

*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 RE	Impact
<ul style="list-style-type: none"> <li>• <i>Staff engage in CPD related to general literacy strategies, reading and disciplinary literacy.</i></li> <li>• <i>We give explicit vocabulary instruction</i></li> <li>• <i>We use reciprocal reading strategies - questioning, clarifying, summarising and predicting</i></li> <li>• <i>Incorporating non-fiction reading texts into our curriculum</i></li> <li>• <i>Modelling the use of new vocabulary in class</i></li> <li>• <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></li> <li>• <i>References in our Schemes of Learning to what language is to be taught and how</i></li> <li>• <i>Use of Frayer models to describe definition, facts, synonyms and antonyms</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>General literacy strategies and disciplinary literacy approaches are written into SOL eg: This is how we read like a Philosopher</i></li> <li>• <i>Etymology of words and prefixes and suffixes are explored e.g. teaching 'ism' from the Greek language meaning a distinctive practice, system, or philosophy.</i></li> <li>• <i>Using these strategies when approaching reading tasks in theory lessons.</i></li> <li>• <i>These are written into HW tasks. Some are turned into Microsoft Teams comprehension where non-fiction articles are uploaded to be read before a LST about the key facts. There is a non-fiction section of subject specific books and journals in Humanities</i></li> <li>• <i>Use of the PiXL unlock template when new, integral tier 3 vocabulary is introduced.</i></li> <li>• <i>Post-marking, students are given the time and opportunity to DIRT work and reflect on vocabulary codes to improve their literacy. Standard slide across Humanities</i></li> <li>• <i>SOL deploy key, non-negotiable terminology to be used in topic teaching</i></li> <li>• <i>Frayer models deployed to address misconceptions in understanding key tier vocabulary and when</i></li> </ul>