

Disciplinary literacy:

Our stepped approach includes curriculum leaders ensuring that language and reading development is embedded across all programmes of learning by focussing on:

- **Talk like a specialist:** we will provide targeted vocabulary instruction in every subject.
- **Read like a specialist:** we will develop pupils' ability to read complex academic texts.
- **Write like a specialist:** we will combine writing instruction with reading in every subject.

Curriculum thinking documentation ensures that literacy knowledge and skills are actively promoted. Each academic term will focus on a key Area of Language and Reading.

Read like a specialist:

We expect pupils to be given opportunities to read widely and often. We expect explicit teaching of reading strategies appropriate to each discipline. As such, all staff are trained in Reciprocal Read strategies.

The 4 Key Strategies

The teacher should model the following strategies:

1. Questioning

Questioning prompts students to reflect on their text and ensures they understand it effectively. Without questioning, students may passively read the text. By asking questions, your student must actively engage with what they are reading.

Questions can begin with the phrases:

Who?
What?
When?
Where?
Why?
How?

The teacher will need to model questioning strategies and provide cue cards to help students.

2. Summarising

Summarising requires students to explain the 'big picture' succinctly. A summary should explain the key events or elements of a text and be paraphrased (in their own words). It needs to get across the important information without getting caught in too many details.

This capacity to identify what is important and what is not important is a skill that shows a student has successfully comprehended the text.

Summaries can include questions like:

What is the main idea of the text?

What is the order of events?

Outline the main characters or locations in the text.

Explain the 5 key points.

Explain the one or two of the 8 elements of a story (see additional documents)

3. Clarifying

Clarifying involves 2 steps:

Identifying when you don't understand or have lost your place.
Using strategies to clarify or 'patch up' your gaps in knowledge.

In the first step, students need to be open about what they don't understand. If the group is reading together, the student might speak up and say, "I need clarification" or "I am now confused".

Teachers can help the student by:

Re-reading a confusing passage.
Identifying cues such as images or sub-headings that help guide their comprehension.
Looking for important keywords that might help reorient the readers.
Allowing discussion of the issue with peers to triangulate comprehension.

4. Predicting

Students make predictions about what they will expect to occur based on the evidence they have at hand right now. Readers might use the title, images, the blurb, or contents pages to help students make informed predictions. If the front cover of a book has images of rabbits on it, there's a good chance the book will be about rabbits, etc.

A prediction does not have to come true. Simply, the student should make a prediction of something that may occur and be able to state why they feel that way.










Examples

Look: Students look together at the front page of a book.

Predict: One student asks another to predict what will happen. They should start their sentence with "I predict..."

Evidence: The teacher may ask, "Why do you predict this?" They should respond with, "I predict this because..."

Direct instruction of vocabulary sits within the teaching of reading in each subject area. Prior to reading a challenging text, teachers are encouraged to complete a pre-reading activity to aid comprehension.

1) Predict  Using the title, the layout, connections to prior learning, the images etc. – get the pupils to make a prediction about the text's content <i>prior to reading the text</i>	2) Modelled Reading  Read the text to the pupils . Here you can model expert reading, including pronunciation of new terms, emphasis as and where appropriate etc.	3) Active Reading  Pupils should read the text independently, identifying any vocabulary they need clarifying . Simply put - underline any words/phrases they don't understand.
4) Clarifying  Clarify any words/phrases the pupils do not understand. Model dictionary use, deciphering meaning from context, use of etymology etc.	5) Reading Out Loud  Either as a whole group chorus, in pairs, or in small groups (depending on text/group) – give the pupils chance to read the text out loud .	6) Discuss  Allow pupils the time to discuss the text they've read. Pupils will likely need scaffolding and structure here - don't assume they know <i>how</i> to discuss.
7) Question  Pupils should generate their own questions for either the teacher or the class to answer . Teachers should also have pre-planned questions about the text.	8) Summarise  Before moving on, ensure pupils can summarise what they've read. If they can't, you need to revisit to address whatever the misconceptions are.	9) Respond  Now pupils have constructed meaning from a text, they need to do something with it! Answer questions, manipulate, reproduce, etc.