

## Reading Aims:

- To ensure students are equipped to understand command words in questions.
- To ensure students are equipped with a range of independent reading strategies to aid comprehension when reading.
- To support students in understanding complex vocabulary that they encounter in their reading.
- To encourage students to read geographical literature for pleasure outside of the lessons.

## Strategies\*:

- 1) To encourage the students to engage with geographical articles via a range of media sources.
  - Recommend sites and articles for student to access during and after lessons.
  - Setting home learning tasks based on recommended reading.
- 2) To support understanding of exam questions:
  - Encourage students to independently highlight the command words and key terms in the question (BUG).
  - Support students to annotate key words with definitions to aid understanding
  - Structuring longer answer questions around PEEL.
  - Teach students to distinguish Command, topic and focus of the question.
- 3) To aid comprehension of texts:
  - Use thinking hard strategies when engaging in longer text.
  - Encourage the construction of a key word glossary throughout course.
  - Encourage reading for pleasure outside of lessons through homework.
- 4) To aid interpretation of geographical sources:
  - Teach students to skim and scan for relevant information.
  - Encourage students to draw links between key terms/knowledge within sources.
  - Encourage students to apply prior knowledge of context to the text.
- 5) To support students' understanding of complex vocabulary:
  - Encourage independence with word-checking using glossaries.
  - Use vocabulary games
  - Use low stakes testing and spacing
  - Use images to develop knowledge and understanding of command words and key terms

*\* The list of strategies given is a selection of some of the strategies that are used throughout the department. Teachers are not obligated to use all strategies listed.*

## Writing aims:

- To ensure students are equipped with strategies to construct their answers.
- To ensure students are equipped with a range of independent strategies to enable them to plan their answers carefully.
- To equip students with strategies to reflect on their written responses.
- To explicitly teach subject specific key terms and their application within written tasks.
- To support students in writing clearly and concisely making good use of subject specific vocabulary.

## Strategies\*:

- 1) To support students in constructing/structuring their answers:**
  - Encourage students to use PEEL, PEDAL, Bug when appropriate
  - Use of sentence starters
  - Use of word banks
  - Activating prior knowledge
  - Support students with their understanding of command words in a question
- 2) To aid planning of answers:**
  - Model effective planning strategies
  - Structure strips and planning proformas
- 3) To support students in reflecting on their work:**
  - Encourage students to use mark schemes and success criteria.
  - Use of peer/self-assessment
  - Create a culture where reflection is normal and encouraged
- 4) To enable students to write fluently:**
  - Teach subject-specific spellings and respond to common spelling errors
  - Teach students to use a range of punctuation
  - Mark written responses for SPAG as per the marking policy
- 5) To enable students to write clearly and concisely making good use of subject specific vocabulary.**
  - Teach subject specific vocabulary and encourage a broad application of vocabulary
  - To encourage the use of PEEL/PEDAL in extended writing.
  - Use of model answers to highlight best practice.

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## Spoken Language Aims:

- To ensure students are equipped to use a range of vocabulary as well as subject specific vocabulary in their spoken language
- To support students to use spoken Standard English
- To teach students how to listen and respond formally
- To provide students with opportunities for structured talk

## Strategies\*:

- 1) To support students in using a range of vocabulary as well as subject specific vocabulary in discussion**
  - Model a range of vocabulary in teacher's own speech
  - Explicitly teach new vocabulary through word banks, spelling tests, vocab tick lists
  - Encourage students to use vocabulary from reading material
  - Use of peer-assessment and peer discussion activities
- 2) To support students in using Standard English:**
  - Model spoken Standard English
  - Correct inaccuracies in spoken Standard English
- 3) To support students in listening and responding formally**
  - Give opportunities for students to practise listening for specific or key information (video and question activities)
  - Frequently use verbal questioning and encourage all students to engage
- 4) To provide students with opportunities for structured talk**
  - Use questioning to enable students to clarify, support or develop their ideas
  - Provide scaffolds
  - Give 'wait time'
  - 'Talk like a Geographer' activities

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