

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 Mathematics	Impact
<ul style="list-style-type: none"> • Staff engage in CPD related to general literacy strategies, reading and disciplinary literacy. • Mathematics specific CPD regarding pedagogy and use of terminology • We give explicit vocabulary instruction • School led and subject specific focus on prefix and suffix • Use of Frayer models to describe definition, facts, synonyms and antonyms • Mathematical reading and comprehension tasks 	<ul style="list-style-type: none"> • General literacy strategies and disciplinary literacy approaches are written into SOL e.g.: This is how we read like a Mathematician • Modelling use of terminology to help underpin mastery within the subject; Teaching and Learning for Understanding • Detail on specific mathematical words and how they are used. • Prefixes and suffixes are explored, for example tetrahedron (polyhedron), pentagon (polygon) – and associated etymology (e.g. Greek for many sided) • Frayer models deployed to address misconceptions in understanding key tier vocabulary, mathematical concepts as well as “examples” and “non-examples” to explore meaning • Pupils learn about the history of mathematics, explore a variety of subject specific and tier 2 vocabulary, with assessment based upon the comprehension task