

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 PE	Impact of this
Staff engaging in CPD related to literacy in general, reading and development of disciplinary literacy.	<ul style="list-style-type: none"> • Staff have undertaken training in reading and disciplinary literacy strategies and adapted SOL as appropriate.
Explicit vocabulary instruction used in lessons.	<ul style="list-style-type: none"> • Etymology of words and prefixes and suffixes are explored e.g. teaching 'di' and 'late' from the Latin words meaning apart and wide in relation to vasodilation.
Incorporating non-fiction reading texts into our curriculum – articles on Teams relating to activities being covered.	<ul style="list-style-type: none"> • Data on pupil engagement with reading HW is available – We have created a bank of reading resources that will be accessed through Teams with questions relating to the articles to assess understanding.
Continue to promote the subject library currently based in the PE office. We will make this more easily accessible to pupils.	<ul style="list-style-type: none"> • Students more confident to speak openly about topics they have covered from the books.
Modelling the use of new vocabulary in class and within displays around the department.	<ul style="list-style-type: none"> • As tier 2 and 3 vocabulary is promoted students will use these verbally and in written pieces.
Use of Frayer models to describe definition, facts, synonyms and antonyms e.g. agonist/antagonistic	<ul style="list-style-type: none"> • Pupils have access to these in GCSE coursework and therefore can explore definitions, applications of the vocabulary and non-example.
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.	<ul style="list-style-type: none"> • Data related to quality of written communication in VCert/GCSE lessons e.g. SPAG marks and exam board feedback.
References in our Schemes of Learning to what language is to be taught and how. This will include vocabulary relevant to the activity.	<ul style="list-style-type: none"> • As Tier 2 language is built into the activity plans, it is explicitly referenced throughout a unit of work and tier 2 vocabulary is demanded of pupils.