

Thomas Adams: Read to Succeed - RE  
*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		Good selection of textbooks. We use these a lot especially at KS4 and KS5. Students are encouraged to read from the textbook in whole class reading activities or for the completion of questions
Prepare workbooks which embed reading activities		We do not use workbooks
Incorporate the use of newspapers into content delivery	<a href="#">The Literary Hinterland: A Lesson I Love... – codexterous (home.blog)</a>	Through homework. Students are set homework asking them to research stories and articles on religious and moral issues such as abortion and euthansia
Subject related articles		At KS5 the students have access to “Dialogue” a philosophy and ethics magazine
Subject related books		Available throughout all the key stages and located in the RE rooms
Biographies		Have a couple of these on famous religious figures such as Martin Luther King, Gandhi and Mother Teresa
Blogs		Don't use these
<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>	Utilised a lot through all Key Stages

<p>Search questions: using a text to find answers to specific questions. <i>This helps develop scanning techniques</i></p>	<p><a href="#">11 Alternatives to Round Robin (and Popcorn) Reading   Edutopia</a></p>	<p>Again used a lot in our teaching activities</p>
<p>Summarising: <i>This develops 'reading for gist' which can be important for longer pieces.</i></p>		<p>Used in KS4 and KSD5. Less used at KS3 so perhaps this is something we could incorporate more in our KS3 activities</p>
<p><b>Develop oral or echo reading routines to boost fluency</b></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>Do not do this – again perhaps could be incorporated into our activities.</p>
<p><b>Set accountable reading tasks for homework</b></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><a href="#">Five Ways To: Weave Reading into the Curriculum – teacherhead</a></p>	<p>Not done very much – could be done</p>
<p>Teacher sets a wider reading task for homework provide subject hinterland</p>	<p><a href="#">Five Ways To: Weave Reading into the Curriculum – teacherhead</a></p>	<p>Not done very much – could be done</p>
<p><b>Explicitly teach tier 2 &amp; 3 vocabulary</b></p>		
<p>Evidence of key terminology glossaries in textbooks/exercise books/attention drawn to lesson key terminology and definitions during lesson</p>		<p>Already done at KS4. We are in the process of compiling vocab lists for each KS3 topic to be placed into books.</p>
<p>Use the 'Frayer' model to introduce tier 3 vocabulary into your subject</p>	<p><a href="#">Using The Frayer Model to Teach Vocabulary Concepts - Vocabulary Luau</a></p>	<p>Not done at moment</p>
<p>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></p>	<p><a href="#">Morphology and Etymology - Vocab Strategies (weebly.com)</a></p>	<p>Not done at moment</p>

**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.***