

## History

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)
<b>Present information via text rather than PowerPoint</b>		
Buy / use textbooks which embed reading activities		Very good selection of textbooks, especially at KS4 and KS5. Students read from the textbook in whole class reading activities or for the completion of questions. 'Popcorn' is used.
Prepare workbooks which embed reading activities		Just introduced a workbook for the 'Development of USA unit at GCSE. Will see how it goes before perhaps introducing it for other units.
Incorporate the use of newspapers into content delivery	<a href="#">The Literary Hinterland: A Lesson I Love... – codexterous (home.blog)</a>	Year 7 homework to see the historical content on TV (TV page)
Subject related articles		Subscribe to 'History Ireland' and 'Modern History Review'
Subject related books		Available for all key stages and located in the History rooms
Biographies		Used extensively for Making of Modern Britain unit at KS5
Blogs		No
<b>Develop accountable reading routines</b>		
Unseen questions: reading first, then looking at some questions. <i>This encourages reading of the full text without skimming</i>	<a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	Used consistently through all Key Stages

Search questions: using a text to find answers to specific questions. <i>This helps develop scanning techniques</i>	<a href="#">11 Alternatives to Round Robin (and Popcorn) Reading   Edutopia</a>  	This is a regular activity across all key stages
Summarising: <i>This develops 'reading for gist' which can be important for longer pieces.</i>		
<b>Develop oral or echo reading routines to boost fluency</b>		
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		Do something similar, where paired students read contrasting arguments, then play verbal tennis, losing points if they look at the cards.
<b>Set accountable reading tasks for homework</b>		
Teacher sets a reading task for homework e.g. 2-3 sides of an article, a textbook section or a book chapter	<a href="#">Five Ways To: Weave Reading into the Curriculum – teacherhead</a>	Used extensively for higher ability students.
Teacher sets a wider reading task for homework provide subject hinterland	<a href="#">Five Ways To: Weave Reading into the Curriculum – teacherhead</a>	Used widely for higher ability students at KS3/4 and for all students at KS5
<b>Explicitly teach tier 2 &amp; 3 vocabulary</b>		
Evidence of key terminology glossaries in textbooks/exercise books/attention drawn to lesson key terminology and definitions during lesson		A Knowledge Organiser is placed in the front of exercise books for all classes in KS3. Needs to be extended to all key stages
Use the 'Frayer' model to introduce tier 3 vocabulary into your subject	<a href="#">Using The Frayer Model to Teach Vocabulary Concepts - Vocabulary Luau</a>	Differentiated literacy mats used across key stages
Break down tier 3 (subject specialist) vocabulary into their etymological and morphological roots e.g. photosynthesis : photo meaning 'light' and synthesis 'to build'	<a href="#">Morphology and Etymology - Vocab Strategies (weebly.com)</a>	

**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.***