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 SCIENCE	Impact
• *Staff engage in CPD related to general literacy strategies, reading and disciplinary literacy.*	• *General literacy strategies, reading and disciplinary literacy approaches are written into SOLs*
• *We give explicit vocabulary instruction. PixL unlock sheets and Frayer models used consistently throughout the department (See SOL). Key terms are 'yellow boxed' throughout students notes to encourage the use of terms in both their written and verbal work. SOL also includes typical misconceptions of key terms.*	• *Etymology of words and prefixes and suffixes are explored e.g. teaching 'photo' from the Greek meaning light.*
• *We use reciprocal reading strategies – reading aloud, modelling reading and thought processes, questioning, clarifying, summarising and predicting E.g. using reading comprehension activities, once a topic with KS3 and once a fortnight with Year 10.*	• *Using these strategies when approaching reading tasks in theory lessons.*
• *Incorporating non-fiction reading texts into our curriculum, each lesson is delivered with a piece of text, students are encouraged to refer to this throughout the lesson. Contemporary science journalism is provided to Year 10 during our 'reading task' lesson.*	• *Improving the understanding of the structure of scientific text so cognitive load can be focus of understanding the scientific content rather then the structure. This also teaches students how to be efficient when researching scientific text.*
• *Modelling the use of new vocabulary in class. Frayer models and PixL unlock sheet include a 'use it in a sentence' section.*	• *This encourages students to see key terms as more than just a definition and therefore allows terms to be consolidated within student understanding and used with more confidence.*

• *Spelling tasks are used in KS3 lessons, every 3rd lesson. Teacher models the use of the term when assessing spellings.*	• *These are used to increase students' exposure to key terms and improve student confidence in spelling and therefore the use of terms.*
• *Marking and feedback where we use the code 'V' to highlight key scientific vocabulary and the code 'Sp' to alert pupils to spelling they need to correct*	• *More regular use to key terms.*
• *Seneca homework is set for all students- students are to read the information provided then complete questions*	• *Regular repetition of key topics, scientific terms are provided and highlighted for students to read and complete tasks on.*