

## 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 stimuli and play texts.
- To ensure students are equipped with a range of independent reading strategies when interpreting how authorial intent/directors intent/ language/ structure impact the meaning of a text
- To support students in understanding new or complex vocabulary that they encounter in their reading
- To support students with reading out loud and therefore pronunciation
- To encourage students to read for pleasure outside of the lessons

## Strategies\*:

### KS3

- Glossaries on Google Classroom – to aid the understanding of dramatic techniques and elements
- PLC's contain key words that are reinforced during lesson time
- One starter per topic to be based on drama key words
- Writing frames used initially to help Yr 7 structure longer answers
- Mark for spelling in any written assessment
- Encourage questioning and discussion about language and words in class including the breakdown of words to help them decipher themselves.
- Explore formal and informal language to match purpose of writing in Year 9.

### KS4

Students explore, analyse and evaluate a play text, showing their knowledge in written answers to questions. So:

- Pupils encouraged to decode their question on exam papers and identify command words.
- Glossaries on Google Classroom (in handbooks) enable students to identify command words and technical subject specific language
- Exemplar answers used to model top level answers
- Writing frames used to support the development of structure and comprehension of first drafts.
- Mark for spelling in any written assessment

*\* 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.*

- Encourage questioning and discussion about language and words in class including the breakdown of words to help them decipher themselves.
- Implementation of the Freyer model for key words when appropriate.
- Implementation of literacy boxes on PowerPoints for key words when appropriate.

## KS5

- Teach note taking and reading skills
- Glossaries on Google Classroom (in handbooks) enable students to identify command words and technical subject specific language
- Pupils create their own exam questions to understand the use of language more thoroughly.
- Exemplar answers used to model top level answers
- Writing frames used to support the development of structure and comprehension of first drafts.
- Mark for spelling in any written assessment
- Encourage questioning and discussion about language and words in class including the breakdown of words to help them decipher themselves.
- Implementation of the Freyer model for key words when appropriate.
- Implementation of literacy boxes on PowerPoints for key words when appropriate.

## Writing aims:

- To ensure students are equipped with strategies to construct their answers
- To equip students with strategies to reflect on and redraft their writing.
- To explicitly teach key words for Drama.
- To support spelling, punctuation and grammar using the Whole School Feedback & Marking Policy to enable students to write fluently.

## Strategies\*:

- 1) To support students in constructing/structuring their answers:**
  - Encourage students describe, analyse and evaluate.
  - Use of sentence starters & thought stems visually.
  - Use of word banks
  - Activating prior knowledge
  - Support students with their understanding of command words in a question
- 2) 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
- 3) To enable students to write fluently:**

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- Teach subject-specific spellings and respond to key word spelling errors
  - Teach students to describe, analyse and evaluate.
  - Mark written responses for SPAG as per the marking policy
- 4) To enable students to write creatively:**
- Teach ambitious vocabulary
  - Encourage discussion and planning of ideas for scripting for audience engagement.
  - Encourage students to analyse and evaluate the impact of writers' use of vocabulary and language/structure devices in scripts

## Spoken Language Aims:

- To ensure students understand the difference between formal and informal/colloquial language.
- To ensure students are equipped with the skills to structure a spoken performance.
- To support students to use projection and enunciation.
- To teach students how to listen and respond formally and respectfully
- 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
  - Re-enforce use of key terms rather than descriptions of ideas
  - Explain new words in scripts
- 2) To aid planning of spoken presentations:**
  - Teach and model effective planning strategies
  - Use of peer-assessment
  - Modelling
- 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**
  - Re-enforce performance procedures for listening and responding
  - Frequently use verbal questioning and encourage all students to engage
- 5) 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'