

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 and answering exam questions.
- To ensure students are equipped with a range of independent reading strategies when interpreting musical scores.
- To support students in understanding complex vocabulary that they encounter in their reading.
- To encourage students to listen to music for pleasure outside of the lessons.

Strategies*:

Key Stage 3

- Glossaries – to aid the understanding of musical elements – these are then reinforced every lesson when giving feedback.
- PLCs used to mark key terminology that is reinforced during lesson time.
- A variety of ways to present notation e.g. graphic scores, tab, music scores etc – students then have to apply these to practical scenarios.
- Use of mnemonics to help with key terminology – subject specific.
- Mark for spelling in assessments – subject specific.

Key Stage 4

- Students learn to pick out key facts from a scenario.
- Glossaries enable students to identify command words.
- Writing frames used to help structure longer answers.
- Quick revision questions focus students on subject-specific language.
- Students are prepared to respond to the “describe, explain, analyse” format of BTEC work.
- Skills of interpreting notation are developed from KS3 – instrument specific for each individual child.
- Exemplar work used to model top-level answers.

Key Stage 5

- Note taking and research skills are taught and re-inforced.
- Glossaries enable students to identify command words.
- Students are prepared to respond to the “describe, explain, analyse” format of BTEC work.
- Quick revision questions focus students on subject-specific language.
- Skills of interpreting notation are developed– instrument specific for each individual child.
- Exemplar work used to model top-level answers.

** 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, especially by describing, explaining and analysing all points.
- 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 correct spelling, punctuation and grammar to enable students to write fluently.

Strategies*:

Key Stage 3

- Word banks, sentence starters and prior knowledge help pupils write in a structured way.
- Effective writing is modelled.
- Subject-specific spellings are taught and written work is marked for SPAG.

Key Stage 4

- Word banks, writing frames, sentence starters and prior knowledge all help structure answers in exams and longer coursework writing.
- Quick revision questions focus students on subject-specific language.
- Students are prepared to respond to the “describe, explain, analyse” format of BTEC work.
- Exemplar work used to model top-level answers.
- Subject-specific spellings are taught and written work is marked for SPAG.

Key Stage 5

- Glossaries enable students to identify command words.
- Students are prepared to respond to the “describe, explain, analyse” format of BTEC work.
- Exemplar work used to model top-level answers.
- Subject-specific spellings are taught and written work is marked for SPAG.

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.

** 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.*

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 the 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'

Key Stage 3

- New vocabulary is explicitly taught.
- Range of vocabulary is modelled in teacher's speech.
- Word banks, wall displays and glossaries provide easy reference.
- Questioning enables students to engage and develop ideas.
- Time is given for pupils to reflect before responding orally.

Key Stage 4

- New vocabulary is explicitly taught.
- Range of vocabulary is modelled in teacher's speech.
- Word banks, wall displays and glossaries provide easy reference.
- Questioning enables students to engage and develop ideas.
- Time is given for pupils to reflect before responding orally.
- Opportunities are given in class for discussion relating to practical work.
- Required formal presentations are structured, developed and monitored over time to ensure the best work is submitted.

Key Stage 5

- New vocabulary is explicitly taught.

** 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.*

- Range of vocabulary is modelled in teacher's speech.
- Word banks, wall displays and glossaries provide easy reference.
- Questioning enables students to engage and develop ideas.
- Time is given for pupils to reflect before responding orally.
- Opportunities are given in class for discussion relating to practical work.
- Required formal presentations are structured, developed and monitored over time to ensure the best work is submitted.