

Law

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	 <p>OCR Law, second edition (Hodder Education) Can be purchased online for much smaller cost £10 (several have done so)</p>	Yes
Prepare workbooks which embed reading activities	 <p>Each topic has a power point which is pre-printed and pre-populated. Students are encouraged to read this prior to their lessons. They regularly have to highlight wording/jargon that they do not understand and we discuss the meaning.</p> <p>Worksheets given which requires students to read and any comprehension questions.</p>	
Incorporate the use of newspapers into content delivery	<p>The Literary Hinterland: A Lesson I Love... – codexterous (home.blog)</p> <p>Articles from BBC news, The Times and Guardian and the A level Law Review.</p> <p>Chapters and sections from The Secret Barrister and An Introduction to Philosophy (Arnold, Benditt and Graham)</p> <p>Cases from recent Case Books – stretching those HA students in preparation for undergraduate study.</p>	
Subject related articles		
Subject related books		
Biographies		
Blogs		
Develop accountable reading routines		
Unseen questions: reading first, then looking at some questions.		

<p><i>This encourages reading of the full text without skimming</i></p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Search questions: using a text to find answers to specific questions. <i>This helps develop scanning techniques</i></p>	<p>11 Alternatives to Round Robin (and Popcorn) Reading Edutopia</p> <p>Regularly introduce concepts with either or statements which the students then have to use the text to justify their answer and response.</p>	
<p>Summarising: <i>This develops 'reading for gist' which can be important for longer pieces.</i></p>	<p>Use of legal Glossary.</p> <p>Reading beginning, middle and end of texts and the beginning of each paragraph when researching.</p> 	
<p>Develop oral or echo reading routines to boost fluency</p>		
<p>The teacher reads a short section of text aloud, explaining words and concepts as needed.</p> <p>Students then:</p> <p>Read the same text back to each other, simultaneously, alternating lines or paragraphs or each repeating the same text again</p>	<p>I read everything aloud in the classroom before explaining it.</p> <p>Need to work on this approach to engage students.</p>	
<p>Set accountable reading tasks for homework</p>		
<p>Teacher sets a reading task for homework e.g. 2-3 sides of an article, a textbook section or a book chapter</p>	<p>Five Ways To: Weave Reading into the Curriculum – teacherhead</p> <p>Homework and 5th Hour of the week regularly used for further reading – see above.</p>	

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	Glossaries in back of text books and worked on throughout the course. Legal jargon and latin always defined in power point.	
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 e.g. photosynthesis : photo meaning 'light' and synthesis 'to build'	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.