

Promoting reading in Child Development

Reading is a priority across the whole curriculum. We strive to provide language rich environments and a curriculum where children actively engage with high quality vocabulary.

Pupils are given access to a variety of different reading materials aside from the course textbook, which encourage higher level reading. These include –

- Medical reports
- Relevant Medical / Childcare Articles
- Government, OFSTED and NHS reports
- Relevant Legislation

How we implement this in Child Development	Impact
<p>Staff engage in CPD related to general literacy strategies, reading and disciplinary literacy.</p> <p>We give explicit vocabulary instruction</p> <p>We use reciprocal reading strategies - questioning, clarifying, summarising and predicting.</p> <p>Incorporating disciplinary literacy into the Curriculum.</p> <p>Modelling the use of new vocabulary in class - via such as Frayer models, prefix/suffix of the fortnight, false friends.</p>	<p>Training in reading and disciplinary literacy strategies. General literacy strategies and disciplinary literacy approaches are written into Schemes of learning.</p> <p>Etymology and morphology of words explicitly taught. Written and spoken use of Tier 2 and 3 vocabulary. This is highlighted in written and verbal feedback</p> <p>Using these strategies when approaching reading tasks in theory lessons contributes to students improving their reading comprehension.</p> <p>Enabling pupils to read, write, listen, think critically, and communicate their knowledge, understanding, ideas and opinions with clarity. Spelling and reading tasks are completed for homework.</p> <p>By modelling the use of sophisticated words, we promote pupils vocabulary growth and word consciousness. Tier 3 words are expected to be used within peer feedback/ discussion and challenged if not. SOL deploy key, non-negotiable terminology to be used in topic teaching.</p>