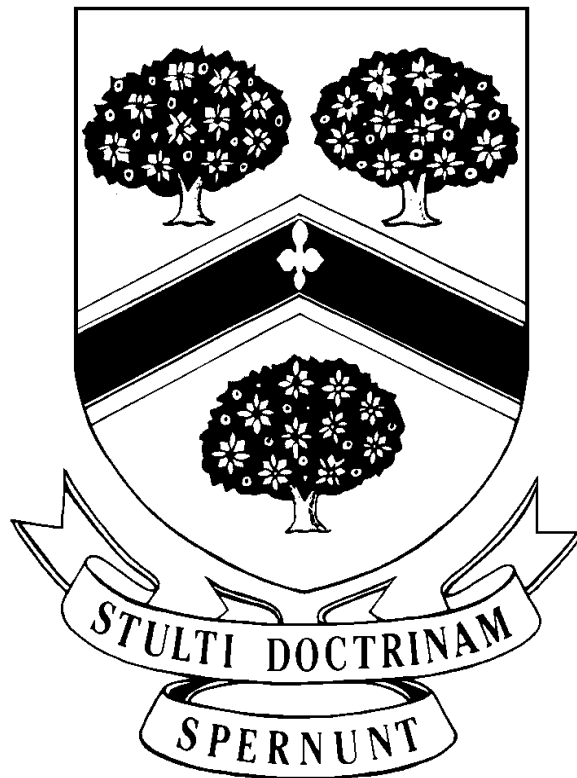


THORNTON GRAMMAR SCHOOL

**A SPECIALIST SPORTS, SCIENCE & APPLIED LEARNING
TRUST SCHOOL**



FOUNDED 1673

POLICY FOR LANGUAGE ACROSS THE CURRICULUM

REVIEWED:

LANGUAGE ACROSS THE CURRICULUM POLICY AND GUIDANCE

PRINCIPLES

Thornton Grammar School will recognise and value the language capacity of every child irrespective of ability, background and home language. The school will provide opportunities for each child to increase his/her capacity for self expression and learning by language enhancement.

The language across the curriculum policy will enable all children to have access to the curriculum and to a full range of learning experiences. Each child will be provided with a language diet which enables him or her to grow personally and linguistically.

The ethos of the classroom will be such that it accords all students hospitality for what they have to bring and enables them to feel safe to try out hypotheses and grow as independent learners.

AIM

The purpose of this policy is to promote the development of students' ability to use language effectively across the curriculum by fostering a whole school approach.

OBJECTIVES To enable teachers to:

develop a shared understanding of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of students' ability to communicate effectively.

- be clear about the ways in which their work with students contributes to the development of students' communication skills
- take account of the needs of all students, including the more able those with special educational needs and students for whom English is an additional language
- structure lessons appropriately in ways that support and stimulate language development and define how learning objectives for students are to be achieved
- foster in students an awareness of commonality of language skills.

GENERAL GUIDANCE *(For subject-specific guidance, departments are referred to individual SCAA/QCA Use of Language pamphlets)*

Students' use of language is a vital skill, which influences their progress in every area of the curriculum. The significance of use of language is

recognised by the inclusion in the Common requirements of most Orders that

"Students should be taught to express themselves clearly in both speech and writing, and to develop their reading skills. They should be taught to use grammatically correct sentences and to spell and punctuate in order to communicate effectively on written English. "

LANGUAGE AND LEARNING

All lessons include, and largely depend on, oral and written communication. The teacher's role in explaining, questioning, describing, organising and evaluating in the classroom are mostly conducted through talk, and sometimes writing. Students are often answering, discussing and working out ideas through talk, and they commonly write in order to record, summarise, note, show evidence of understanding and develop ideas and argument. To be successful learners, students need to read in order to gain access to information and ideas from a range of texts and sources and to evaluate them. They also need to understand how texts are constructed.

Work in each subject develops specific aspects of students' English, since all subjects include demands for specialist concepts and vocabulary and particular uses of spoken and written English. Each subject also develops students' general ability to communicate as work is discussed, speculations made, events described, processes reported and explanations given. Helping students to say what they want to say clearly, using vocabulary and grammar accurately to do so, in the appropriate register and across a range of tasks and settings, enhances and enriches teaching and learning in all subjects.

Students' talking and writing provides evidence of their abilities to understand, imagine, explore, analyse, make explicit, evaluate, elaborate, interpret, hypothesise, and reflect. These abilities are integral to learning. Some subjects, especially art, music and physical education, have other ways of expressing ideas and showing skills, but in these subjects too, using language to reflect on what has been learnt is a vital part of confirming learning.

EFFECTIVE AND ACCURATE USE OF LANGUAGE

Thornton Grammar School recognises the multi-lingual nature of its pupil population and is aware of the contribution which language makes to promoting equality of access, positive images with respect to race, class and gender, and anti-racist and anti-sexist perspectives. It is also conscious of the relationship between language, personal identity and self-image in its interaction with students and adults from all linguistic backgrounds. Thus, the school values all languages and dialects and encourages students to recover or develop and maintain their heritage language. At the same time it is recognised that students should be taught to express themselves correctly and appropriately. They should be able to use specialist subject language appropriately and also be able to spell them. Since Standard English,

spoken and written, is the language in which, for the most part, subject knowledge and skills are transmitted and discussed, students should be taught to recognise and use the standard forms. In writing, the punctuation of sentences, correct spelling and adherence to grammatical conventions are vital. It also means that students should be taught how to organise and present their writings in logical and coherent forms for maximum effect.

As students develop their subject knowledge and understanding, they need increasingly sophisticated and exact ways of saying what they mean. Through this they can express more subtle distinctions and more complex ideas. To do so they not only employ a more developed vocabulary, but also a range of grammatical constructions and ways of conveying shades of meaning or stages of argument.

Examples:

- Simple sentences are effective in expressing single ideas or views which are straight forward, but
As soon as a greater complexity of thought is needed then particular grammatical structures will need to be used, e.g. 'then... ', 'because... ', 'however... ', 'therefore... '. In such ways, sequential and causal relationships, contrasts or conclusions can be expressed. Such expressions represent key concepts in a number of subjects and students need to learn to appreciate their significance and use in context.

Nicotine and tar from smoking can severely damage your lungs. The nicotine affects the sides of the lungs, and therefore it also affects the alveoli. The lungs can then no longer control gaseous exchanges properly and breathing problems occur - lung cancer etc. The nicotine also damages the hairs in the bronchioles which keep germs and dust out of the lungs. Because these hairs no longer work, tar builds up in your lungs, you then develop smoker's cough (sic)

(Science)

- As students' writing develops, there will be increasing difference between speech forms and how the writing is organised. Students do not always find impersonal writing easy; for example they may use 'you' ('you need to mix the two chemicals together'), or 'I' ('I watched the temperature rise ~', when the convention is usually to use impersonal forms which emphasise concepts and ideas.

Friction can be useful or unhelpful. It is useful in a bike because the brake blocks rub against the tyres and create friction. It's unhelpful because a door on a carpet creates friction and makes it hard to open the door. Friction can be changed. For example, puffing oil on a bearing makes less friction, and the bearing works better. (sic)

(Design and Technology)

- Students are often unfamiliar with the passive form so that they are

more likely to remark that 'they have organised the museum so you see the dinosaurs first' than 'the displays have been organised so that the dinosaurs are seen first'. The passive suggests greater objectivity and detachment, which are particularly significant in technical and scientific subjects.

In the 1970's the microchip was invented. This opened a whole new era for business and for storing information. It was said that three computers could do as much work as ten typewriters. The digital watch was also introduced and that soon put the Swiss watch makers out of business. (sic)

(History)

Many of the texts students read provide models of the style and grammar that is appropriate for particular subjects, and students can draw on this experience in their own writing. Explicit teaching in this area reinforces learning and helps students to judge how best to organise their written work.

APPLICATION - USE OF LANGUAGE IN THE CLASSROOM

In line with the principle and guidance outlined above, the classroom practice of each curriculum area within the school will incorporate approaches and activities designed to promote students' language skills. These approaches and activities will be documented in handbooks and schemes of work.

The approaches and activities will address the three central aspects of language:

- speaking and listening
- writing and reading

ROLE OF THE TEACHER

The role of the teacher, working within the departmental framework, is to:

- create opportunities to enable students to engage successfully with the full range of speaking and listening, reading and writing demands of the curriculum
- create time and opportunities in the classroom to develop and extend speaking and listening, reading and writing skills in each curriculum area
- create time and opportunities in the classroom for students to reflect on and evaluate speaking and listening, reading and writing activities
- help students to devise strategies to decode text
- help students make selections of non-fiction and fiction materials to meet appropriate curriculum tasks

SPEAKING AND LISTENING

Objectives

- Structured speaking and listening activities should occur in all areas of the curriculum in order to improve the quality of learning in relation to language development
- Speaking and listening activities will be given a high profile and be seen to be valued as worthwhile
- Students will be offered a range of speaking and listening activities to meet a variety of purposes
- Students will be given opportunities to employ speaking and listening activities with a variety of audiences

Guidance

Students can develop their thinking through talking, both tentatively and more formally. There are many opportunities in the classroom for students to develop their oral skills, both in whole class situations and in small group work. If they are speaking in front of a large audience students have to speak clearly, since there is a need to convey their meaning to others. In other activities, students need to sort out their thinking for themselves as well as communicating to others. The subject orders offer many opportunities for such talk:

Purposes

- responding to teacher's questions in single words, phrases or sentences
taking part in a whole class discussion of an issue
- presenting a report of an investigation to the rest of the class
- taking part in a role play activity, with the roles prepared through discussion or using scripts
- asking the teacher questions
- asking questions of people other than the teacher as part of an investigation

Group discussions

The amount of time any individual pupil can speak in a whole class situation is limited, so group discussion can increase the opportunities for talk and encourage students to organise their own discussions. Small group activities work best when they are focused, have an end product or outcome, and when students have become experienced at managing group discussion.

Classroom opportunities

Examples of focused activities include:

- selecting and prioritising possibilities
- preparing for an investigation
- preparing a presentation (to the whole class or another group)
- planning written work or other activities

- getting information from each other, e.g. in organised group work reflecting on and evaluating what has been achieved
- talking about what they and others have done
- making judgements about their own and others performance
- evaluating accurately and making judgements using relevant specialist vocabulary
- negotiating a task

Across all key stages, progress in oral skills includes developing

- from straight forward responses related to direct questions to pupil initiated discussion
- from informal discussion with peers to formal presentation to larger audiences
 - from the use of everyday language to specialist vocabulary from reliance on familiar language patterns to choice of register and expression appropriate to different situations
- from short contributions to sustained speaking

Curriculum Implications Throughout the school all students will be offered a range of speaking and listening experiences in all curriculum areas. Students will be given the opportunity to: express and justify feelings, opinions and viewpoints present ideas experiences and understanding give increasingly precise instructions ask increasingly precise or detailed questions report and summarise in a range of contexts engage in prediction, speculation and hypothesis find out, solve and explore evaluate and reflect criticise or be criticised narrate or entertain

Each curriculum area will have responsibility for incorporating speaking and listening activities into schemes of work. Students and staff will give speaking and listening activities a high profile and appropriate strategies will be adopted with clearly defined activities such as:

- reporting
- questioning
- organising
- criticising
- scribing
- listening
- chairing

Students will be encouraged to use speaking and listening activities with a range of audiences:

- to and with peers
- to and with known adults
- to and with unknown adults and with a range of situations:
 - one to one
 - as part of a small group
 - as part of a large group/with/to a large/small audience individually with/to a small audience individually with/to a large audience

Students will be given a range of clearly defined tasks and will be encouraged to:

- reflect on and interpret their speaking and listening tasks
- express understanding find information, evaluate evidence and present it to others

Each department will seek to maximise its impact on the development of students' speaking and listening skills as a whole, but particular emphasis will be laid on those approaches and activities which are especially appropriate or relevant in the context of the substantive work of the department. These have been identified by departments themselves and are mapped on the attached summaries, which also indicate cross-curricular coverage.

**LANGUAGE ACROSS THE CURRICULUM
SPEAKING AND LISTENING GRID
DEPARTMENT (SUMMARY)**

1 - Use regularly

3 - Do not use at the moment

5 - Inappropriate for subject

2 - Use occasionally

4 - Could use more often

Activity	1	2	3	4	5
Listening to and carrying out instructions	SCI SEN MED PE MU AR RE GE DT FT MFL MA EN HI				
Listening to and considering the ideas of others	SCI SEN ESL MED PE MU AR RE DT FT MFL MA EN HI	GE			
Listening for, selecting and recalling	SCI SEN ESL MED MU RE DT MFL MA EN HI	AE RE GE FT			
Explaining informally and more formally	SCI SEN ESL MED PE RE GE DT FT MFL MA EN HI	MU AR			
Describing events, activities or problems	SCI SEN ESL MED PE GE DT FT MFL MA EN HI	AR RE			MU*
Exploring or developing ideas with others	SCI SEN ESL MED PE MU AR DT FT MA	RE GE FT MFL EN HI			
Consolidating ideas and understandings	SCI SEN ESL MED PE AR GE DT MFL MA EN HI	RE FT			MU*
Asking questions as well as answering them	SCI SEN ESL MED PE MU AR RE GE DT FT MFL MA EN HI	EN			
Speculating, wondering about and imagining	SCI SEN MED MU AR RE DT FT MA EN HI	ESL PE GE MFL			AR
Narrating, recounting or relating	SCI SEN ESL MED RE DT MFL MA EN HI	PE MUGE DT FT MA	AR		
Reflecting on experience and learning	SCI SEN PE MU AR GE DT MFL EN	ESL MED RE FT MA HI			
Expressing views, ideas and feelings	SCI SEN ESL MED PE MU AR RE DT FT MFL EN HI	FT MA			
Planning, organising and arranging activities	SCI SEN ESL MED PE MU AR DT FT MA EN HI	RE GE FT MFL			
Solving problems collaboratively	SCI SEN PE MU DT MA	ESL MED RE GE FT MFL RN HI		AR	
Investigating and evaluating experiences	SCI SEN ESL PE MU AR DT MA EN	MED RE GE FT MFL HI			
Persuading, discussing or arguing a case	SCI SEN MED PE RE DT MFL MA EN HI	ESL AR GE FT			MU
Commenting on the talk of others	SEN ESL PE MA	SCI MED MU RE GE DT MFL EN HI			
Talking at length, adopting the 'expert' role	SCI SEN ESL	MED MU RE GE DT FT MFL EN	AR MA	HI	PE
Speaking with varying degrees of formality	SCI SEN ESL PE MU GE DT MFL	MED RE FT MA EN	AR		HI

NOTES - (*) IN COL 5 INDICATES NO RESPONSE FROM DEPARTMENT

LANGUAGE ACROSS THE CURRICULUM SPEAKING AND LISTENING

1 – STRONGLY AGREE, 2 – AGREE, 3 – DISAGREE, 4 – STRONGLY DISAGREE

IN TERMS OF APPROACH, OUR LESSON WILL HELP PUPILS TO:

Activity	1	2	3	4	5
Value and respect the talk of others	ESL EN MFL GE PE FT DT RE AR SEN MED HI	MA PE SCI			MU
Value speaking and listening as essential means of learning	ESL EN MFL GE FT RE ARE HI DT SEN SCI MED	MA MU PE			
Learn to select from, reformulate, question and challenge what they hear	ESL MFL DT GE MU MED SEN HI	EN NA FT RE AR	SCI	PE	MU
Use varying degrees of formality appropriate to their purpose and audience	ESL EN MFL GE FT DT SEN	MA MED SCI HI		PE	RE AR
Appreciate differences between standard English and non-standard forms and to choose appropriate forms and registers for their purpose	ESL EN MFL FT DT HI SEN	GE MU MED PE			MA RE
Develop self esteem by encouraging pride in their home language and dialects	ESL GE RE	EN MFL FT AR MU HI	MA DT PE MED SEN SCI		

IN TERMS OF ORGANISATION, WE WILL AIM TO PROVIDE:

Activity	1	2	3	4	5
Some activities which are structured to make speaking and listening an essential part of them	ESL EN MFL HI RE SCI SEN	MA FT DT G EAR MU MED	PE		
Opportunities for pupils to interview and discuss with their parents and other adults as part of homework assignments	RE SEN	ESL EN MFL FT DT GE AR HI	MA PE SCI		MU
Opportunities for pupils to talk in their home language when this useful e.g. In taking on new skills or concepts	ESL	EN MFL DT GE RE AR MED	MA FT PE SEN HI SCI		MU
Opportunities for inexperienced speakers of Language to interact with competent English speakers	ESL SEN	EN FT DT GE HI RE MED AR PE SCI	MA MFL		MU
Opportunities for pupils to talk with working partners, and in small and large groups	ESL EN MFL DT PE MED SEN	MA FT GE RE AR SCI HI			MU

IN TERMS OF ASSESSMENT AND REPORTING, WE WILL AIM TO:

Activity	1	2	3	4	5
Refer to pupils' use of speaking and listening assessments and reports	ESL EN MFL DT RE SEN	MA FT G EAR PE SCI	MED HI		MU
Use our assessments of pupils' speaking and listening to help us plan their work	ESL EN MFL DT HI SEN	FT GE RE PE MED SCI	MA		AR MU

WRITING

Objectives

To raise the standard of all written work across the school by ensuring that:

- Structured writing activities occur in all areas of the curriculum
- Students are offered a range of writing activities to meet a variety of audience, form and purpose
- A range of teaching strategies is employed to encourage success in all written communication

WRITING

Guidance

Purposes

Writing can serve several purposes. It can:

- be a record for future reference
- provide the teacher with evidence of learning
- help students clarify their thinking
- provide opportunities for students to express their views and opinions
- provide data for further class work
- support, and result from, oral work

Audiences

The type of writing used can vary from single words (used in lists, notes, labelling of sketches and diagrams, gap filling activities, brainstorming), to phrases (used in notes, diagrams), paragraphs (descriptions, explanations, brief reports) and more sustained writing (e.g. essays, reports and accounts, letters, articles). The real or imagined audiences for written work can be varied, including:

- the teacher as assessor or examiner
- a specified audience, known or unknown to the pupil
- self (learning diaries, notes for future reference)
- younger readers (booklets on topics or issues for younger people)
- the rest of the class or parents (work for school displays or for booklets to be read by others)

Ground rules

Sometimes the kind of writing expected in any of these forms is underpinned by ground rules which

need to be made clear to the students. Their writing can be helped by:

- whole class and small group discussion about what is to be written, sharing vocabulary, spellings, and ideas for structuring writing
- being explicit about the audience for the writing and exploring how work for this audience might differ from other work
- showing students good and poor examples of the type of writing required encouraging drawing of written work (individually, in pairs or groups, possibly using a word processor) devoting some lessons to the development, in a purposeful context, of particular writing skills, e.g. note making, report writing, essay writing

- Limiting the use of pre-structured writing, e.g. copying, gap filling, sentence completion, and sentence re-arrangement

Across all key stages, progress in writing skills includes developing:

- from single words and phrases to sustained writing
- from writing with a single simple focus to writing about more complex matters, e.g. a report of an investigation or extended writing to explore an argument
- from writing using words pre-structured by the teacher to independent writing, structured by the pupil
- from writing for a single known audience to writing for a wide range of audiences and purposes

Curriculum Implications

Throughout the school all students will be offered a range of writing activities in all curriculums areas.

Students will be:

- made aware of audience, form and purpose of activities so that the most effective writing can take place
- offered both narrative and non-narrative texts and writing activities
- encouraged to respond to and evaluate both their own writing and the writing of others encouraged to plan and draft written work

In preparation for writing activities students need to be encouraged to plan for *Audience, Form and Purpose*.

A variety of tasks for different *audiences* will be set, including writing for:

- Self
- peer group/s
- other students
- known adults
- unknown adults

The *purpose* of the writing will be made clear to students. Is it to:

- Explain
- Clarify
- Instruct
- Hypothesise
- plan?

Students will be encouraged to discuss and plan *what form* the writing will take and a variety of forms will be identified in curriculum planning:

- Reports
- Letters
- Scripts
- Brochures
- Articles
- Interviews
- Lists
- notes

- diagrams
- charts
- reviews
- short stories
- play scripts
- essays

When engaged in information and writing activities students will be taught how to:

- Sequence
- Organise
- prioritise

Strategies for planning will include:

- Brainstorming
- listing
- Flowcharts
- pictures . Diagrams
- Discussions
- notetaking

Drafting is to be encouraged as an effective strategy for planning. A format for drafting would include:

- initial draft - by self
- response to draft - by self; peer partner or group; teacher; other adult
- decision about redrawing - by self; someone else
- actual retracing - by self

During the drafting process students will be encouraged to look at:

- Coherence
- Appropriateness
- Convention
- presentation

Each department will seek to maximise its impact on the development of students' writing skills as a whole, but particular emphasis will be laid on those approaches and activities which are especially appropriate or relevant in the context of the substantive work of the department. These have been identified by departments themselves and are mapped on the attached summaries, which also indicate cross-curricular coverage.

**LANGUAGE ACROSS THE CURRICULUM
WRITING GRID
DEPARTMENT (summary)**

- 1- Use regularly**
- 2 - Use occasionally**
- 3 - Do not use at the moment**
- 4 - Could use more often**
- 5 - Inappropriate for subject**

Activity	1	2	3	4	5
Making notes from reading, film and discussions	EN MFL FT DT RE PE MED ESL SEN HI	MA G EAR SCI	MU		
Writing to plan and organise	EN MFL FT DT GE RE OE MED ESL SEN SCI HI	MA AR SEN	MU		
Using writing methods to record, log keep diaries or journals	NE MFL GE PE ESL SEN SCI HI	MA FT DT MED	MU		RE AR
Writing freely to marshal thoughts ad develop new understandings	EN PE MED ESL HI	MA MFL FT DT GE RE SEN SCI	AR MU		
Planning, drafting, discussing and reflecting on own writing (using IT where appropriate)	EN DT PE MED SEL SEN HI	MA MFT FT GE RE SCI	AR MU		
Tasks fostering understanding of the main features of different forms of writing used in different subject disciplines	EN PE MED ESL HI	MA MFL DT SEN	FT MU	GE	RE AR SCI
Writing briefly, but also at length, as appropriate	EN MFL FT DT RE PE MED ESL SEM HI	MA G EAR MU SCI			MU
Writing collaboratively with other pupils	PE SEN	EN MA MFL FT DT RE MED ESL	MU SCI	GE	AR
Presenting some writing for display publication	PE ESL SEN	EN MA MFL FT DT RE MED HI	MU SCI GE AR		AR
Writing for a wide range of purposes and for different audiences	EN MFL MED ESL	MA FT PE SEN	DT MU SCI	GE	RE AR HI

Additions from ESL: Writing to summarise source material; Using writing to record a process; Writing for the appropriate register for the task in hand notes: ESL see full range of writing tasks; conducted OU research on core language skills PE applies to A level and GCSE, not core Music a special case

**LANGUAGE ACROSS THE CURRICULUM
USE OF WRITING
DEPARTMENT (SUMMARY)**

(1 = strongly agree, 2 = agree, 3 = disagree, 4 = strongly disagree)

In terms of approach, in our lessons we will aim to:

Activity	1	2	3	4
Make connections between pupils' reading and writing so that pupils have clear models for their writing	EN MFL GE MED SEN HI ESL	MA FT PE	SCI	DT RE AR MU
Provide a model for the process in our writing	EN MFT GE SEN ESL	MA FT PE MED SCI HI		DT RE AR MU
Set writing tasks which have clear and immediate purposes	EN MFT FT DT GE HI SEN PE MED ESL	MA AR SCI		RE MU
Draw attention to the purpose and intended readers of each piece of writing	EN DT GE MED HI ESL	MED MFL FT SCI PE SEN		RE AR MU
Teach pupils to structure their writing using sentences, paragraphs and headings as appropriate	EN DT GE RE PE MED SEN SCI HI ES	MA MFL	F/T	AR MU
Help pupils to plan, evaluate and redraft their writing, where appropriate	EN DT GE MED SEN HI ESL	MA MFL FT RE AR PE SCI		MU
Teach pupils how to present evidence, express opinions, and set out arguments	EN MFL DT GE RE PE MED SCI HI ESL	MA FT AR SEN		MU
Display pupils works attractively and encourage them to take pride in their work	MFL FT DT GE RE MED SEN ESL	EN MA PE SCI HI		AR MU
Appreciate differences between standard English and non-standard forms of language	EN MFL DT MED HI ESL	MA FT GE PE SEN SCI		RE AR MU
Help pupils to choose appropriate forms and registers for their purposes	EN MFL MED ESL	MA FT GE RE PE SEN SCI HI		DT AR MU

In terms of presentation, we will aim to:

Expect high standards of presentation in most of pupils' finished work	EN MFL FT DT GE MU RE AR SCI PE MED HI SEN ESL	MA F		
Provide good models of particular kinds of writing	MFL G EAR PE SEN SCI ESL	EN MA FT DT MED		MU RE HI
Provide dictionaries, glossaries and lists as appropriate subject vocabulary and encourage pupils to use them	EN MFL GE SEN HI ESL	MA FT DT MU SCI	PE MED	RE AR
Help pupils to use a range of strategies to learn spellings, including: look-say-cover-write-check. Making connections between words with the same visual spelling pattern, exploring families of words	EN MFL GE SEN HI ESL	MA FT DT MU SCI	PE MED	RE AR

In terms of assessment and reporting, we will aim to:

Give priority to content, ideas, organisation and meaning when responding to pupils' writing	EN MFL PE MED SCI HI SEN ESL	MA FT G EAR PE SCI	MED HI	
Treat pupils writing with respect and interest	EN MFL GE RE AR MU PE SCI SEN HI MED ESL	FT GE RE PE MED SCI	MA	
Refer to pupils' use of writing in assessments and reports	EN MFL GE RE SCI SEN ESL	MA MED DT PE MED SCI	FT	RE AR MU
Use our assessments of pupils' writing to help us plan their work	EN MFL GE SEN HI ESL	MED DT PE MED SCI	FT RE AR MU	

Plus

How to identify key words – make them stand out for revision purposes – Geography
Making connections between spoken and written languages (Activity/Approach) –ESL
To enable pupils to gain control of syntax (Presentation) –ESL
To include examples of pupils' work in assessment (Assessment and Reporting) - ESL

READING

Objectives

To raise reading standards in all areas of the curriculum by ensuring that:

- Reading activities will be taught in all areas of the curriculum
- Reading materials will be available and meet the needs of all students
- Students will be involved in discussion about reading development and extension and schemes of work will acknowledge students' reading needs
- Reading activities will be given a high profile and be valued as worthwhile
- Students will be given opportunities to read for specific purposes and for pleasure
- The classroom atmosphere will create an impression that reading is an enjoyable and worthwhile activity
- Cross-curricular reading complements the individual reading programme established by the Special Needs Department
- all students have regular access to the school library

Guidance Information sources

Much of the information and evidence students need to undertake investigations is found in the written word. This can take many forms:

- Textbooks
- reports and publications from a variety of organisations
- descriptive and personal accounts
- encyclopaedias and reference books
- information on CD-ROM
- fiction and poems
- Newspapers, magazines (articles, letters, reports, opinion columns).
- the Internet

Support for reading

Students need help with extended reading as well as reading in short bursts, and in understanding texts as a whole as well as being able to pick out individual facts. Useful activities include the deconstruction, summary and reconstruction of text in such forms as tables, flow charts, and diagrams (and vice versa). These reconstructions provide useful summary notes for students at the same time as increasing their ability to make sense of what they read.

Teachers, working in conjunction with the Special Needs and English as A Second Language Departments, need to check the texts they use for readability, considering, for example, the length of sentences and the difficulty of the words, and any support provided by illustrations or diagrams. Students should be provided with texts at appropriate reading levels, including more dense and complex texts to stretch the more able readers and shorter, possibly simplified texts for those with reading difficulties. Even with texts at an appropriate level, students may need support. Students need to learn the specialist vocabulary of the subject as well as the uses of words in other contexts. They will also benefit from discussion of the way different texts are organised in various subjects.

Glossaries of words displayed in the classroom or accumulated in students' books can help. They need to learn to gain access to text independently, through using catalogues in libraries, indexes and computers.

Across all key stages, progress in reading includes developing:

- from texts selected by the teacher to texts found and selected by the students
- from simple extracts of texts all of which are relevant to the current investigation to texts from which relevant information has to be selected
- from texts with limited reading demands to complex and demanding texts
- from using a single source to using texts from many relevant sources

Curriculum Implications

Each curriculum area will have responsibility for teaching reading skills in context. Reading activities and skills will be written into schemes of work so that students are able to read text efficiently and selectively for a given purpose, including:

- compressing and summarising
- identifying and classifying ideas and arguments
- distinguishing between fact and opinion
- translation of text into diagrammatic form and vice versa
- distinguishing between core information and elaboration
- comparison of texts
- cross referencing
- Skimming
- Scanning
- reflective reading
- intensive reading

Students will be encouraged to:

- reflect on and interpret their reading
- express their understanding orally, diagrammatically, pictorially and in writing
- find information, evaluate evidence and present it to others

Students will be equipped with knowledge and strategies of relating to how to learn from texts by using clearly defined activities appropriate to the subject area.

Department Heads will discuss reading strategies identified in schemes of work with members of their departments. These strategies should be a high profile element in departmental meetings.

Reading will relate to National Curriculum reading requirements through students:

- reading a range of materials with fluency
- responding to reading by comparison of texts
- evaluating non-literary texts
- selecting and retrieving information

Reading materials throughout the curriculum will be chosen to allow independent and supported reading by students of:

- Fiction
- non-fiction
- media material
- Poetry
- plays

The experience will encompass:

- reading to oneself
- reading to others
- hearing adults read
- hearing peers read

and circumstances will include:

- pupil alone
- pupil with peer
- pupil with group of peers

Thornton Grammar School already has in place a number of interrelated policies which support reading

- each Year 9 pupil has one timetabled library lesson per week as part of their English entitlement which is largely devoted to individual reading
- the Special Needs Department has in place a programme of paired reading with selected students
- the English as Second Language Department runs workshops tailored to individual cross curricular language needs

Each department will seek to maximise its impact on the development of students' reading skills as a whole, but particular emphasis will be laid on those approaches and activities which are especially appropriate or relevant in the context of the substantive work of the department. These have been identified by departments themselves and are mapped on the attached summaries, which also indicate cross-curricular coverage.

LANGUAGE ACROSS THE CURRICULUM

READING GRID COLLATION 1 (DEPARTMENTS) .

Read and follow instructions	IT RE MA MFL EN HE HI GNVQ DT SE GE SEN E2L	BU PE MU PSE			
Read descriptions of processes	BU HE DT IT SEN E2L	MA MFL PR SC GE EN GNVQ		SC	MU RE
Read about structures and mechanisms	PE DT SEN E2L	MA BU HE SC GE IT		SC GNVQ	MFL EN MU HI RE PSE
Read narratives of events or activities	BU EN PE HI RE SEN E2L GNVQ	MA MFL HE SC GE IT PSE			MU
Read texts discussing principles or problems	GE HI IT RE SEN E2L GNVQ	MU BUM FL HE EN DT SC PSE		SC	
Read texts which classify/survey/introduce topics	MFL EN SC GE HI IT RE SEN E2L GNVQ	MA BU HE MU			
Read to explore ideas and develop understanding	EN PE HE DT GE HI IT RE SEN E2L	MA BUM FL SC			
Read to locate and relocate information	MA MFL EN SC GE HI IT SEN E2L GNVQ	PSE	MU	HE	BU
Use reading for research and investigation	BU EN HE DT GE HI IT RE SEN E2L	MA MFL MU SC	PSE	SC	
Make use of the school and public libraries	BU EN DT GE RE SEN E2L GNVQ	MA PE HE SC HI IT PSE		MFL MU SC	
Read texts in different media, incl CD Rom	BU GE IT PSE SEN	HI	MA MFL PE MU SC	EN HE DT SC RE E2L GNVQ	
Follow up their own interests	EN GE SEN E2L	MA BU HE IT RE	SC	MU HI PSE GNV	MFL
Learn how to sift, select and take notes from text	MFL EN GE IT HI RE SEN E2L GNVQ	MU BUD T SC PSE	PE	HE SC	MU
Learn how to skim or scan a text	MFL GE IT RE SEN E2L GNVQ	BU EN HI	MA PE SC	HE SC	MU PSE HI
Read chiefly for revision purposes	MU				

**LANGUAGE ACROSS THE CURRICULUM
USE OF READING
COLLATION**

Departments - how you could or do help students to use reading.

(1 = **strongly agree**, 2 = **agree**, 3 = **disagree**, 4 = **strongly disagree**)

In our teaching we will aim to:

Activity	1	2	3	4	Rank order
Tell pupils the purpose of any reading	SEN RS HI HE CH BU MC EN GN DT GNVQ FR BI	UR PH GE IT MA MU AR	S		1 1 2 2 3 4 5
Talk with pupils about their subject reading	EN CH SEN RS HI DT	HE MC UR DT IT MU PH BUG E GNVQ MA AR BI			2 3 4 4 6 7
Teach pupils how to select from, reformulate, questions and challenge what they read	BI EN MU RS MC FR GN BU GNVQ SEN	AR CH HE PH HI GE DT IT UR MA			1 1 1 1 4 4 5
Draw pupils attention to the structure of texts, content pages, indexes, chapter headings etc	BI SEN CH FR GN MA GNVQ MU RS	HE MC PH HI GE DT EN IT UR AR	BU		1 1 3 4 6 6 6
Help pupils adapt their style of reading to their purpose eg scan	FR GN HI DT EN SEN	AR BI CH HE MC GE GNVQ IT MA MU RS UR	PH BU		2 2 5 6 6 7
Provide pupils with opportunities to use information from reading	BI SEN RS GE DT EN GNVQ CH FR GN HI BU MU	AR MC PH MA UR	IT		1 1 1 2 2 3 3 3
Provide opportunities for inexperienced readers to read in pairs or small groups	EN SEN	BI HE PH BUG E GNVQ MA UR	AR CH MC HI DT MU RS	IT	2 5 5 7 7 7

We will aim to provide:

Activity	1	2	3	4	Rank order
Displays of reading material relevant to the topic of subject and of relevant vocabulary	AR SEN PH FR GN DT EN RS	BI CH HE MC BU GE IT GNVQ MA MU UR	HI		1 2 3 3 3 3 4
Relevant biographies, diaries and imaginative texts	FR HI EN	SEN CH MC GE MU MA RS GNVQ	BU HE PH	BU DT IT	2 2 3 4 4 5
Material at appropriate levels of interest and difficulty	AR BI MU BUD T GE GNVQ MC FR GN HI EN	CH HE PH IT MA RS UR			1 1 1 1 1 3 3 5
Reading materials of high quality which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender	BI NN RS SEN HE MC PH FR GN HI BUG E GNVQ	AR CH DT MU MA UR	IT		1 1 1 2 2 2 2 3
Some texts in the first language of pupils acquiring English		UR SEN	BI M MU RS CH HE MC PH GE EN GNVQ	HI BU DT IT	3 4 4 4 5

we will aim to:

Activity	1	2	3	4	Rank order
Reference to pupils use of reading in assessments and reports for all curriculum areas	EN FR GN SEN	CH MA BU HI GE MU RS UR	AR BI HE MC GNVQ IT		1 2 3
Use school based assessments of pupils reading to help plan work	SEN EN GN HI	AR BI CH MA BUG E MU RS UR MC DT IT	HE GNVQ	PH	1 1 2 2

PLANNING FOR CONTINUITY AND PROGRESSION

Continuity of, and progression in, learning will be ensured by effective short, medium and long term planning for language needs, cross phase, across key stages, in departments and individually. The following table suggests aspects of language development for which specific planning is needed. The progression outlined is relevant for all key stages:

- within a topic - e.g. key words introduced early on, so that students can use them independently later
- within a year - e.g. developing students' confidence to talk to larger audiences and to people they do not know
- within a key stage - e.g. ensuring that reading material is increasingly challenging in terms of language and subject demands

Building on students' previous experience and making connections with their earlier work enables students to use what they already know and can do in new contexts

Speaking and Listening

from

- simple answers to closed questions (one response expected)
- discussion in pairs or small groups
- listening to or giving a narrative account

to

- complex answers to open questions in which students explain their thinking
- speaking to a larger audience
- listening to or giving an analytical account
- listening to or using simple vocabulary ¥ using specialised vocabulary

Writing

from

- words, short sentences and simple paragraphs
- writing a simple description or narrative
- writing structured by the teacher
- writing for a single audience (e.g. teacher)

To

- Longer sustained pieces of writing
- Writing an analysis with several linked sub-sections, each with supporting evidence
- Independent writing, organised by the pupil
- Writing with a wider focus for different audiences to appropriate forms and styles

Reading

from

- simple and clearly structured texts
- texts selected by the teacher
- Reading a text, all of which is relevant
- Simple texts from a simple source eg a book
- Simple retrieval and collation of material

To

- texts with complex reading demand
- texts found and selected by students, e.g. on CD-ROM
- reading a text, all of which is relevant ¥ selecting relevant information from a text
- simple texts from a simple source, e.g.
- complex texts from different sources a book
- simple retrieval and collation of material and possibly conflicting accounts evaluation of reliability and usefulness of information

LEARNING ENVIRONMENT

The learning environment will support the students' language development by the encouragement of an ethos which values the language capacity of each student and by the provision of a full range of learning experiences.

In all areas of the curriculum decisions will be made about:

- effective grouping of students
- arrangement of furniture
- provision of resources
- provision of in-classroom support
- classroom display so that the best possible learning environment conducive to the development of language skills is provided.

SUPPORT FOR INDIVIDUAL STUDENTS IN DEVELOPING THE USE OF LANGUAGE

The development of students' use of language should be integrated with teaching in all subjects. It is important for all teachers to have clear expectations of the subject focus and linguistic demands of classroom work and then consider how to provide support for individuals or groups of students in a class. This includes provision for more able students, students with special educational needs and also students who are learning English as an additional language, taking into account students' different levels of achievement, prior knowledge and rates of progress. Of vital importance in this respect is co-operation with the Special Educational Needs and English as a Second Language Departments, as well as the constructive use of baseline data.

- Materials should be designed to meet the reading needs of each pupil
- Reading materials should be presented in such a way that they are accessible to all by use of a variety of teaching and learning styles
- Teacher prepared text is to take account of differing levels of ability and should include a variety of forms including:
 - Signs
 - Extracts
 - Labels
 - Captions
 - Questions
- Classroom organisation and grouping should be such that it creates opportunities for supported reading:

- teacher to student
- student to student/s
- student to teacher
- student to others
- Speaking and Listening, Reading and Writing opportunities should be created to allow students to respond in ways consonant with their ability but which are still challenging. This should be reflected in the targets that are set with students in this field.

**LANGUAGE ACROSS THE CURRICULUM
READING GRID
COLLATION 1 (DEPARTMENTS)**

In planning support for these students in any area of the curriculum,

<p>The following questions may be used to help identify important aspects of provision</p> <p>Language Expectations</p>	<p>The following issues need consideration in providing for particular groups of students</p> <p>Language Support</p>
<p>What vocabulary will students need and what new vocabulary will be taught</p>	<p>Will it be necessary to adapt or simplify abstract concepts for students with learning difficulties, eg giving concrete examples?</p> <p>How will earlier vocabulary work be reinforced and made relevant, eg recalling information through discussion, displaying key words already known?</p>
<p>What language structures and grammatical conversations will students need to understand and use</p>	<p>How will new learners of English be alerted to language structures, eg use of past tense, ways of asking questions?</p> <p>Where students have difficulties with sequencing, how will they be helped to structure chronological and logical accounts?</p>
<p>Will students be expected to listen to and understand extended discussion or presentation?</p> <p>Which purpose for talk will best support students' learning?</p>	<p>What arrangements should be made for students with hearing difficulties, eg seating, use of appropriate aids?</p> <p>What explicit teaching and modelling of talk will be necessary, eg hypothesising, evaluating, summarising?</p>
<p>What skills in speaking and listening will be necessary for full participation in the work?</p>	<p>How will the talk be structured to support the less confident students, eg giving students particular roles, using short written prompts?</p> <p>How will the oral skills of students learning EAL be monitored and developed, eg b individual feedback?</p>

Date updated:

Person responsible: CRS