Literacy in Design & Technology

Reading Aims:

- To ensure students are equipped to understand key terms/words in questions.
- To ensure students are aware of using a range of independent reading strategies to aid comprehension when reading.
- To support students in understanding subject specific vocabulary that they encounter in their reading.
- To encourage students to read for pleasure outside of the lessons (further reading, magazines, recipes, cook books, online blogs, 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 a use of a glossary with subject specific terminology.

2) **To aid comprehension of texts:**
- Activate prior knowledge
- Use questioning (teacher-led or pupils generate their own questions about a text)
- Encourage pupils to identify areas of uncertainty and seek information for clarification
- Teach students how to benefit from reading support given in a text (e.g. glossary)
- Encourage reading for pleasure outside of lessons through homework
- The use of mind maps to help recall prior learning.

3) **To aid understanding of authorial intent and a writer's language/structure choices:**
- Teach students to skim and scan for relevant information
- Encourage students to draw lines in the text to indicate where the focus changes
- Model identification of good evidence
- Explicitly teach language/structure techniques
- Encourage students to apply prior knowledge of context to the text.

4) **To support students' understanding of complex vocabulary:**
- Encourage independence with word-checking (using dictionaries and inferring the meaning of words through context)
- Use low stakes testing

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 of key words used in Design & Technology.

Strategies*:

1) **To support students in constructing/structuring their answers:**
   - 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
   - Highlighting of keywords in the question text.
3) **To support students in reflecting on their work:**
   - Encourage students to use checklists
   - Use of peer/self-assessment
   - Create a culture where redrafting work 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 Standard English appropriately with controlled grammatical structures
   - Mark written responses for SPAG as per the marking policy.

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 (keywords)

- Encourage students to use vocabulary from reading material
- Use of peer-assessment.

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
- 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'.