

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 Performing Arts | Impact |
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| <ul style="list-style-type: none"> • <i>Staff engage in CPD related to general literacy strategies, reading and disciplinary literacy.</i> • <i>We give explicit vocabulary instruction</i> • <i>We use reciprocal reading strategies - questioning, clarifying, summarising and predicting</i> • <i>Incorporating non-fiction reading texts into our curriculum</i> • <i>Modelling the use of new vocabulary in class</i> • <i>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</i> • <i>References in our Schemes of Learning to what language is to be taught and how</i> | <ul style="list-style-type: none"> • <i>General literacy strategies and disciplinary literacy approaches are written into SOL eg: This is how we read like an actor/Dancer</i> • <i>Etymology of words and prefixes and suffixes are explored e.g. teaching 'inter' from the Middle English language meaning between, within, among, together,</i> • <i>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.</i> • <i>These are written into HW tasks. Some are turned into Microsoft Teams comprehension where non-fiction articles are uploaded to be read.</i> • <i>By modelling the use of sophisticated words, we promote students' vocabulary growth and word consciousness. Tier 3 words are expected to be used within peer feedback/ discussion and challenged if not.</i> • <i>Students are given the time and opportunity to DIRT work and reflect on vocabulary codes to improve their literacy</i> • <i>SOL deploy key, non-negotiable terminology to be used in topic teaching – added to Knowledge organisers</i> |