

## 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 and answering exam questions
- To ensure students are equipped with a range of independent reading strategies when interpreting source material
- To support students in understanding complex vocabulary that they encounter in their reading
- To encourage students to read for pleasure outside of the lessons
- To encourage students to engage with current political news

## Strategies\*

### 1) To support understanding of exam questions:

- Encourage students to independently highlight the key words in the question.
- Support students to annotate key words with definitions/synonyms to aid understanding.
- Teach students to distinguish between the focus of the question and superficial, surface level information.
- Covey cards prepare students for exam question language.
- Covey packs enable students to identify command words, and students are encouraged to highlight key terminology to recognise what the question is asking.

### 2) To aid comprehension of texts:

- Use questioning (teacher-led or pupils generate their own questions about a text.)
- Teach skills for interpreting a text / source from KS3 and developed across KS4 and KS5, including analysis of historians' interpretations at KS5.
- Teach skills of interpreting and analysing political bias in current affairs stories.
- At KS5, teach note taking and reading skills in order to pick out relevant information.

### 3) To support students' understanding of complex vocabulary:

- Teach students to distinguish between the focus of the question and superficial, surface level information.
- Glossaries provided to help support with key words in texts.
- Vocabulary games and quizzes used for low stakes testing, based on glossary.
- Quick revision questions focus students on subject specific language.
- At KS5, encourage students to look up key words and terminology online/ in dictionaries.

### 4) To encourage students to read for pleasure outside of the lessons and to engage with current political news:

- At KS5, students are given academic texts to read and take notes and are encouraged to read outside of lessons (e.g. chapters from historical books given as homework).
- Interpreting key political thinkers in Government & Politics
- NEA pushes and encourages students to read academic articles via JSTOR and Google Scholar.

*\* 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 and redraft their writing.
- To explicitly teach spelling to enable students to write fluently.
- To support students in writing creatively, through teaching them to use ambitious vocabulary, language devices and structural techniques.

## Strategies\*:

### 1) To support students in constructing/structuring their answers:

- Encourage students to use PEEL paragraph structure when appropriate.
- Use of sentence starters to scaffold students' writing in Covey packs.
- Provide glossaries with key words to be used in written work.
- Support students with their understanding of command words in a question.
- Model/exemplar answers provide students with examples of best practice.
- Develop key skills for written analysis of sources and interpretations from KS3 through to KS5 (e.g. CAPOC)

### 2) To aid planning of answers:

- Model effective planning strategies.
- Planning of answers in pairs and as a class to support written work.
- At KS5, lesson starters breaking down exam-style questions completed to understand how to answer these effectively.

### 3) To support students in reflecting on their work:

- Encourage students to use checklists.
- DIRT tasks used after each assessment for students to reflect on their written work and make improvements.
- Covey packs enable students to practice the same-style questions repeatedly, after reflecting on their previous written answers.
- At KS4 and KS5, use of self-assessment of written work, which is highlighted/annotated before marking.
- Use of peer 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.
- Correct spelling mistakes in written work as per marking policy – 1 subject-specific spelling per assessment.
- Students edit a model paragraph after each assessment to correct common spelling mistakes.

### 5) To enable students to write creatively:

- Teach ambitious vocabulary and language/structure devices.
- Students given reading from academic historians to support the style of their written work.

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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, especially subject-specific key words and concepts.
  - Word banks provided and students given homework to research definitions for key words.
  - Students encouraged to use key words orally in class discussions.
  - Students encouraged to read aloud from textbooks and written sources.
  - Pair discussions used to inspire more confidence in students' verbal contributions to lessons.
  - Questioning used to encourage student engagement.
  - Quick quiz questions focus students on answering with subject specific language.
- 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 (e.g. watching videos and answering questions).
  - Frequently use verbal questioning and encourage all students to engage.
  - Popcorn reading – read a sentence and pass to next person – develops confidence in reading out loud.
- 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'.

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