

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.

How we implement this in Music	Impact of this
Music glossary is in place in all pupil folders.	
6 aspects of disciplinary literacy present in Music lessons include... 1. Reading Music notation 2. Reading Musical signs 3. Reading Musical symbols 4. Reading Lyrics in song and orchestral scores 5. Interpreting conducting gestures and cues 6. Dictation of both pitch and rhythm	
<p>Music staff engage in CPD related to literacy in general, reading and development of disciplinary literacy.</p> <p>Explicit vocabulary instruction – such as etymology and morphology.</p> <p>Using reciprocal reading strategies - questioning, clarifying, summarising and predicting.</p> <p>Incorporating disciplinary literacy into the curriculum (6 ideas listed above)</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.</p> <p>Etymology and morphology of words explicitly taught via such as Italian terms or Greek/Latin prefix/suffixes. Written and spoken use of Tier 2 and 3 vocabulary. Observation feedback.</p> <p>Increasing pupils' understanding and enjoyment of the texts they read</p> <p>Enabling pupils to read, write, listen, think critically, and communicate their musical ideas more successfully.</p> <p>Pupils increase their vocabulary and their ambition levels in written and spoken English.</p> <p>Feedback from pupil surveys about Tier 1-2, Tier 3, Frayer models, prefix/suffix of the fortnight is as follows... (taking away the 'don't know' option, all data is at least 85% agree/strongly agree) Use of Tier 2 vocabulary will help me in later life - 86% I feel confident using Tier 3 vocabulary - 61%</p>

<p>Marking and feedback – use of 'V' code for the pupil to move their vocabulary from tier 1 to tier 2 and 'Sp' code for spelling corrections.</p> <p>Reference in Schemes of Learning to the specifics of which what language is to be taught and how that will happen.</p> <p>Homework is issued in order for pupils to read longer pieces of formal prose in order to provide context and background, alongside developing their cultural capital. Pupils are given a piece to read out loud which may take the form of a classical concert review, for example, in order to embed the work done on such as 'What makes an effective Melody?' in Year 8, where pupils analyse Beethoven's Ode to Joy. They then record their reading on to an audio file, with various numbers of attempts allowed.</p>	<p>Frayer models help me learn etymology and definitions - 56%</p> <p>Reference to the prefix/suffix of the fortnight in Music lessons is helping me broaden my vocabulary - 75%</p> <p>Improvement in pupils' literacy skills and levels of ambition in the language they use.</p> <p>Routines embedded in lessons so both staff and pupils are aware of how and when new language will be taught.</p> <p>Pupils develop their reading fluency, automaticity and vocabulary skills alongside contextual understanding and cultural capital of the topic studied and of music in general.</p>
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