

## Reading Aims:

- To ensure students are equipped to understand command words in questions
- To support students in understanding complex vocabulary that they encounter in their RE reading
- To ensure students are confident to recall and define key RE language
- To ensure students are confident to use RE language in appropriate context

## 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
  - Classroom display
- 2) To aid comprehension of key terminology:
  - Utilize low stakes testing
  - 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
  - Utilize summary tasks
  - Frayer model
  - Key word carousel
- 3) Recall and define key RE language:
  - Key word bingo
  - Noun play
  - Encourage students to apply prior knowledge
- 4) To support students' understanding of RE language in context:
  - Use graphic organisers
  - Encourage students to explore the etymology and morphology of words
  - Use vocabulary games
  - Use low stakes testing and spacing
  - Relevant articles from the news
  - Relevant articles from extra-curricular sources

*\* 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 extended answers, through teaching them to use tier 3 vocabulary.
- To support students in writing extended answers, through teaching them how to respond effectively to command words.

## Strategies\*:

- 1) To support students in constructing/structuring their answers:**
  - Encourage students to use PEEL 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
  - Share model answers with students
  - Evaluate the effectiveness of model answers in addressing specific exam questions
- 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
  - Effective use of DIRT time and SMART targets which allow students to improve their work
- 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
  - Teach students to use a range of connectives
  - Teach students to use evaluative language and tier 2 language effectively
  - Teach students the meaning of command words

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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 participate in formal discussion and debate.
- 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 key word low stakes testing
  - Use of peer-assessment
  - Include regular opportunities for structured talk, discussion and debate
- 2) To support students in using Standard English:**
  - Model spoken Standard English
  - Correct inaccuracies in spoken Standard English
- 3) 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
  - Include regular opportunities for structured talk, discussion and debate
- 4) To provide students with opportunities for structured talk**
  - Use questioning to enable students to clarify, support or develop their ideas
  - Plan for P4C activities
  - Give 'wait time'
  - Include regular opportunities for structured talk, discussion and debate

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