

## **Reading Impact Statement**

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.

<b>How we implement this in Performing Arts</b>	<b>Impact</b>
Staff engage in CPD related to general literacy strategies, reading and disciplinary literacy.	Training in reading and disciplinary literacy strategies. General literacy strategies and disciplinary literacy approaches are written into SOL eg: This is how we read like a performer.
We give explicit vocabulary instruction	Etymology and morphology of words explicitly taught. Written and spoken use of Tier 2 and 3 vocabulary. Observation feedback.
We use reciprocal reading strategies - questioning, clarifying, summarising and predicting.	Using these strategies when approaching reading tasks in theory lessons contributes to students improving their reading comprehension enabling them to understand the character at a deeper level.
Incorporating disciplinary literacy into the Curriculum.	Enabling pupils to read, write, listen, think critically, and communicate their performance ideas more successfully. Spelling and reading homework tasks implemented.
Modelling the use of new vocabulary in class - via such as Frayer models, prefix/suffix of the fortnight, false friends.	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.