

DT

Thomas Adams: Read to Succeed

How to incorporate reading in the curriculum

Working towards a departmental literacy policy

Potential strategy	Model of good practice	Will be used departmentally wide (X)
Present information via text rather than PowerPoint		
Buy / use textbooks which embed reading activities		Department booklets have embedded keywords, tasks and briefs set out review as part of each lesson, students are encouraged to read through the text and keywords such as recipe cards, technique means and briefing setting tasks. Theory books are used to review and revise theory topics and students read are encouraged to read these along with the teacher.
Prepare workbooks which embed reading activities		Workbooks already have keywords and fill in gaps tasks added. Tasks and outlining of techniques are also used as a reading tool. The department plans to build on this further in the future with actual embedded text for read through tasks to start or introduce a practical demo, section or briefing.
Incorporate the use of newspapers into content delivery	The Literary Hinterland: A Lesson I Love... – codexterous (home.blog)	Theory and research tasks on KS5 often refer to live projects briefs or news, news articles or coverage used in connection to design briefs.
Subject related articles		Magazines, textbooks, trend forecasting reports, Design books, online recipe links. All referred to for research links.
Subject related books		Trend forecasting books, Wide range of technical

		skills books and design books. Recipe books and health living.
Biographies		Only undertaken with Year 11 research and Year 13 essay's
Blogs		NA
Develop accountable reading routines		
Unseen questions: reading first, then looking at some questions. <i>This encourages reading of the full text without skimming</i>	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 11 Alternatives to Round Robin (and Popcorn) Reading Edutopia	Reading through step-by-step approaches to a practical, for example an 'how to' then recapping information like reading through a recipe together then recapping the steps asking questions and checks that need to be undertaken.
Search questions: using a text to find answers to specific questions. <i>This helps develop scanning techniques</i>		Theory booklets ask students to complete the sentences from information given from the lesson, these keywords are then recapped and shown in terms of understanding in the practical tasks.
Summarising: <i>This develops 'reading for gist' which can be important for longer pieces.</i>		
Develop oral or echo reading routines to boost fluency		
The teacher reads a short section of text aloud, explaining words and concepts as needed. Students then: Read the same text back to each other, simultaneously, alternating lines or paragraphs or each repeating the same text again		Technical terms and definitions teacher reads and introduces the technical terms and the process being explored, students can then read this back and explain what it means to a peer. Or shows the teacher the undertaking through completing the steps set.
Set accountable reading tasks for homework		
Teacher sets a reading task for homework e.g. 2-3 sides of an article, a textbook section or a book chapter	Five Ways To: Weave Reading into the Curriculum – teacherhead	

Teacher sets a wider reading task for homework provide subject hinterland	Five Ways To: Weave Reading into the Curriculum – teacherhead	
Explicitly teach tier 2 & 3 vocabulary		
Evidence of key terminology glossaries in textbooks/exercise books/attention drawn to lesson key terminology and definitions during lesson		All KS3 booklets have keywords and glossaries added at the front, these are filled in by students as they cover the new techniques. Word mats used to help in theory and student annotations.
Use the 'Frayer' model to introduce tier 3 vocabulary into your subject	Using The Frayer Model to Teach Vocabulary Concepts - Vocabulary Luau	
Break down tier 3 (subject specialist) vocabulary into their etymological and morphological roots <i>e.g. photosynthesis : photo meaning 'light' and synthesis 'to build'</i>	Morphology and Etymology - Vocab Strategies (weebly.com)	

Marking and feedback:

Although Thomas Adams has moved away from the strict adherence to previous SPAG marking and feedback policy. There should be an obvious emphasis on the correction of misspelt tier 3 vocabulary.

This should be directed as an identification of misspelling and 3 attempts from students to correct misspelt word.