

Reading Aims:

- To ensure students are equipped to understand key words
- To ensure students are able to use key words when analysing the work of others
- To ensure students are able to use key words when reflecting on their work
- To support students in understanding complex subject specific vocabulary

Strategies*:

- Encourage students to highlight the key words when given instructions of a process.
- Support students to annotate key words with definitions/synonyms to aid understanding.
- Activate prior knowledge and build on key words already known as they progress up the school.
- Use questioning (teacher-led or pupils generate their own questions about a text).
- Encourage students to label paragraphs with their focus when analysing the work of others or reflecting on their own work.
- Encourage students to apply prior knowledge of context to the text.
- Support students' understanding of complex vocabulary.
- Incorporate literacy more within PLR to embed learning (word scrambles/paragraphs with blanks/matching up key words with definitions/give students text explaining a process and ask them to summarise).

Writing Aims:

- To ensure students are equipped with strategies to support their practical work with written annotations.
- To ensure students are equipped with a range of frameworks to help them analyse the work of others, and evaluate their own work.
- To equip students with strategies to reflect on and redraft their writing (A-Level Essay).
- To explicitly teach spelling, punctuation and grammar to enable students to write fluently.
- To support students in writing cohesively, with particular emphasis on their creative intentions and the use of technical terminology to explain their artistic processes.

Strategies*:

Key Stage 3

- Specific analysis based lessons, building students' understanding of the four categories used to analyse a piece of artwork (mood, content, form, process).
- End of project evaluation sessions, where students are helped to engage with what went well, and what could have gone better in their practical work. Students also

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encouraged to engage with external factors, i.e, what new processes they have learned, what factors out of their control may have affected their practical outcomes.

Key Stage 4

- Students encouraged to research, and analyse work of an artist/photographer before they engage in practical work, and to consider how this analysis can help to influence their practical outcomes.
- Students helped to construct written plans for their work (especially Photography).
- Annotations to be added on or near practical art work to explain intentions, and also evaluate on going work. (Art)
- Students to explain the editing process of their work, showing what they have done, how, and why. (Photography)
- Evaluations to take place at the end of a section, and/or at the end of a unit of work

Key Stage 5

- Using the skills gained at both KS3 and KS4, students encouraged to continue the good practice of annotating work, demonstrating creative intentions, technical knowledge, and evaluative skills.
- There is requirement at A-Level for all students to produce a piece of extended writing to support their practical work. Students produce this as an evaluative piece, showcasing the analytical skills used earlier in the project, and making a comparative study of their own practical work alongside that of professional artists/photographers.

Literacy Aims (Spoken Language):

- To ensure students are equipped to use a range of vocabulary as well as subject specific vocabulary in their spoken language.
- To ensure students are equipped with the skills to structure a spoken presentation.
- 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
 - Encourage students to use vocabulary from reading material
 - Use of peer-assessment

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- 2) **To aid planning of spoken presentations:**
 - Teach and model effective planning strategies
 - Use of peer-assessment
- 3) **To support students in using Standard English:**
 - Model spoken Standard English
 - Correct inaccuracies in spoken Standard English
- 4) **To support students in listening and responding formally**
 - Frequently use verbal questioning and encourage all students to engage
 - Use of 'crit' (critiques) to verbally
- 5) **To provide students with opportunities for structured talk**
 - Use questioning to enable students to clarify, support or develop their ideas