

Reading Aims:

- To ensure students are equipped to understand command words in questions.
- To ensure students are equipped with a range of independent reading strategies to aid comprehension when reading.
- To ensure students are equipped with a range of independent reading strategies when interpreting how authorial intent/language/structure impact the meaning of a text.
- To support students in understanding complex vocabulary that they encounter in their reading.
- To encourage students to read for pleasure outside of the lessons.

Strategies*:

- 1) To support understanding of exam questions**
 - Encourage students to independently highlight the key words in the question
 - Support students to annotate key words with definitions/synonyms to aid understanding
 - Teach students to distinguish between the focus of the question and superficial, surface level information
- 2) To aid comprehension of texts**
 - Utilise prediction tasks
 - Activate prior knowledge
 - Use questioning (teacher-led or pupils generate their own questions about a text)
 - Encourage pupils to identify areas of uncertainty and seek information for clarification
 - Utilise summary tasks
 - Teach students how to benefit from reading support given in a text (e.g. glossary)
 - Encourage reading for pleasure outside of lessons through homework
- 3) To aid understanding of authorial intent and a writer's language/structure choices**
 - Teach students to skim and scan for relevant information
 - Encourage students to label paragraphs with their focus
 - Encourage students to draw lines in the text to indicate where the focus changes
 - Model identification of good evidence
 - Explicitly teach language/structure techniques
 - Encourage students to apply prior knowledge of context to the text
- 4) To support students' understanding of complex vocabulary**
 - Encourage independence with word-checking (using dictionaries and inferring the meaning of words through context)
 - Use graphic organisers
 - Encourage students to explore the etymology and morphology of words
 - Use vocabulary games
 - Use low stakes testing and spacing

** The list of strategies given is a selection of some of the strategies that are used throughout the department. Teachers are not obligated to use all strategies listed.*

Writing aims:

- To ensure students are equipped with strategies to construct their answers.
- To ensure students are equipped with a range of independent strategies to enable them to plan their answers carefully.
- To equip students with strategies to reflect on and redraft their writing.
- To explicitly teach spelling, punctuation and grammar to enable students to write fluently.
- To support students in writing creatively, through teaching them to use ambitious vocabulary, language devices and structural techniques.

Strategies*:

- 1) To support students in constructing/structuring their answers**
 - Encourage students to use PETAL when appropriate
 - Use of sentence starters
 - Use of word banks
 - Activating prior knowledge
 - Support students with their understanding of command words in a question
- 2) To aid planning of answers**
 - Model effective planning strategies
 - Teach students to use graphic organisers effectively
- 3) To support students in reflecting on their work**
 - Encourage students to use checklists
 - Use of peer/self-assessment
 - Create a culture where redrafting work is normal and encouraged
- 4) To enable students to write fluently**
 - Teach subject-specific spellings and respond to common spelling errors
 - Teach students to use a range of punctuation
 - Teach students to use Standard English appropriately with controlled grammatical structures
 - Mark written responses for SPAG as per the marking policy
- 5) To enable students to write creatively**
 - Teach ambitious vocabulary and language/structure devices
 - Encourage students to evaluate the impact of writers' use of vocabulary and language/structure devices

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Spoken Language Aims:

- To ensure students are equipped to use a range of vocabulary as well as subject specific vocabulary in their spoken language.
- To ensure students are equipped with the skills to structure a spoken presentation
- To support students to use spoken Standard English.
- To teach students how to listen and respond formally.
- To provide students with opportunities for structured talk.

Strategies*:

- 1) To support students in using a range of vocabulary as well as subject specific vocabulary in discussion**
 - Model a range of vocabulary in teacher's own speech
 - Explicitly teach new vocabulary
 - Encourage students to use vocabulary from reading material
 - Use of word banks
 - Use of peer-assessment
- 2) To aid planning of spoken presentations**
 - Teach and model effective planning strategies
 - Use of peer-assessment
- 3) To support students in using Standard English**
 - Model spoken Standard English
 - Correct inaccuracies in spoken Standard English
- 4) To support students in listening and responding formally**
 - Give opportunities for students to practise listening for specific or key information
 - Frequently use verbal questioning and encourage all students to engage
- 5) To provide students with opportunities for structured talk**
 - Use questioning to enable students to clarify, support or develop their ideas
 - Provide scaffolds
 - Give 'wait time'

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