you add any suffix except -ing,

then change the y to i:

reply + ed = replied

busy + ness = business

pity + ful = pitiful

but reply + ing = replying

1. Copy the new word into the third column of this table:

Base word + suffix	New word	Copy new word here
busy + ly	busily	
pity + ful		
carry + ed		
carry + ing		
bury + al		
supply + er		
happy + ness		
empty + ing		
empty + ed		

Worksheet: Adding a suffix to words ending in -y

In suffix 7A lesson we learned the following patterns:

**If the word ends in a vowel + y the base word doesn't change:*

delay + ed = delayed

employ + ment = employment

**If the word ends in a consonant + y ,*

when you add any suffix except -ing,

then change the y to i:

reply + ed = replied

busy + ness = business

pity + ful = pitiful

but reply + ing = replying

Fill in the gaps in the following chart. The first row is done for you.

Base word	Suffix	New word
pretty	est	prettiest
noisy	ly	
easy		easiest
	ed	supplied
try	ed	
heavy	est	
marry		married
	ment	employment
mystery	ous	
apply		appliance
	ous	envious
	age	marriage

Find the Roots: "A root word is the 'main' word in a longer word."

Highlight the root words in following complex words.

1. mouthy
2. hopeful
3. sleepless
4. carefully
5. childish
6. workable
7. sawed
8. trembling
9. growing
10. unhelpful

Fix the Affixes: Affixes are extra parts that are "fixed on" to the root word. The affixes at the beginning of words are called "prefixes" because "pre-" means before, and a "suffix" comes at the end of a root word.

"Fix" the broken root words with the correct "affix."

- Love -ful
- Treat -ly
- Grate -less
- Mood -able
- Do -ing
- Sad -tion
- Pink -y
- Tempt -ish

Word Sort: Sort the following words according to their affixes. Guess the meaning of the affix based on your prior knowledge and the patterns you see

- | | | |
|--------------|------------|-------------|
| • Forgetful | Management | Disappear |
| • Neglectful | Distrust | Government |
| • Rightful | Disown | Shipment |
| • Careful | Disengage | Beautiful |
| • Disability | Statement | Temperament |

Building Blocks: Make as many real words as you can

A starter set of morphemes might include:

- En- -ous
- Courage -ing
- -Ment Dear
- Trust Fold
- -Y Humble
-

Syllabifying the "Big Words": Preview the next chapter of your textbooks and write down 10 "Big Words."

Highlight the root words that you recognise and take off any affixes that you see.

Break up the remaining parts of the word into syllables, infer the meaning of the word based on these word parts.

e.g.

Metamorphosis:

- Root: Morph (change)
- Affix: meta (whole/big picture)
- Possible meaning: change of the whole thing
- Possible pronunciation: meta/morph/a/sis

Oxygenate:

- Root: Oxygen (an element on the periodic table)
- Affix: -ate (to fill)
- Possible meaning: to fill with oxygen
- Possible pronunciation: ox/y/gen/ate

Is the English spelling system predictable or unpredictable?

The English spelling system is not crazy or unpredictable. It can be taught as a system that makes sense. Nearly 50% of English words are predictable based on sound-letter correspondences alone (e.g., slap, pitch, boy). An additional 37% of the more common words are almost predictable except for one sound (e.g., knit and boat).

Other information, such as the language from which a word came (e.g., Old English, Latin, Greek, or French) and word meaning, also helps explain the spellings of words. Only 4% of English words are truly irregular and may have to be learned through whole word methods, such as tracing and saying the letters while the word is being memorised. Thus, it is possible to approach spelling instruction with confidence that the system by and large makes sense—an encouraging observation for students who have great difficulty forming memories for words.

Louisa Cook Moats, Ed.D.

What is Capitalism?

The word capitalism is now quite commonly used to describe the social system in which we now live. It is also often assumed that it has existed, if not forever, then for most of human history. In fact, capitalism is a relatively new social system. For a brief historical account of how capitalism came into existence a couple of hundred years ago, see Marx and Engels' *Communist Manifesto*. But what exactly does 'capitalism' mean?

Class division

Capitalism is the social system that has developed in all countries of the world. Under this system, the means of producing and distributing goods and services (factories, technology, transport system etc.) are owned by a small number of people. We refer to these owners of property as the capitalist class. The majority of people must sell their ability to work in return for a wage or salary (also we refer to as the working class).

The working class are paid to produce goods and services which are then sold for a profit. The profit is gained by the capitalist class because they can sell the money they get for the goods and services they produce for more than they paid for the raw materials. The working class are exploited by the capitalist class. The profits are all the profits they share from exploiting the working class while storing some of their profits for the further accumulation of wealth.

The profit motive

In capitalism, the motive for producing goods and services is to sell them for profit to satisfy people's needs. The producers of capitalism produce to sell a profit, of course, but this is only incidental to the main aim of making a profit, of ending up with more money than was originally invested. This is not a theory that we have thought up but a fact you can easily confirm for yourself by reading the financial press. Production is started not by what consumers are prepared to pay for to satisfy their needs but by what the capitalists calculate can be sold as a profit. These goods may satisfy human needs but these needs will not be met if people do not have sufficient money.

Monarchy in Europe

A monarchy is a form of government where a single ruler is the head of state. It is one of the oldest forms of government in the world. Monarchs are usually kings or queens, but they can also be a chief, an emperor, or called by another name. In some countries, such as Japan, the monarch is merely symbolic. They are figureheads with no real power. In other countries, the monarch wields considerable power. There are currently 29 sovereign monarchies around the world.

Hereditary monarchy is the most common style of monarchy. This form is used by most of the world's monarchies. In this case, all of the kings and queens come from the same family. A family that rules for a span of time is called a dynasty. The crown is passed down from one member to another member of the family. The hereditary system has the advantages of stability, continuity, and predictability. Family tradition and loyalty are also stabilising factors.

Over the centuries, most European countries were ruled by monarchs. The United Kingdom, Denmark, and Norway still have constitutional monarchies. In a constitutional monarchy a king or queen reigns but wields only the ceremonial laws of the nation. This form of government severely limits the monarch's power.

In the 17th century, England became a constitutional monarchy. King Charles I signed an agreement, the Bill of Rights, to limit his power. He was beheaded for treason.

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You look for specific keywords

Skim and Scan A Book. Look at:

Table of Contents	Index
Title Page	Illustrations
Copyright Date	Summaries
Chapter Headings	Author Bio

Will this book help with your research?



Spelling Programme

Look



Say



Strategy



Words in words, patterns, what word can I see, prefixes, roots, suffixes, colour coding, chunking words, mnemonics

Write





Cover

Write – whilst repeating strategy



Check



Revise that day, the next day, a week later, the following week and within a month.

Spelling – Practice websites

Doubling

http://www.spellzone.com/unit09/quest2_p4-5/index.cfm

Magic e

http://www.softschools.com/language_arts/phonics/games/magic_e_sounds.jsp

Spelling rules - plurals

<http://www.howtospell.co.uk/y-to-ies-or-s-plural-rule>

Morphology

http://www.cs.bham.ac.uk/~pxc/nlp/InteractiveNLP/NLP_morph1.html

High Frequency Words

<https://www.logicofenglish.com/spelling-lists/high-frequency-words>

<https://www.logicofenglish.com/images/High%20Frequency%20Word%20Lists/Logic%20of%20English%20High%20Frequency%20Word%20List%20Level%201.pdf>

High Frequency Words List 1

<https://www.logicofenglish.com/images/High%20Frequency%20Word%20Lists/Logic%20of%20English%20High%20Frequency%20Word%20List%20Level%202.pdf>

High Frequency Words List 2

<https://www.logicofenglish.com/images/High%20Frequency%20Word%20Lists/Logic%20of%20English%20High%20Frequency%20Word%20List%20Level%203.pdf>

High Frequency Words List 3

<https://www.logicofenglish.com/images/High%20Frequency%20Word%20Lists/Logic%20of%20English%20High%20Frequency%20Word%20List%20Level%204.pdf>

High Frequency Words List 4

<https://www.logicofenglish.com/images/High%20Frequency%20Word%20Lists/Logic%20of%20English%20High%20Frequency%20Word%20List%20Level%204.pdf>

High Frequency Words List 5

<https://www.logicofenglish.com/images/High%20Frequency%20Word%20Lists/Logic%20of%20English%20High%20Frequency%20Word%20List%20Level%205.pdf>

High Frequency Words List 6

<https://www.logicofenglish.com/images/High%20Frequency%20Word%20Lists/Logic%20of%20English%20High%20Frequency%20Word%20List%20Level%206.pdf>

More spelling

<http://www.spellitright.talktalk.net/>

Excellent source of spelling rules, morphology and practice exercises – free printable worksheets and online tests

Punctuation

<http://www.bbc.co.uk/skillswise/game/en29punc-game-who-owns-what>

apostrophes

<http://ed.ted.com/lessons/when-to-use-apostrophes-laura-mcclure>

apostrophes

Reading Tips

Before starting to read ask yourself



- Why am I reading?
- What do I already know?
- What questions do I have?
- What do I need to know?

What reading approach do I need to use – remember reading

EVERYTHING is your **last resort**

Scan

Look for a particular word – you can use the find strategies below if your document is on a screen. If not, look for the particular keywords in the document and highlight

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The working class are paid to produce goods and services which are then sold for a profit. The profit is gained by the capitalist class because they can sell more money selling what we have produced than we cost to buy on the labour market. In other words, the working class are exploited by the capitalist class. The capitalist class take off the profits they should have from exploiting the working class whilst retaining some of their profits for the further accumulation of wealth.

The profit motive

In capitalism, the motive for producing goods and services is to sell them for a profit, not to satisfy people's needs. The producers of capitalism production have to find a way to make more money than was originally invested. This is not a theory that we have thought up but a fact you can easily confirm for yourself by reading the financial press. Production is started not by what consumers are prepared to pay for to satisfy their needs but by what the capitalists calculate can be sold as a profit. These goods may satisfy human needs but these needs will not be met if people do not have sufficient money.

You look for specific keywords

Skim

Read the topic sentences of each paragraph first to get the general gist of the document.

2. According to paragraph 4, all of the following are true about King Charles I EXCEPT:

- A.) He signed an agreement that limited his power.
- B.) He tried to rule with absolute power.
- C.) He was loved by the people he ruled over.
- D.) He was beheaded for treason.

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In the 13th century, England became a constitutional monarchy. King Charles I signed an agreement. He had to go through the English Parliament to enact new laws and laws to start wars. Immediately after signing the agreement, the king ignored it. He tried to rule with absolute power. He was beheaded for treason. The new era of constitutional monarchy had begun.

The Russian Empire was an absolute monarchy in Europe. The first ruler was Peter I. He was a member of the Romanov family. He became tsar in 1682. "Tsar" is the Russian word for "emperor." The Romanov family ruled the empire until the February Revolution of 1917. In this year, the Russian people rebelled. The reigning tsar, Nicholas II was forced to give up his throne. By 1918, Nicholas II and his family were shot before a firing squad.

Look for indicators of the structure of the text such as titles, summaries, subheadings, contents pages and so on.

Skim and Scan A Book. Look at:



Will this book help with your research?

Detailed reading – when you have scanned or skimmed you could use a more detailed approach but always start with questions you want to have answered first.

Always take notes if this is an important document – ideally make a mind map with a central topic or use bullet points to sum up what you read to review later.

To search in the Internet - Go to the 3 lines on the right hand side and click on find

The screenshot shows a web browser window with the URL www.brit.croydon.sch.uk/page/?pid=44. The browser has several tabs open, including "SpLD Resource", "www2.hull.ac.uk", "Reading Skills", "(23483 unread)", "Academia.edu", "Text to Speech", "Free text to spe...", "Example of an a...", and "The BRIT School". The Chrome menu is open on the right, showing options like "New tab", "New window", "New incognito window", "History", "Downloads", "Bookmarks", "Zoom", "Print...", "Find...", "More tools", "Edit", "Cut", "Copy", "Paste", "Settings", "Help", and "Exit".

The website content includes a navigation bar with links: HOME, ABOUT US, JOIN US AT 14, JOIN US AT 16, SATURDAY CLASSES BRIT KIDS, WATCH US, and WORK FOR US. A breadcrumb trail reads: Home > Join Us at 16 > Study Programme > Post 16 Musical Theatre.

Post 16 Musical Theatre

[Subject Overview](#)

[Apply Now](#)

BTEC Level 3 Extended Diploma in Performing Arts (Musical Theatre)

The Post-16 musical theatre course is suited to young people with an appetite to develop skills and knowledge in all areas of the performing arts. Students study the BTEC Level 3 Extended Diploma in Performing Arts (Musical Theatre), which is equivalent to 3 A Levels. The main aim of the course is to provide students with the opportunity to explore a wide range of performance styles with particular emphasis on integrating the performing arts. The course is designed to give equal focus to dance, acting and singing.

There are many exciting performance opportunities on the course ranging from acting and dance showcases to music concerts and full scale musicals in the School's theatres and at a theatre venue outside the school. Students also have the opportunity to perform in the local, national and possibly the international community. Community projects running this year include a project with the elderly, a project working with local secondary school children and a project working with the Turnaround Centre in Croydon. This centre supports young offenders and the project is creating devised work using the artistic skills of the

Three course cards are displayed on the right:

- Post 16 Interactive Digital Design
- Post 16 Film & Media Production
- Post 16 Community Arts Practice

The task instruction "Go to the 3 lines on the right hand side and click on find" refers to the "Find..." option in the Chrome menu.

SpLD Resource x www2.hull.ac.uk x Reading Skills x (23483 unread) x Academia.edu x Text to Speech x Free text to spe x Example of an x The BRIT School x

www.brit.croydon.sch.uk/page/?pid=44

HOME ABOUT US JOIN US AT 14 JOIN US AT 16 SATURDAY CLASSES BRIT KIDS WATCH US WORK FOR US

Home > Join Us at 16 > Study Programme > Post 16 Musical Theatre

Post 16 Musical Theatre

i Subject Overview

Apply Now

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Post 16 Interactive Digital Design

Post 16 Film & Media Production

Post 16 Community Arts Practice

Session Pack 6 Acad....pdf

Show all downloads...

10:36 06/01/2016

Type in a keyword and see how many times it comes up – you can read those lines

On graduation from the course, musical theatre students take many different routes. The majority continue studying and training in the performing arts in higher education whether that be a vocational institution or a university.

Onward Destinations

Students completing the musical theatre course have been successful in obtaining places at vocational schools such as Mountview, Arts Educational, London Studio Centre, Bird College, Rose Bruford, Guildford School of Acting, Central School of Speech and Drama, Conservatoire of Scotland, LAMDA, BIM, Stella Mann, East 15, London School of Musical Theatre, Laban, Performers College, Bristol Old Vic, Millennium and AMDA in New York City. Students have also gone on to successfully complete degree courses in the performing arts from universities across the country and abroad.

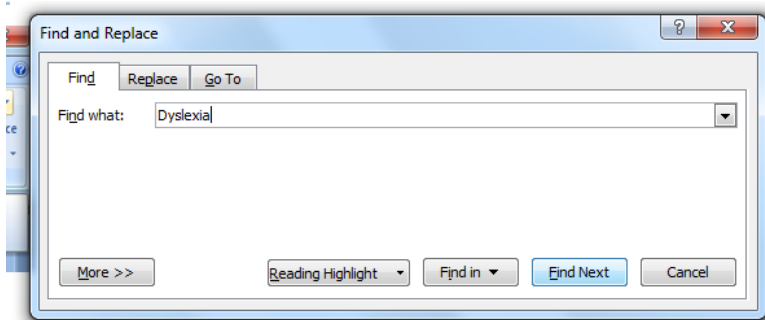
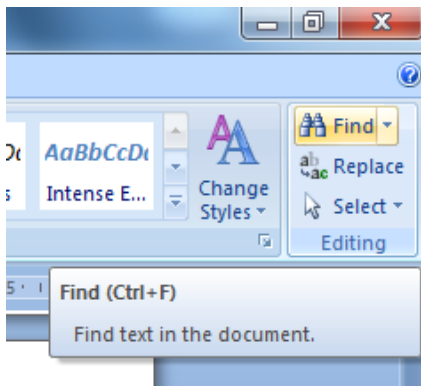
Students from the musical theatre course go on to be successful in many different walks of life. Past musical theatre students can be found performing in West End musicals, featuring in television dramas, setting up their own record labels, making award winning albums, writing and composing, teaching the performing arts, playing in the football Premiership, forming their own dance company, working in Theatre in Education, working as lawyers and policemen and touring the world.

How to Apply

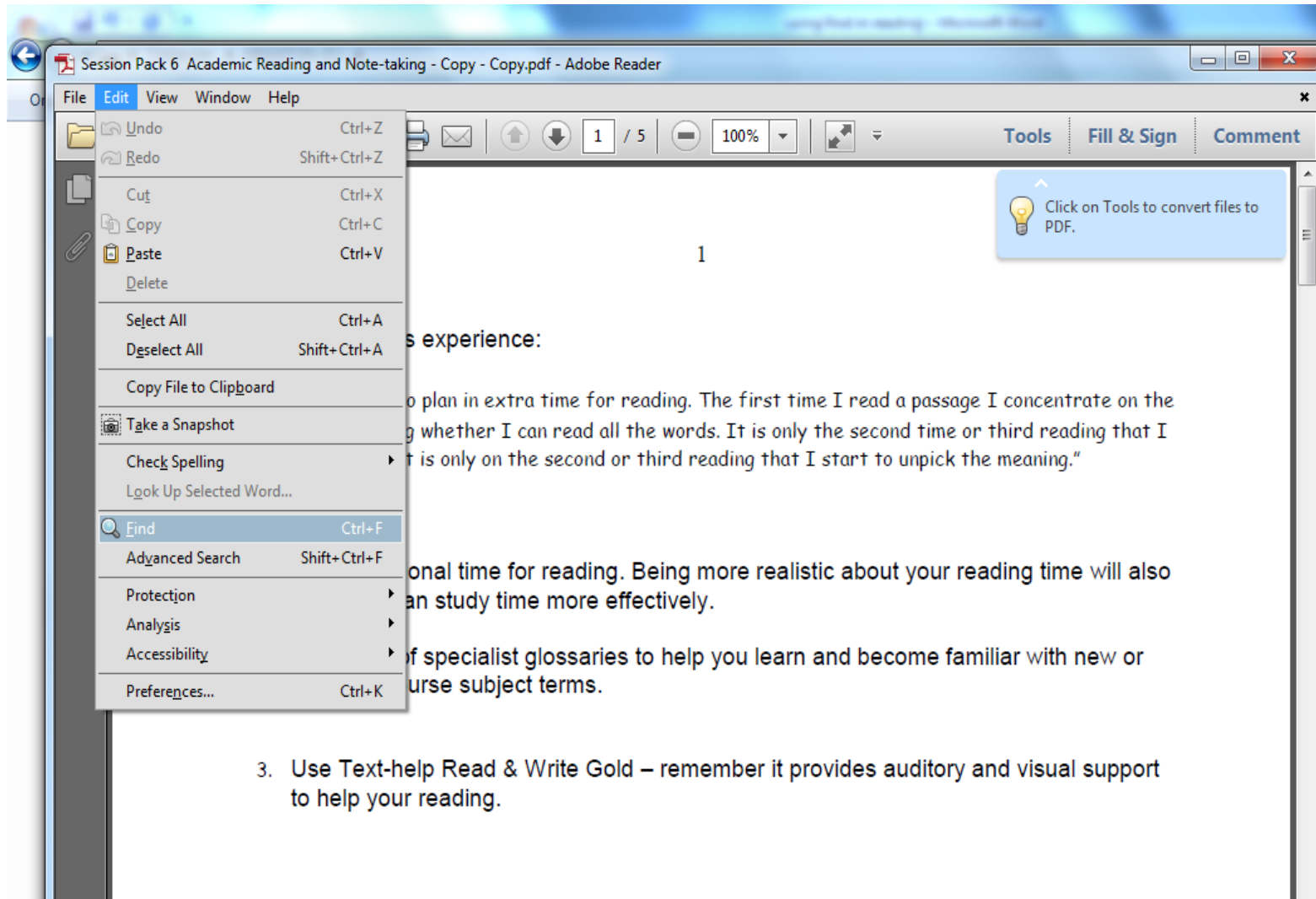
Questions to be answered in section 7 of the application form:

- What do you think are the five most important attributes for a musical theatre performer?
- Watch Unexpected Song performed by Bernadette Peters and tell us what you find interesting about this performance: <https://youtu.be/Tq72aBL7GLY>

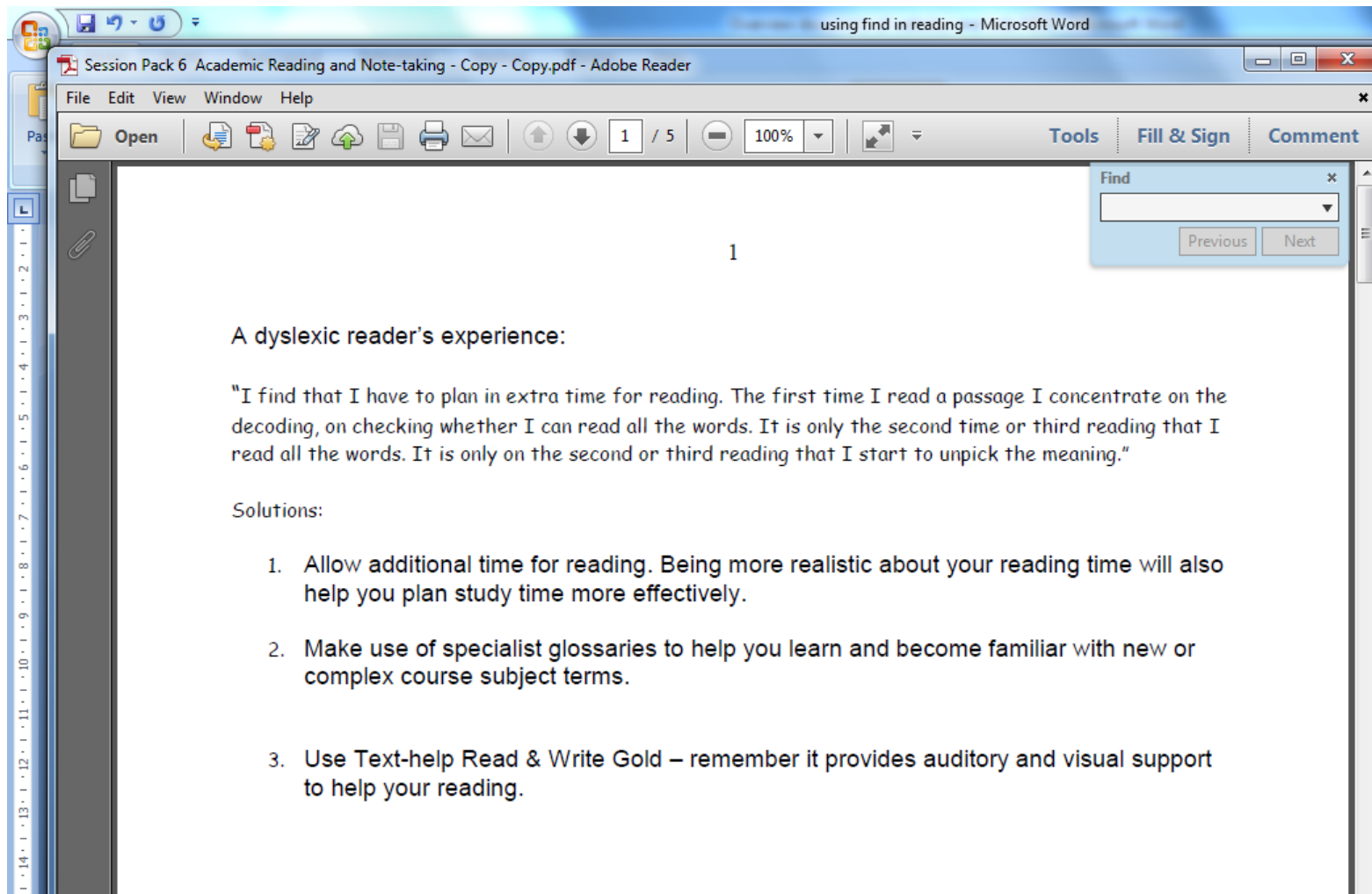
In MS Word go to **Home** and click on the binoculars (right hand of toolbar) and search for a word by typing in the pop up box



In PDF documents go to **Edit** and then click on **Find**



A pop up box will appear on the right - type in your search word here



Develop an, active, critical & systematic approach to reading & note-taking

SQ3R and **OK4R** methods are examples of a purposeful and systematic approach to your reading

- When you first start reading for study, resist the urge to just jump straight in! Start with **reviewing relevant lectures slides** and **review your chosen essay question**.
- Then try one or both of these reading systems, which will help you understand and remember the main points of the text. Look closely – they are quite similar.

SQ3R METHOD	
SKIM	Skim through a chapter. Look for subheadings/main ideas. Look at the 1 st and last chapters
QUESTION	Think what question(s) this chapter might answer for you, e.g. what will the author say about 'Blooms' theory or formulate questions from statements; <i>the fundamentals of human nature</i> : what are they?
READ	Read the section/paragraph(s) and see if you can answer any of your initial questions; don't take any notes at this stage.
RECALL	Then glance over the section/paragraphs and make notes. Summarise in your own words, what you have read, and make notes which indicate main points or supporting ideas.
REVIEW	When you have done the above steps for each section/paragraph, then skim through the chapter and create a brief written outline of the chapter. Ask yourself, has it answered your original questions? Was it useful?

QOK4R METHOD	
QUESTION	Think first, what do I know about this subject? What are the relevant lecture slides for this topic, and how does this relate to my essay question?
OVERVIEW	Overview of book, chapter, or journal contents list, introduction, summary.
KEY IDEAS	Establish key ideas a section at a time: - highlight, keywords and phrases - circle important terms - box quotes you may want to use - connect key points with arrows - summarise key ideas
READ	Read each section in detail – are the arguments convincing?
RECALL	Recall the key points and ideas you have read.
REFLECT	Ask yourself some questions: - Do I understand the section? - Does it make sense? - Is it relevant? - Do I agree with it? - Can I challenge it? - How does it relate to other reading I have done on the course? - Does it help me with my assignments? Good examples of a critical approach.
REVIEW	Write up an evaluation summary outline at the end of each chapter.

[R.Burwell 2013]

Note-taking for lectures

How does taking notes help learning?

Note-taking encourages active learning. Whenever you are in a lecture or a seminar you are processing and absorbing all the information you receive. Your notes should therefore be a running commentary of your own particular interpretation of what you hear and read.

Research also shows that taking notes at the time, helps you remember the material later on, acting as a good memory aid.

The Three stages to taking effective notes in lectures

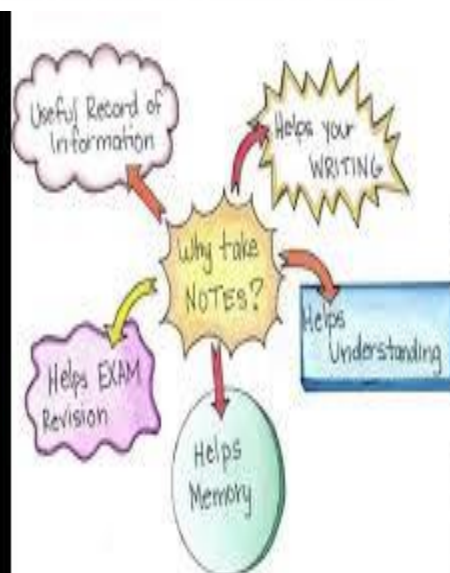
Stage 1: Advance reading. Advance preparation helps orientate you to the subject of the lecture. The lecturer may reinforce the ideas from the reading, or more likely, will raise in-depth questions about the particular subject matter.

Stage 2: During the lecture

A. Active listening. The more you analyse the material as you hear it, the more likely you are able to apply it and relate it to what else you know. Ask yourself questions – what does this mean? – how does he come to that particular solution there? – how does this fit in with what I read before the lecture – do I agree with this particular theory?

B. Signposts. If you are actively listening you can look for a variety of verbal

Cornell Notes		Name _____
		Date _____
		Class _____
		Period _____
• Main Idea	• Key words & ideas	
• Key Question (after notes are completed)	• Important dates/people/places	
	• Repeated/Stressed Info	
	• Ideas/brainstorming written on board / overhead projector	
	• Info from textbook/stories	
	• Diagrams & Pictures	
	• Formulas	
Summary of your notes in your own words		



The mechanics of note-taking

A. use a numbering system to help you divide up your notes, e.g.

1 Main heading

1.1 First argument

1.2 Supporting arguments etc.

Develop your own personal shorthand for taking notes.

You often don't have time to write full sentences in lectures and need a compression of your lecture note language.

Useful common abbreviations	
e.g. for example	Info. information
i.e. that is, that means	Cf. compare
etc. and the rest	wd. would
NB important, notice this	cd. could
p. page (pp = pages)	impt. important
para. paragraph	devt. development
Ch. chapter (Chs. = chapters)	C19. nineteenth century
Edn edition	

- You could use your Mindview software to create diagrammatic notes in lectures or for general note-making for assignments/ research.

Make Mind Mapped notes for revision



Always use a revision timetable – set goals!

	9am	10am	11am	12noon	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												

Complete this timetable by doing the following steps:

1. First, complete the table on the back, '[Exam topics & targeted subjects](#)': be realistic about how much time you can allocate for each topic, for each week.
2. Then plot in the week when you want target particular exam subjects
3. Then remember include study breaks and free time to ensure your timetable is realistic and balanced.
4. Tip, use colour themes for each subjects or commitments to help you read it!
5. Finally, if you use an electronic version of this timetable you can always change to meet your changing exam subject deadlines & targets.

Exam topics and targeted subjects

Subject	Estimate of time to be spent on subject per week

Revision Strategies

- + REMEMBER don't be passive – don't just re-read material, or sit and stare at books and notes - be active and adopt a **multisensory approach!**
- + REMEMBER you have to do something with the material – you have to process it in some way!
- + REMEMBER learning is most effective if it is continually being tested. Above all, practise, be active:

How do I learn and summarise all this information so I can answer an exam question?

Solution - 'Boiling down and building up'.

- + Reduce notes to key headings, points and references by using your **highlighters!** You can use different colours to theme your revision points
- + Make master cards with key memory triggers for whole topics
- + consult tutors – ask them to check if your notes are on the right lines
- + Practice expanding your information from the key word or key image, up to an essay 'kit form'.

To make your revision information distinctive try using the following.

- ✓ **Keywords** – carry around with you some revision index cards with keywords you need to learn and remember.
- ✓ Put lively, **colourful posters** on your wall. Keep looking at them – absorb the information!
- ✓ **Use mind-maps** – these not only add *shape* and *colour* to your notes but importantly, enable you to summarise large revision content into a manageable form to learn and remember.
- ✓ **Use colour** – maybe write introductions in one colour; main points in another?
- ✓ **Use 'pegging' techniques** – visualise a room and 'peg' your notes about something to different features of the room. *Create your own system.*
- ✓ **Tape record your notes** – use your mini disk recorder. You could then revise away from your study room/library. For example, listen to your revision points when travelling by train, bus, going for a walk, or even travelling in the car (via car stereo) (*auditory learning*).

R.Burwell 2013

REVIEWING YOUR LEARNING

I do revise, but then forget it the next day. What can I do?

Within 24 hours of a one hour learning period, at least 80% of the detailed information that you have learnt is lost . . . unless you review your learning.

Review is essential to help strengthen your learning.

Summary

- ✓ Review revision content when you start work after a break
- ✓ Review the whole content of your revision at the end of the day.
- ✓ Review a week later
- ✓ Review a month later.
- **Make it active:** don't just re-read your knowledge: test it. Each review shouldn't take more than a few minutes.

RECALL WHAT YOU LEARN

The principle task of learning in revision is putting the information into your long-term memory store so that you can retrieve it in the exam, back into your working memory.

Making recall easier

Flanagan (1997) argues that we remember:

20% of what we read	30% of what we hear
40% of what we see	50% of what we say
60% of what we do	and
90% of what we read, hear, see, say and do	

Revision websites - links

<http://www.englishbiz.co.uk/mainguides/links.html>

GCSE

<http://www.sparknotes.com/>

Support for English GCSE texts

Of Mice and Men

<http://www.rednovels.net/classics/u5739.html>

Free download of book

<https://www.cliffsnotes.com/literature/o/of-mice-and-men/critical-essays/major-themes-4>

Key themes Of Mice and Men

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/

Various support tasks for GCSE English

An Inspector Calls

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramainspectorcalls/inspectorc_allscharact.shtml

Video support for revision and understanding key themes

<http://www.westexe.devon.sch.uk/wp-content/uploads/2013/03/An-Inspector-Calls-Revision-Guide.pdf>

Revision of An Inspector Calls

Gothic Horror

<https://www.tes.com/teaching-resource/gothic-horror-resources-6425814>

Various resources

Mindfulness



Mindfulness is a form of meditation which has been shown to be a useful tool to adopt in times of stress, it promotes relaxation and self awareness. Anyone can use mindfulness it is not linked to any one religion or spiritual practice.



Articles on its value

http://www.huffingtonpost.com/2013/03/27/mindfulness-testing-focus-reading-comprehension_n_2957146.html

http://www.nytimes.com/2007/05/08/health/psychology/08medi.html?_r=1

<http://psychcentral.com/lib/how-mindfulness-can-mitigate-the-cognitive-symptoms-of-depression/>

Mindfulness – guided meditations

<http://www.freemindfulness.org/download>

Free short watch the breath meditations

<http://www.ilivethelifeilove.com/10-best-guided-meditations/>

Some great guided meditations

Tips to organise your study and tasks to aid your memory

Using Technology

- Explore using your mobile phone: does your phone have a calendar, task facility, or text-message reminder? A 'smart phone' can be a very effective tool in organising all your academic work and personal life.
- Explore setting up Google Calendar, which can send text-message reminders to the student's mobile phone. This will help you to remember and organise key appointments, and study tasks identified in tutorials.
- Use outlook calendar to organise your timetable and appointments. You can use a lot more colour with this. Outlook also has a useful 'Task tool' to set reminders of tasks to start or complete. (I use these strategies to organise myself).
- Try free resource: <http://www.mycorkboard.com/>

It's a screen saver (free) but also has other features

Clock: you can choose from a range of designs and set up reminders that will appear in my corkboard and also in windows

Sticky Notes: resizable and moveable coloured notes

To do lists: these are interactive and can include sounds when you cross off an item from your to do list.

Electronic options tend to be more colourful and interactive, but unless you put your computer on, you won't be able to access them!

Software to support students

www.browsealoud.com

Can help with reading, writing and research skills

www.ehow.com/how_10065_change-background-color.html

Changing the background of text

Dragon Naturally Speaking – voice activated typing software

Video of Dragon Naturally being used

<https://www.youtube.com/watch?v=ImlKOA1MhII>

Buy copies of Dragon (cheapest around £80)

<http://shop.nuance.co.uk/store>

<http://bdatech.org/what-technology/text-to-speech/#free>

free text to speech technology

<http://www.naturalreaders.com/index.html>

Natural Reader

TextHelp Read and Write Gold Software

<https://www.texthelp.com/en-gb/readwriteforedu>

Software for proofreading, spelling, prediction, screenruler and much more

Downloading MyStudyBar at Home

1. Open your internet browser and go to the following address http://eduapps.org/?page_id=67#MyStudyBar, this should take you to the following page:

MyStudyBar

Please note: some users have reported that anti-virus programs such as Avast and VCA are identifying the MyStudyBar 'exe' file as a Trojan. In some case the 'exe' file is being quarantined. This issue is known as a 'False/Positive' - the anti-virus program doesn't recognise the MSB exe file as being on its database of safe or 'white' applications. MSB is registered with Symantic Norton and McAfee but EduApps is in the process of registering MSB with other anti-virus developers - apologies for any inconvenience. Some anti-virus programs allow you to create 'exceptions' preventing the exe file from being blocked or quarantined.

MyStudyBar	MSB Windows XP V3	MSB Windows Vista and 7 V3
Description	Similar to popular commercial programs which use a floating toolbar to support literacy. Includes applications for mind mapping, screen masking, word prediction, talking dictionary, text-to-speech, voice recognition and more	
Version		
Download Size	135MB	136MB
Extract Size	235MB	235MB
USB Stick	512MB+	256MB+

2. There are 2 links on this page which will take you to another page.

Click on the link for the version of Windows you have on your PC, either Windows XP or Windows 7. (If you are unsure which version of windows you have, as a general rule if you bought your PC within the last 3-4 years, it will most likely be Windows 7, earlier than that and it will most likely be Windows XP).

3. Once you have clicked on the link to the version you need you will be taken to this screen:

MyStudyBar_Win7.zip

Updated on 5/7/2012 at 9:16AM 133 MB

Download

This file cannot be previewed. [Download the file](#) or view the types of [files we support](#).

4. Click on the green "Download" button to start the download. Depending on what internet browser you are using you may be asked to specify a download location or it will automatically go into a Downloads folder. Once it has been downloaded open the folder where it is.
5. The download is in .zip format and needs to be extracted before it can be used. Right-click on the file (either MyStudyBarXP.zip or MyStudyBar_Win7.zip) and select "Extract All". This opens a wizard that guides you through the process of where you want it to be extracted, it does not really matter where you put it as long as you can remember where it is.
6. Once the file has been extracted, go to where you saved it. Inside the folder there is a file called "MyStudyBar" (this may also be displayed as "MyStudyBar.exe"). Double click on this file to run the programme.

You can also create a shortcut to this file to make it easy

Mind mapping

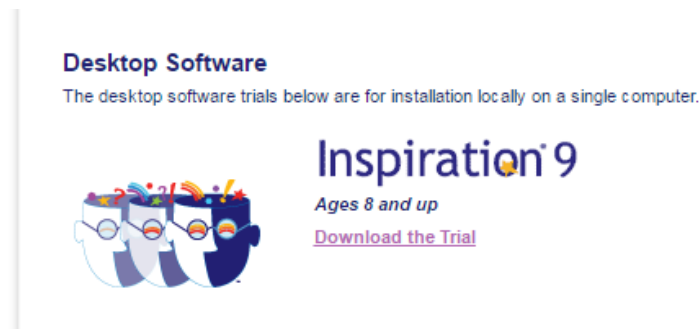
<http://www.tonybuzan.com/about/mind-mapping/>

<https://imindmap.com/how-to-mind-map/>

Guidance from the inventor of mind mapping and a free interactive course on how to mind map

<http://www.inspiration.com/freetrial>

Mind mapping software - Inspiration free 30 day trial download



Click on [Download the Trial](#)

Inspiration® 9 provides an essential framework for thinking – helping students achieve learning standards as they comprehend, create and communicate knowledge successfully.

Simply complete the form below to download your free trial.

First Name: *

Last Name: *

Job Title: *

School/Organization: *

Email Address: *

Address:

State:

Zip/Postal Code:

Country: *

What is your primary area of focus:

Are you interested in purchasing school or district-wide licenses?:

☐ Yes

☐ No

I present or train on Inspiration:

☐ Yes

☐ No

How did you hear about Inspiration:

Complete the sections with * only

Maths Functional Skills Websites

<http://www.bbc.co.uk/skillswise/maths>

(all topics with games, worksheets and quizzes)

<http://www.senteacher.org/Print/Maths/>

(printable resources for number, time and money)

<http://www.communication4all.co.uk/HomePage.htm>

(visual resources and good Fractions page)

<http://www.skillsworkshop.org/numeracy>

(worksheets to print for every topic and level)

<http://www.primaryresources.co.uk/maths/maths.htm>

(presentations and worksheets)

<http://www1.edexcel.org.uk/tot/alns2/CMA-Edexcel-web2.swf>

Onscreen practice tests

Dyslexic? Advice for students

You may benefit from trying to learn in different ways such as using visuals, doing things, listening, hands-on tactile learning.

You may benefit from breaks every twenty minutes when working at home so you can keep your concentration going; this might even just involve looking around or stretching.

You may benefit from asking your teacher if you do not understand concepts in class rather than just doing the task.

You may benefit from regularly reviewing new words or ideas and think of examples which are meaningful to you.

You may benefit from trying different ways to take notes to see which work for you e.g. mindmaps, bullet points, keywords, colour coding.

You may benefit from breaking information and instructions down into clear, bite-sized chunks

You may benefit from learning to touch-type to support writing long documents

You may benefit from giving yourself longer to revise so that you can overlearn; recap and review to ensure you can recall it when you need to.

Dyslexic?

You may benefit from using plenty of diagrams, flowcharts, mindmaps, tables and pictures to present written information.

You may benefit from using sans serif fonts such as Comic, Arial, Century Gothic when typing

You may benefit from getting all your information in one place rather than in scattered parts – holistic rather than step by step

You may benefit from using different colours to highlight information and when making your own notes to help you to remember it .

You may benefit from using lined paper if you struggle with writing on the line or your writing is very messy.

You may benefit from asking your teacher for models or templates to work from if you are not sure how to structure your writing.

You may benefit from spending time organising your work, using colour coded plastic wallets, stickers and highlighters to help you find and manage your papers.

You may benefit from using different ways to remember information such as diaries, charts, wall planners to record key dates and deadlines

You may benefit from thinking about patterns rather than lists

Dyslexic?

You may benefit from remembering information using mnemonics (e.g. each letter stands for something – **n e c e s s a r y** – **n**ever **e**at **c**heese
eat **s**almon **s**andwiches **a**nd **r**aspberry **y**oghurt

You may benefit from learning spellings by looking for words in words
e.g. carpentry – **car** **pen** **try**

You may benefit from learning spellings by using morphology – prefix, root word, suffix

e.g. photography - **photo** **graph** y - **writing** with **light**

You may benefit from learning spellings by colour coding parts focussing on the part of the word you find difficult e.g. **accomm**odation

You may benefit from talking about your ideas and recording them on your phone before you start to write an essay, then listen back to it and make a plan on paper.

You may benefit from watching films about books which you have read to help you to visualise the story

You may benefit from making notes on index cards as you read to help you remember what you have read.

You may benefit from listening to stories or reading out loud to yourself to help you understand what you are reading.

Bibliography

<http://www2.hull.ac.uk/student/disability/specificlearningdifferences/splresources.aspx>

<http://dyslexstudyskills.group.shef.ac.uk/>

<http://www.spellitright.talktalk.net/>