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 Art and Design	Impact
Meaningful engagement with art-making or viewing, requires that the pupils have an understanding of the fundamentals of art and design principles. Because artwork is a text itself, background information and a viewer's understanding of art principles is needed to be an informed pupil.	
• *Staff engage in CPD related to general literacy strategies, reading and disciplinary literacy.*	• General literacy strategies, reading and disciplinary literacy approaches are written into SOLs. These include artwork analysis written pieces to use of oracy in the classroom. All staff are instructed how to deliver these strategies.
• *We give explicit vocabulary instruction*	• Etymology of words and prefixes and suffixes are explored through class PPTs which include the fortnight focus. Teacher feedback utilises this vocabulary. Pupils are enabled to use tier 2 and 3 vocabularies verbally and in written work.
• *Incorporating non-fiction reading texts into our curriculum*	• These are written into homework tasks where pupils analyse artwork. Some are turned into Microsoft Teams comprehension activities that all pupils engage with. There is a non-fiction section of subject specific books outside the Art and Design classroom for reference.
• *Modelling the use of new vocabulary in class*	• Pupils are asked to repeat new words back to teachers to assist with pronunciation. They then use these words in discussions with others. The completion of schemas provides an opportunity to learn new words and their spelling
• *Marking and feedback where we use the code 'V' to highlight vocabulary that is tier 1 and should be made tier 2 by the pupil and the code 'Sp' to alert pupils to spelling they need to correct*	• Post-marking, pupils are given the time and opportunity to DIRT work and reflect on vocabulary codes to improve their literacy. • There is an improvement in pupils' literacy skills and levels of ambition in the language they use

• *There are specific references in our Schemes of Learning to what language is to be taught and how*	• SOLs contain key words which must be used throughout a project.