



# Disciplinary Literacy at Netherhall School



## Disciplinary literacy intent

- All teachers are teachers of literacy through their subjects; disciplinary literacy is evident in **every** lesson in **every** subject.
- To support all students to access all subjects across the curriculum.
- To develop students' ability to speak confidently, read fluently and write well in the discipline of each subject.

## What is effective disciplinary literacy?

- Strategic planning and teaching of students to decode (*read words*) and encode (*write words*) the tier 2 and 3 vocabularies for each subject discipline.
- Developing students as strategic readers through modelling of the reciprocal reading approach: activating prior knowledge, making predictions about texts, questioning, clarifying and summarising texts.
- Developing their speaking and listening skills to acquire new vocabulary before they write.
- Developing their background knowledge to make meaning of the text.
- Teaching reading fluency and the reading strategies required for each subject discipline.

## How to sequence the teaching of literacy

- **Vocabulary:** Every teacher understands that students need to be adding at least 3,000 new words to their vocabulary per year (Beck & McKeown, 2002). In order for this to be achieved, teachers use repetition and multiple exposure to vocabulary through mediums such as *Never Heard the Word* grids – implemented at the beginning of each unit – and active engagement tools like *Bedrock Mapper* and *Plickers* to teach the tier 2 and 3 words needed to access learning in the subject.
- **Speak:** Every teacher understands the importance of developing oracy and models speaking, giving opportunities for students to work on pronunciation of new words before using them in sentences.
- **Read:** Every teacher models fluent reading and plans for students to rehearse and revisit using the skills included in the reciprocal reading approach.
- **Write:** Every teacher models how to write like an expert of the subject discipline and gives students time to draft and re-draft their work.

## Targeted vocabulary instruction by all teachers

- Write the word and pronounce it slowly: *I say, you say*.
- Break down the word into syllables, prefix and suffix and teach the parts.
- When appropriate, discuss the etymology (*origins*) of the word to enable students to recognise links between new and previously visited vocabulary.
- Use mediums like *Never Heard the Word* grids and active engagement tools like *Bedrock Mapper* and *Plickers* to record definitions and examples of use to help students to understand and recognise context.
- Use the word in both teacher and student talk, openly discussing similarities and differences in meaning with other disciplines and challenging any misconceptions which arise.
- Retrieve the word in subsequent lessons to consolidate learning and develop understanding.

## Supporting all students to read fluently through academic reading.

- Plan and pre-teach the tier 2 and 3 vocabulary they will encounter when reading.
- Plan and pre-teach any knowledge needed to understand the words and the texts.
- Identify complex vocabulary in texts and support students through highlighting and openly discussing meaning, providing definitions and glossaries where appropriate.
- Model the reciprocal reading approach in order to improve their understanding of the text.

## Further reading strategies to teach to all students.

- **Skimming:** a quick read to understand the main ideas.
- **Scanning:** slower look for a particular word or phrase.
- **Intensive reading or close reading:** slow, careful and methodical reading.
- **Wider reading:** reading more texts about the topic or subject.