

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 FOOD PREPARATION AND NUTRITION | 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>There are specific 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, reading and disciplinary literacy approaches are written into SOLs e.g. 'This is how we read like a cook/chef'. All staff are instructed how to deliver these strategies.</i> • <i>Etymology of words and prefixes and suffixes are explored e.g. teaching 'macro' from the Greek meaning big within the word 'macronutrients'. Pupils are enabled to use tier 2 and 3 vocabularies verbally and in written work.</i> • <i>This contributes to students improving their reading comprehension, and thus becoming better readers.</i> • <i>This fosters curiosity and allows us to add breadth to the curriculum. Some are written into HW tasks. Some are turned into Microsoft Teams comprehension activities that all pupils engage with.</i> • <i>By modelling the use of sophisticated words, we promote students' vocabulary growth and word consciousness.</i> • <i>This improves pupils' literacy</i> • <i>This ensures consistency of approach from all staff teaching the subject and does not rely on assumption of what each teacher knows.</i> |