



Reading Aims:

- 1) To support students in understanding key subject and English vocabulary so that they can confidently use it in the appropriate context.
- 2) To ensure students are equipped to understand command words in exam questions/coursework tasks, as well as what is required by the question/task.
- 3) To encourage students to read/research topics both in and outside of the lessons to help develop their understanding of complex topics and their ability to extract relevant information.
- 4) To encourage students to read news articles and articles relating to technology/computing for pleasure in their own time.

Reading Strategies*:

1) To support students in understanding key subject and English vocabulary:

- Key vocabulary is clearly identified and defined in lessons.
- Key vocabulary is displayed, alongside relevant image and definition in classrooms where appropriate.
- Key vocabulary is supported through the use of vocabulary games and silent starters.
- Use recall activities (e.g. low stakes testing) and interleaving regularly to support understanding of subject vocabulary.
- Ensure students record definitions for subject specific terms and refer back to them or know how to access key vocabulary definitions on Google Classroom resources.
- Use knowledge boards where appropriate.
- Encourage the use of PLC's, textbooks, personal notes where appropriate as these contain the relevant vocabulary for the course.
- Support students in working towards an iDEA Award which further supports their exposure to relevant terminology and helps consolidate understanding across our subject and other subjects.

2) To ensure students are equipped to understand command words in exam questions / coursework tasks, as well as what is required by the question/coursework task:

a. Command Words & Exam Work:

- Students have access to exam board keywords with definitions where appropriate.
- Encourage students to independently highlight the command words and key terms in the question.
- Support students to annotate key words and command verbs with definitions/synonyms at the beginning of courses to aid understanding where appropriate.
- Use exam questions throughout the course (in lessons, assessments, revision etc.) so that students gain experience and confidence in what is required.
- Modelling answers linking to the mark schemes and analysing the model answer.
- Encourage reflection on marked work to identify where they didn't meet command verb requirements so as to learn how to develop their technique for future questions.

b. Coursework task requirements:

- Use of command verb explanations.
- Encourage students to reword task descriptions/instructions.

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- Modelling answers linking to the mark schemes and analysing the model answer.
 - Check understanding and presence of plurals in key words.
 - Use of synonyms to explain assessment criteria.
- 3) To encourage students to read/research topics both in and outside of the lessons to help develop their understanding of complex topics and their ability to extract relevant information:**
- PSHE and ITCS lessons support students to become critical users of information from the internet.
 - Students are set research tasks where appropriate and encouraged to use a variety of sources (especially at Key Stage 5)
 - Use news articles/topical issues in lessons where possible e.g. silent starters, class discussion of relevance to current topic etc.
 - Provide students with links to recommended sites and articles where appropriate for further reading; where possible to encourage students to find sources of information themselves.
 - Encourage students to install News Apps and other helpful apps to keep up with news in our subject area e.g. The Guardian Technology section.
 - Encourage and support students in completing the iDEA Bronze and Silver Awards which provides students with further knowledge on a wider range of Computing and IT topics.
- 4) To encourage students to read news articles and articles relating to technology/computing for pleasure in their own time:**
- Encourage the completion of the iDEA awards.
 - Encourage students to download and install apps relevant to the subjects to keep up with new trends.
 - To use lessons to highlight opportunities for further reading/viewing e.g. Netflix documentaries, specific films, specific news articles, general websites to help with keeping abreast of the subject e.g. Feedly.

Department Discussion: Main strategies currently used by Key Stage (November 2020)		
Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> - Reading text & answering questions (silent starters) - Matching definitions to key terms - Reading text/questions to low ability – Guided Reading (Nurture) - Low stakes testing to ensure students are understanding. 	<ul style="list-style-type: none"> - Mind mapping key topics/terms - Highlighting and explaining key terminology and Command Verbs - Flashcards/Subject Knowledge maps - Encouraging students to read a wide range of texts e.g. silent starters, research tasks - Low stakes testing - Use of PLC's and exam questions. 	<ul style="list-style-type: none"> - Command Verb understanding - Modelling answers - Encouraging students to read a wide range of texts e.g. silent starters, research tasks, personal notes - Low stakes testing - Linked to specific reading - Questioning from analysing text/information - Research tasks (independent and group).

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Writing Aims:

- 1) To ensure students are equipped with effective strategies to construct/structure their answers.
- 2) To encourage and support students in writing clearly, concisely, accurately and including key subject terminology so as to maximise their marks.
- 3) To ensure students understand how long answered questions are marked to help develop accuracy and thoroughness when planning and answering such questions.
- 4) To support students in having confidence in answering all question types so that they attempt all questions/complete all tasks that they are capable of.
- 5) To equip students with strategies to reflect on their written responses.

Writing Strategies*:

- 1) To ensure students are equipped with effective strategies to construct/structure their answers:**
 - Use of sentence starters
 - Use of fill the gap strategies
 - Encourage students to use PEEL where appropriate (point, example, explanation, link)
 - Support students with their understanding of command words in a question/ coursework task
 - Include exam board questions (and accompanying mark schemes) routinely in lessons where appropriate so as to gain confidence and skills in relation to exam technique
 - Model answers/work where appropriate/permitted.
- 2) To encourage and support students in writing clearly, concisely, accurately and including key subject terminology so as to maximise their marks:**
 - Model answers where appropriate/permitted.
 - Use feedback on marked work to highlight areas for development in relation to exam technique e.g. inaccuracies, not needed, too vague, not enough, missing key term.
 - Encourage students to reflect on what they learnt from previous marked work when revising/creating a new piece of work.
 - Include exam board questions (and accompanying mark schemes) routinely in lessons where appropriate so as to gain confidence and skills in relation to exam technique.
 - Support students in understanding what exam questions/coursework assignments are asking so that they can make the best possible attempt to answer accurately.
 - Teach subject-specific spellings and respond to common spelling errors and teach students to use a range of punctuation.
 - Encourage the use of PEEL where appropriate.
 - Mark written responses for SPAG as per the marking policy.
- 3) To ensure students understand how long answered questions are marked to help develop accuracy and thoroughness when planning and answering such questions:**
 - Use exam questions/practice tasks in lessons, creating opportunities to self-mark with mark schemes so that students become familiar and confident with requirements.

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- Provide feedback on marked work to highlight strengths and areas for development for each student in relation to their writing, giving them time to reflect and develop.
- Ensure students understand how extended writing pieces are marked e.g. command verb used; skills required (knowledge, application, evaluation) and how to demonstrate those skills as well as any specific requirements e.g. A-Level CS Essay marking grid; subsequently giving students an opportunity to practice meeting these requirements in a low-stakes manner.
- Model effective planning strategies and give students an opportunity to practice routinely in a low-stakes manner.

4) To support students in having confidence in answering all question types so that they attempt all questions/complete all tasks that they are capable of:

- Teach relevant subject content thoroughly and revisit it regularly so students are comfortable with the subject content and well-placed to attempt all questions.
- Use exam questions/practice tasks of different types routinely in lessons where appropriate, creating opportunities to self-mark with mark schemes so that students become familiar and confident with requirements.
- Make practice question papers available to students through Google Classroom.
- Ensure that exam board questions are used during assessments so students are exposed to them throughout the course.
- Encourage the use of sentence starters or 'helpful linking words' where appropriate.

5) To equip students with strategies to reflect on their written responses:

- Encourage students to use mark schemes/rubrics /feedback comments /quiz results as appropriate.
- Use self-assessment regularly and peer-assessment where appropriate, training students into doing both effectively and constructively.
- Create a routine/culture where reflection is normal and making mistakes is a positive learning experience that can help students improve.
- Give appropriate feedback to aid student reflections.
- Use reflection templates/checklists/rubrics/PLC's where appropriate so students have some guidance.
- A new focus on encouraging students to review the question first and then their answers when looking back at exam questions in an assessment so as to encourage students to reflect on whether they have understood and answered the specific question set.



Spoken Language Aims:

- 1) To ensure students are equipped to use a range of subject specific vocabulary in their spoken language.
- 2) To ensure students are equipped with the skills to structure a spoken presentation.
- 3) To support students to use spoken Standard English.
- 4) To teach students how to listen and respond fully to the questions set.
- 5) To provide students with opportunities for structured discussions.

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 key term vocabulary in verbal responses.
 - Use of key words on presentations for each topic.
- 2) To aid planning of spoken presentations:**
 - Teach and model effective planning strategies.
- 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**
 - Give opportunities for students to practise listening for specific or key information.
 - 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'.

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