



The Purbeck School

Achieving Excellence Together

Supporting The Development of Literacy at The Purbeck School

Kindness, Aspiration, Perseverance



Improving Literacy in Secondary Schools

Guidance on how to support literacy in secondary schools is taken from EEF research:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>

<p>1</p> <p>Prioritise 'disciplinary literacy' across the curriculum</p> 	<p>2</p> <p>Provide targeted vocabulary instruction in every subject</p> 	<p>3</p> <p>Develop students' ability to read complex academic texts</p> 	<p>4</p> <p>Break down complex writing tasks</p> 	<p>5</p> <p>Combine writing instruction with reading in every subject</p> 	<p>6</p> <p>Provide opportunities for structured talk</p> 	<p>7</p> <p>Provide high quality literacy interventions for struggling students</p> 
<ul style="list-style-type: none">• Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.• Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.• All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.• School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.	<ul style="list-style-type: none">• Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.• Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.• Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.• Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.	<ul style="list-style-type: none">• Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.• To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.• Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.• Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.	<ul style="list-style-type: none">• Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.• Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.• Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.• Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.	<ul style="list-style-type: none">• Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.• Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.• Students should be taught to recognise features, aims and conventions of good writing within each subject.• Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.	<ul style="list-style-type: none">• Talk matters: both in its own right and because of its impact on other aspects of learning.• High quality talk is typically well-structured and guided by teachers.• Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.• Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.	<ul style="list-style-type: none">• Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.• Developing a model of tiered support, which increases in intensity in line with need is a promising approach.• Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.• Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.



How we develop literacy through the Art/Photography curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the art/photography curriculum by:

- emphasising concepts and terminology which is progressive through the key stages and through the purposeful curriculum map

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Academic language is taught through our curriculum powerpoints which contain keyword sections on each slide
- Key word complexity is progressive and accumulative throughout the year groups
- Tier 2 and Tier 3 words are linked to research page support and guidance booklets
- Key words are explained during lesson delivery

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- Reading complex sentences to students and breaking down key information
- Using the 'Quads' method to break down text into the four key areas we often discuss
- Exposure to increasingly complicated concepts behind artist/photographers' work – then analysed and annotated by students

EEF recommendation 4: We break down complex writing tasks by:

- Supporting extended writing tasks with structural scaffolding through resources in our powerpoints and booklets
- Live modelling the answers
- Recapping key terms and definitions to promote more complex writing
- Using sentence starters (where required)

EEF recommendation 5: We combine writing instruction with reading by:

- Using model answers to show how to improve their writing (both before and after writing independently)
- 1-1 feedback during coursework and externally set task phases of the course
- We have key word pages in booklets

EEF recommendation 6: We provide opportunities for structured talk by:

- Explicitly instructing students how to talk in a variety of different situations
- Modelling subject specific dialogue through lesson delivery and demoing writing
- Encouraging students to 'say it again better' and build answers together in layers
- Guided critique structure
- Understanding of visual language – modelled by teacher

EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- Ensuring we have a variety of coloured overlays and reading rules to promote student literacy
- We embolden key words to help students pick out key aspects for information and understand the general idea
- We use photos and diagrams alongside bodies of text to help with understanding complex texts
- Ensure all PowerPoints have dark coloured text on a light-coloured background
- Print worksheets on blue paper, if required



How we develop literacy through the Business Studies curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the Business curriculum by:

- We have subject specific terminology and contextual requirements which are listed specifically in the year group knowledge organisers.
- We set practise 3, 6, 9-mark questions and feedback either by peer, live modelling or individually the discipline requirements
- We consistently use visualiser to review what 'good looks like' and improvements that can be made.
- Students are provided with scaffolding in their extended writing practise
- Occasional allocation Directed Improvement and Reflect Time (DIRT) to review books to knowledge organiser to ensure correct technical language use and spelling.

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Academic language is taught through Knowledge Organisers, low stakes quizzing
- Starter quizzes in lesson to explicitly teach and revise / recap key words which are important for the lesson and unit (linked to core knowledge)
- Tier 2 and Tier 3 words are linked to their Knowledge Organiser
- Key words are identified and emphasised both by emboldening and verbally within a lesson and resources
- Use of SENECA (home learning) further provides targeted vocabulary at Tier 2 and 3
- Review of corporate websites and examples of corporate content (e.g. Annual Accounts) are used to illustrate use of specific vocabulary in context.

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- We help develop students' ability to read complex academic texts by a teacher modelling good reading in front of the class by reading extracts and clips from newspapers
- Use of printed and projected case studies, blogs, news websites, corporate websites and internet articles are used to expand both thinking and use of contextual language.
- Decoding and identifying key command words eg: describe/explain/evaluate

EEF recommendation 4: We break down complex writing tasks by:

- Supporting extended writing tasks by scaffolding, such as use of mnemonic structures for 3-mark questions which progressively builds for extended 12-mark answers
- Live modelling the answers
- Live assessment of assessment criteria (Knowledge, application, analysis and evaluation)
- Recapping key terms and definitions to promote more complex writing – starter activity especially used to revisit complex concepts
- Using sentence starters (where required)
- Use of wall posters to provide scaffolding and 'what good looks like'



EEF recommendation 5: We combine writing instruction with reading by:

- Use of handout case study materials (such as blogs, articles and corporate) which require reading and then answering 9- and 12-mark question in context
- Creating, modelling and reviewing model answers to show how to improve their writing (both before and after writing independently)
- More formal assessment with extended writing such as end of unit assessment, trial exams and where practical, practise 3, 6 and 9 mark questions are marked both with discipline and grammar and spelling.

EEF recommendation 6: We provide opportunities for structured talk by:

- Modelling subject specific dialogue
- Encouraging students to 'say it again better'
- Students given opportunities to verbally justify their decision making especially possible options to 9-mark options before writing tasks

EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- We embolden and verbally stress key words to help students pick out key aspects for information and understand the concept
- We use visual illustrative pictures, photos and diagrams alongside bodies of text to help with understanding complex texts
- Complex ideas are scaffolded into smaller chunks size spread over a series of slides
- Ensure all PowerPoints have dark coloured text on a on a light-coloured background
- Print worksheets on blue paper, if required



How we develop literacy through the Computing curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the science curriculum by:

- emphasising concepts and terminology which is progressive through the key stages and through the purposeful curriculum map

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Academic language is taught through Knowledge Organisers, low stakes quizzing
- Starter quizzes in lesson to explicitly teach and recap key words which are important for the lesson and unit (linked to core knowledge)
- Tier 2 and Tier 3 words are linked to their Knowledge Organiser
- Key words are identified and emphasised within lesson time and resources

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- Using and implementing reading strategies to help break down tasks.

EEF recommendation 4: We break down complex writing tasks by:

- Supporting extended writing tasks by structural scaffolding, such as use of tables or bullet points to answer 8 mark questions
- Live modelling the answers
- Recapping key terms and definitions to promote more complex writing

EEF recommendation 5: We combine writing instruction with reading by:

- Using model answers to show how to improve their writing (both before and after writing independently)

EEF recommendation 6: We provide opportunities for structured talk by:

- Modelling subject specific dialogue

EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- Ensuring we have a variety of coloured overlays and reading rules to promote student literacy
- We embolden key words to help students pick out key aspects for information and understand the general idea
- Ensure all PowerPoints have dark coloured text on a light-coloured background



How we develop literacy through the Design and Technology and Food curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the DT and Food curriculum by:

- emphasising concepts and terminology which is progressive through the key stages and through the purposeful curriculum map

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Academic language is taught through Knowledge Organisers, low stakes quizzing
- Starter quizzes in lesson to explicitly teach and recap key words which are important for the lesson and unit (linked to core knowledge)
- Tier 2 and Tier 3 words are linked to their Knowledge Organiser
- Key words are identified and emphasised within lesson time and resources

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- Using and implementing reading strategies to help break down tasks.
- We help develop students' ability to read complex academic texts by reading as a class, from a variety of texts (ranging from, newspaper articles, diagrams, to short extracts and shorter sentences)
- We help develop students' ability to read complex academic texts by a teacher modelling good reading in front of the class by reading extracts and clips from textbooks.

EEF recommendation 4: We break down complex writing tasks and scaffold by:

- Supporting extended writing tasks by structural scaffolding, such as use of BUG, PEEL, or bullet points to answer 8 -12 mark questions
- Live modelling the answers
- Recapping key terms and definitions to promote more complex writing
- Modelling / Using sentence starters (where required)

EEF recommendation 5: We combine writing instruction with reading by:

- Using model answers to show how to improve their writing (both before and after writing independently)
- have a literacy checklist box on all KS3 assessments for SPAG and at KS4 we get students to – 'Check capital letters' and 'Spellings of key words'

EEF recommendation 6: We provide opportunities for structured talk by:

- Explicitly instructing students how to talk in various different situations
- Modelling subject specific dialogue
- Encouraging students to 'say it again better'

EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- Ensuring we have a variety of coloured overlays and reading rules to promote student literacy
- We embolden key words to help students pick out key aspects for information and understand the general idea
- We use photos and diagrams alongside bodies of text to help with understanding complex texts
- Ensure all PowerPoints have dark coloured text on a light-coloured background
- Print worksheets on blue paper, if required



How we develop literacy through the Drama curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the Drama curriculum by:

- We prioritise 'disciplinary literacy' across the Drama curriculum by emphasising concepts and terminology which is progressive through the key stages and through the purposeful curriculum map.

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Targeting Tier 2 and Tier 3 vocabulary through Knowledge Organisers and regular low stakes quizzing.
- The modelling of Tier 2 and Tier 3 vocabulary by teachers both orally and through writing.
- Ensuring that key words are emphasised by bolding in lesson resources.

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- We help develop students' ability to read texts by a teacher modelling good reading in front of the class.
- Increasing the complexity of texts used across the key stages.

EEF recommendation 4: We break down complex writing tasks by:

- Identifying and decoding key command words eg: describe/explain/evaluate/analyse.
- Explicit and repeated modelling of the PEEL writing structure throughout the Drama curriculum.
- Using feedback lessons enable students to think more critically about their written work, again returning to the PEEL writing structure to identify their strengths and areas for improvement.
- Live modelling of extended writing.

EEF recommendation 5: We combine writing instruction with reading by:

- Using model answers to show how to improve their writing (both before and after writing independently).

EEF recommendation 6: We provide opportunities for structured talk by:

- Modelling subject specific dialogue
- Encouraging students to 'say it again better'
- Giving students opportunities to verbally justify their decision making prior to the 9 and 14 mark GCSE writing tasks.

EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- Ensuring that coloured overlays and reading rulers are available to support students that need them to read more effectively.
- Ensuring that script booklets are always available on blue paper if required.
- Creating resources with readable fonts and font-sizes, e.g. Calibri, Tahoma and Verdana.
- Providing access arrangements for assessments and independent practice in class.



How we develop literacy through the English curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the English curriculum by:

- We prioritise 'disciplinary literacy' across the English curriculum by emphasising concepts and terminology which is progressive through the key stages and through the purposeful curriculum map such as exploring characterisation, critical analysis and effective application of elements of the analytical writing mat.

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Academic language is taught through knowledge organisers and quizzing.
- Starter quizzes in lesson explicitly teach and recap key words which are important for the lesson and unit (linked to core knowledge.)
- Tier 2 words are taught through Knowledge Organiser quizzing and Tier 3 words are taught through quality first teaching.
- Key words are identified and emphasised within medium term plans, lesson time and resources.

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- Using and implementing reading strategies to help break down tasks e.g. reading for summary, reading for comprehension, reading for questioning, reading for synthesising and predicting.
- We help develop students' ability to read complex academic texts by reading as a class, from a variety of texts (ranging from, newspaper clips, diagrams, to short extracts and shorter sentences)
- We help develop students' ability to read complex academic texts by a teacher modelling good reading in front of the class by reading extracts and clips from newspapers.
- We increase the complexity of texts across the key stages and make links to prior taught content in order to help students access more complicated texts through applying schematic knowledge.

EEF recommendation 4: We break down complex writing tasks by:

- Using sentence starters for writing tasks (The Purbeck School analytical writing mat.)
- Breaking effective writing into components such as sentence, word, paragraph and punctuation level (The Purbeck School writing mat.)
- More extended writing is supported with full structural scaffolding.
- Live modelling answers for students to see experts separate writing into component parts.
- Recapping key terms and definitions to promote more complex writing

EEF recommendation 5: We combine writing instruction with reading by:

- Using model answers to show how to improve their writing (both before and after writing independently)
- Using source texts as a springboard for different writing tasks (interleaving).



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EEF recommendation 6: We provide opportunities for structured talk by:

- Encouraging students to 'say it again better'
- Planning opportunities for scaffolded exploratory talk.
- Planning opportunities for scaffolded presentational talk.

EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- Ensuring we have a variety of coloured overlays and reading rulers to promote student literacy.
- Ensure all PowerPoints have dark coloured text on a on a light-coloured background
- Print worksheets on blue paper, if required.
- We have scaffolded reading tasks for various reading ages to ensure all students in class can access text which is suitable.
- We bold key words to help students pick out key aspects for information and understand the general idea.
- We use photos alongside bodies of text to help with understanding complex texts.
- We use a variety of font types to support students' literacy if reading is a challenge
- We revisit material to ensure that it is understood.
- Using Reading Plus to close the gap between biological and reading ages where a significant gap has been identified.



How we develop literacy through the Geography curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the geography curriculum by:

- We prioritise 'disciplinary literacy' across the geography curriculum by emphasising concepts and terminology which is progressive through the key stages and through the purposeful curriculum map

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Academic language is taught through Knowledge Organisers, low stakes quizzing
- Starter quizzes in lesson to explicitly teach and recap key words which are important for the lesson and unit (linked to core knowledge)
- Tier 2 and Tier 3 words are linked to their Knowledge Organiser
- Key words are identified and emphasised within lesson time and resources
- Key words are also highlighted in the 'topic overview' which are stuck in all KS3 books at the beginning of a unit.

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- Using and implementing reading strategies to help break down tasks [these were a whole school strategy so students are aware of the routine of 'reading for summary, reading for comprehension, reading for questioning and reading for synthesising]
- Developing students' ability to read complex academic texts by reading as a class, from a variety of texts (ranging from, newspaper clips, diagrams, to short extracts and shorter sentences) Using more complex readings as student's progress through the key stages.
- Developing students' ability to read complex academic texts by a teacher modelling good reading in front of the class by reading extracts and clips from newspapers.
- Decoding and identifying key command words eg: describe/explain/evaluate

EEF recommendation 4: We break down complex writing tasks by:

- Using sentence starters for every writing task (where required)
- More extended writing is supported with full structural scaffolding
- Live modelling the answers
- Recapping key terms and definitions to promote more complex writing



EEF recommendation 5: We combine writing instruction with reading by:

- Using model answers to show how to improve their writing (both before and after writing independently)
- 'Star Slides' have a literacy checklist box on (to be used for future planning) – 'Check capital letters' and 'spellings of key words'

EEF recommendation 6: We provide opportunities for structured talk by:

- Encouraging students to 'say it again better'
- **EEF recommendation 7: We provide high quality literacy interventions for struggling students by:**
 - Ensuring we have a variety of coloured overlays and reading rules to promote student literacy
 - Ensure all PowerPoints have dark coloured text on a light-coloured background (blue)
 - Ensure all PowerPoints are written using a clear font (always Verdana)
 - Print worksheets on blue paper, if required
 - We have scaffolded reading tasks for various reading ages to ensure all students in class can access text which is suitable
 - We bold key words to help students pick out key aspects for information and understand the general idea
 - We use photos alongside bodies of text to help with understanding complex texts
 - We use a variety of font types to support student's literacy if reading is a challenge



How we develop literacy through the History curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the History curriculum by:

- We prioritise 'disciplinary literacy' across the History curriculum by emphasising substantive concepts.
- Students build on their understanding of substantive concepts as they progress through the History curriculum.

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Tier 2 and Tier 3 vocabulary is targeted through Knowledge Organisers and regular low stakes quizzing.
- 'Do now' tasks at the start of each lesson require students to retrieve Tier 2 and Tier 3 vocabulary.
- The use of Tier 2 and Tier 3 vocabulary is modelled by teachers both orally and through writing.

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- Frequent use of primary written source material and historians' interpretations throughout the History curriculum.
- Reading is both modelled by the teacher and shared by students.
- Students' reading comprehension is developed through explicit modelling to students how to take key ideas from academic texts and how primary material and interpretations can be used as a basis to shape historical understanding.

EEF recommendation 4: We break down complex writing tasks by:

- Explicit and repeated modelling of the PEEL writing structure throughout the History curriculum.
- Feedback lessons enable students to think more critically about their historical writing, again returning to the PEEL writing structure to identify their strengths and areas for improvement, especially at GCSE and A-Level.
- Live modelling of extended writing.

EEF recommendation 5: We combine writing instruction with reading by:

- Reading is used as a key component throughout the History curriculum to develop students understanding and to model good historical writing.
- Use of model answers, which form the basis of either preparation for extended writing or feedback on completed extended writing.

EEF recommendation 6: We provide opportunities for structured talk by:

- Dedicating parts of lesson time to extended questioning and discussion throughout the History curriculum.
- Using exam questions to stimulate historical debate at GCSE and A-Level.
- Teachers model verbal historical reasoning.



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EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- Ensuring we have a variety of coloured overlays and reading rules to promote student literacy.
- Ensure all PowerPoints have dark coloured text on a on a light-coloured background.
- Print worksheets on blue paper, if required.
- Increasing use of scaffolded reading tasks throughout the History curriculum to ensure all students in class can access text which is suitable.
- A variety of font types are used to support students' literacy if reading is a challenge



How we develop literacy through the Maths curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the science curriculum by:

- Emphasise concepts and terminology, which are content-specific, cumulative, coherent and challenging within all schemes of learning and progressive through the key stages.
- Teach students to read, write and communicate mathematically.
- Develop students' mathematical literacy by helping them to build connections between terminology, concepts, skills and representations.

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Provide precise vocabulary instruction to help students access and use mathematical language.
- Prioritise tier 2 and tier 3 vocabulary by highlighting them within Knowledge Organisers.
- Help students remember new words and make connections between words by using etymology and morphology approaches, e.g. 'tri' meaning three.
- Use examples and non-examples as many mathematical terms have alternative meanings to the same terms used in everyday context.

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- Support students to use their existing subject knowledge to access complex problems and texts.
- Decipher notation, subject-specific language, conventions and representations to allow students to develop understanding and communicate mathematically.
- Teach students to read and recognise key features of a problem.

EEF recommendation 4: We break down complex writing tasks by:

- Use a My Turn/Your Turn strategy to demonstrate live how to set out worked solutions and writing explanations prior to students modelling similar examples.
- Provide structural scaffolding, such as backward fading or fill in the gaps, for students who struggle to formulate worked solutions.
- Use sentence starters, where appropriate, to write explanations.
- Give students small manageable targets to work towards.

EEF recommendation 5: We combine writing instruction with reading by:

- Highlight command words and key information before solving a problem, e.g. simplify, solve, substitute.
- Support students to translate worded problems into mathematical symbols, carry out calculations and then interpret answers in the context of the original problem.
- Encourage the use of calculations rather than words, where appropriate.
- Utilise real-world contexts, both familiar and unfamiliar, to hook students into a problem.
- Teach spelling, grammar and punctuation explicitly, including the use of capital letters and full stops.



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EEF recommendation 6: We provide opportunities for structured talk by:

- Model high quality mathematical talk, including precise vocabulary and metacognitive reflection, throughout each lesson.
- Encourage students to ask mathematical questions.
- Provide opportunities for students to apply mathematical reasoning and share their ideas.

EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- Provide coloured overlays and reading rulers to support students that need them to read more effectively.
- Create resources with readable fonts and font-sizes, e.g. Calibri, Tahoma and Verdana.
- Provide access arrangements for assessments and independent practice.



How we develop literacy through the Media curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the Media curriculum by:

- We prioritise 'disciplinary literacy' across the Media curriculum by emphasising concepts and terminology which is progressive through the key stages and through the purposeful curriculum map

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Academic language is taught through Knowledge Organisers, low stakes quizzing
- Starter quizzes in lesson to explicitly teach and recap key words which are important for the lesson and unit (linked to core knowledge)
- Tier 2 and Tier 3 words are linked to their Knowledge Organiser
- Key words are identified and emphasised within lesson time and resources
- Providing students with the exam key vocabulary booklet

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- Using and implementing reading strategies to help break down tasks [these were a whole school strategy so students are aware of the routine of 'reading for summary, reading for comprehension, reading for questioning and reading for synthesising]
- Developing students' ability to read complex academic texts by reading as a class, from a variety of texts (ranging from, newspaper articles, diagrams, a range of media specific texts such as adverts)
- Using more complex readings as student's progress through the key stages.
- Developing students' ability to read complex academic texts by a teacher modelling good reading in front of the class by reading extracts and clips from newspapers.
- Decoding and identifying key command words eg: describe/explain/evaluate
- Signposting students to

EEF recommendation 4: We break down complex writing tasks by:

- Using sentence starters for writing tasks (where required)
- More extended writing is supported with structural scaffolding
- Live modelling how to approach questions and break down key terminology
- Live modelling responses to exam questions
- Recapping and contextualising key terms and definitions to promote more complex writing

EEF recommendation 5: We combine writing instruction with reading by:

- Using model answers to show how to improve their writing (both before and after writing independently)
- Using source texts as a springboard for different writing tasks (interleaving).



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EEF recommendation 6: We provide opportunities for structured talk by:

- Encouraging students to 'say it again better'
- Planning opportunities for scaffolded exploratory talk.

EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- Ensuring we have a variety of coloured overlays and reading rulers to promote student literacy.
- Ensure all PowerPoints have dark coloured text on a light-coloured background
- Print worksheets on blue paper, if required.
- We bold key words to help students pick out key aspects for information and understand the general idea.
- We use photos alongside bodies of text to help with understanding complex texts.
- We use a variety of font types to support students' literacy if reading is a challenge
- We revisit material to ensure that it is understood.



How we develop literacy through the MFL curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the MFL curriculum by:

- We prioritise 'disciplinary literacy' across the MFL curriculum by emphasising concepts and terminology which is progressive through the key stages and through the purposeful curriculum map.
- We talk about key grammatical concepts in lessons (what are verbs, adjectives, nouns, adverbs).
- We have posters in each MFL room to demonstrate the differences in capitalization in French and Spanish when compared to English.

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Vocabulary is taught through modelling lessons then tested through knowledge organisers and quizzing.
- Starter quizzes in lesson explicitly retrieve key words and structures which are important for the lesson and unit (linked to core knowledge.)
- Key words are identified and emphasised within medium term plans, lesson time and resources.
- Lessons are sequenced as follows to enable deeper learning of vocabulary and structures.

Modelling: the use of chunks in context through sentence builder/story telling/songs/etc.

Awareness Raising: sensitising the learners to the patterns/rules governing the target chunks formation and use (pop-up grammar).

Receptive Processing: high-intensity processing practice through receptive skills (controlled input).

Structured Production: intensive supported and highly controlled production practice (pushed output).

Expansion: structure is learnt in greater depth and practised with old and new vocabulary and structures overtime through systematic recycling.

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- Using and implementing reading strategies to help break down tasks e.g. reading for summary, reading for comprehension, reading for questioning, reading for synthesising and predicting.
- We encourage pupils to use skimming and scanning to enable them to find key words in the texts and break down more complex writing.
- We help develop students' ability to read texts by a teacher modelling good reading in front of the class.
- We increase the complexity of texts across the key stages and make links to prior taught content in order to help students access more complicated texts through applying schematic knowledge.



EEF recommendation 4: We break down complex writing tasks by:

- Using sentence starters for writing tasks and structure helpers (TOJPFS)
- Using model texts with success criteria to break down complex tasks.
- More extended writing is supported with scaffolding.
- Live modelling answers for students to see experts separate writing into component parts.

EEF recommendation 5: We combine writing instruction with reading by:

- Using model answers to show how to improve their writing (both before and after writing independently)
- Live analysing the model answers as part of feedback lessons after a writing task.

EEF recommendation 6: We provide opportunities for structured talk by:

- Encouraging students to 'say it again better'
- Planning opportunities for speaking in lessons.
- Using model answers to show how to improve their speaking (both before and after speaking independently)
- Live analysing the model answers as part of feedback lessons after a speaking task.

EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- Ensuring we have a variety of coloured overlays and reading rulers to promote student literacy.
- Ensure all PowerPoints have dark coloured text on a light-coloured background
- Print worksheets on blue paper, if required.
- All pupils have access to a knowledge booklet for each lesson, pupils can always find any piece of vocabulary used in lessons in the booklet.



How we develop literacy through the Music curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the music curriculum by:

- Emphasising concepts and terminology which is progressive through the key stages and through the purposeful curriculum map
- Developing keyboard literacy so that students have an understanding and awareness of how pitch is organised and how to find notes on a keyboard

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Using Knowledge Organisers with low stakes quizzing to learn academic vocabulary
- Tier 2 and Tier 3 words are linked to their Knowledge Organiser
- Key words are identified and emphasised within lesson time and teacher explanations

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- Using a help resource at KS4 that is written in a complex academic style

EEF recommendation 4: We break down complex writing tasks by:

- Supporting extended writing tasks by sharing exemplar answers and discussing the strengths and weaknesses of student answer examples
- Recapping key terms and definitions to promote more complex writing
- Using sentence starters (where required)

EEF recommendation 5: We combine writing instruction with reading by:

- Using model answers to show how to improve their writing (both before and after writing independently)
- Feeding back on literacy skills on written assessments – 'Check capital letters' and 'Spellings of key words'

EEF recommendation 6: We provide opportunities for structured talk by:

- Encouraging students to 'say it again better'
- Teacher modelling of talk by repeating and reframing student answers

EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- Ensuring we have a variety of coloured overlays to promote student literacy
- We embolden key words to help students pick out key aspects for information and understand the general idea
- Print worksheets on blue paper, if required



How we develop literacy through the PRE curriculum

EFF recommendation 1: We prioritise 'disciplinary literacy' across the science curriculum by:

- We prioritise 'disciplinary literacy' across the PRE curriculum by emphasising concepts and terminology which is progressive through the key stages and through the purposeful curriculum map

EFF recommendation 2: We provide targeted vocabulary instruction by:

- Academic language is taught through Knowledge Organisers, low stakes quizzing
- Starter quizzes in lesson to explicitly teach and recap key words which are important for the lesson and unit (linked to core knowledge)
- Tier 2 and Tier 3 words are linked to their Knowledge Organiser
- Lessons start also with the key concepts needed for the lesson
- Key words are identified and emphasised within lesson time and resources

EFF recommendation 3: We develop students' ability to read complex academic texts by:

- Developing students' ability to read complex academic texts by reading as a class, from a variety of texts (ranging from, newspaper clips, diagrams, to short extracts and shorter sentences)
- Developing students' ability to read complex academic texts by a teacher modelling good reading in front of the class by reading extracts and clips from newspapers.
- Decoding and identifying key command words eg: list/ state/ describe/explain/evaluate/ analyse

EFF recommendation 4: We break down complex writing tasks by:

- Using sentence starters for every writing task (where required) ie PEEL or PEELAL chains
- More extended writing is supported with full structural scaffolding
- Live modelling the answers
- Recapping key terms and definitions to promote more complex writing
- Creating a check list to ensure students have included key information in book based on the specs
- Use time in lessons for students plan a paragraph together using mark schemes create mark schemes for answers

EFF recommendation 5: We combine writing instruction with reading by:

- Using model answers to show how to improve their writing (both before and after writing independently)
- In assessments there is a literacy task, the key focus is SPAG



EEF recommendation 6: We provide opportunities for structured talk by:

- Encouraging students to 'say it again better'
- Think pair share activities, where students discuss the issue- often slides have pointers as to what to say
- When working on debate questions we use a variety of strategies ie think pair share, mark schemes to discuss arguments for and against and write them down and then create a debate, using sentence stems as well to support with phrases ie this is supported by, in addition, a problem with this argument

EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- Ensuring we have a variety of coloured overlays and reading rules to promote student literacy
- Ensure all PowerPoints have dark coloured text on a on a light-coloured background
- Print worksheets on blue paper, if required
- We bold key words to help students pick out key aspects for information and understand the general idea
- We use pictures alongside bodies of text to help with understanding complex texts
- We use a variety of font types to support student's literacy if reading is a challenge



How we develop literacy through the Psychology Curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the Psychology curriculum by:

- emphasising concepts and terminology which is progressive through the key stages and through the purposeful curriculum map

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Academic language is taught through Knowledge Organisers, low stakes quizzing
- Starter quizzes in lesson to explicitly teach and recap key words which are important for the lesson and unit (linked to core knowledge)
- Technical words are linked to their Knowledge Organiser
- Key words are identified and emphasised within lesson time and resources and put on wall displays

EEF recommendation 3: We help develop students' ability to read complex academic texts by:

- Using and implementing reading strategies to help break down tasks [these were a whole school strategy so students are aware of the routine of 'reading for summary, reading for comprehension, reading for questioning and reading for synthesising]
- We help develop students' ability to read complex academic texts by reading as a class, from a variety of texts (ranging from, newspaper clips, diagrams, to websites and handouts)
- We help develop students' ability to read complex academic texts by a teacher modelling good reading in front of the class by reading extracts and clips from newspapers.

EEF recommendation 4: Complex Writing tasks are broken down and scaffolded clearly by:

- Using sentence starters for every writing task (where required)
- More extended writing is supported with full structural scaffolding
- Live modelling the answers
- Recapping key terms and definitions to promote more complex writing

EEF recommendation 5: We combine writing instruction with reading by:

- Using model answers to show how to improve their writing (both before and after writing independently)

EEF recommendation 6: We provide literacy interventions for struggling students by:

- Ensuring we have a variety of coloured overlays and reading rules to promote student literacy
- We highlight key words to help students pick out key aspects for information and understand the general idea
- We use photos alongside bodies of text to help with understanding complex texts
- We use a variety of font types to support student's literacy if reading is a challenge



How we develop literacy through the Science curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the science curriculum by:

- Emphasising concepts and terminology which is progressive through the key stages and through the purposeful curriculum map

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Academic language is taught through Knowledge Organisers, low stakes quizzing
- Starter quizzes in lesson to explicitly teach and recap key words which are important for the lesson and unit (linked to core knowledge)
- Tier 2 and Tier 3 words are linked to their Knowledge Organiser
- Key words are identified and emphasised within lesson time and resources

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- Using and implementing reading strategies to help break down tasks.
- We help develop students' ability to read complex academic texts by a teacher modelling good reading in front of the class by reading extracts and clips from newspapers

EEF recommendation 4: We break down complex writing tasks by:

- Supporting extended writing tasks by structural scaffolding, such as use of tables or bullet points to answer 6 mark questions
- Live modelling the answers
- Recapping key terms and definitions to promote more complex writing
- Using sentence starters (where required)

EEF recommendation 5: We combine writing instruction with reading by:

- Using model answers to show how to improve their writing (both before and after writing independently)
- Have a literacy checklist box on all assessments– 'Check capital letters' and 'Spellings of key words'

EEF recommendation 6: We provide opportunities for structured talk by:

- Explicitly instructing students how to talk in various different situations
- Modelling subject specific dialogue
- Encouraging students to 'say it again better'

EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- Ensuring we have a variety of coloured overlays and reading rules to promote student literacy
- We embolden key words to help students pick out key aspects for information and understand the general idea
- We use photos and diagrams alongside bodies of text to help with understanding complex texts
- Ensure all PowerPoints have dark coloured text on a light-coloured background
- Print worksheets on blue paper, if required



How we develop literacy through the SPORT & PE curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the Sport curriculum by:

- Using specific writing frames to build extended answers.
- Assess work using different colours to show points made and developments (explanations or examples).
- All coursework is marked once, with numerous elements of feedback some of which is literacy and sentence structure related.
- Through oracy, students are challenged to give more in depth verbal answers.

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Key complex terminology on the specification including scientific terminology.
- Specific example based vocabulary of places and events which are sport specific.
- Students give feedback from sports analysis in both practical and theory based setting.
- All learning tables provide students with spellings and definitions of key vocabulary within the external exams.
- All assignment tasks for coursework units contain at the back 'indicative content' with key words and definitions.

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- Students will mark exemplar answers, read extension tasks/texts.
- Students research specific topic areas to then reference their work through either quotations or Harvard reference structures.

EEF recommendation 4: We break down complex writing tasks by:

- Writing frames are used frequently to assist students in structuring their answers. For the higher ability these are gradually minimised or taken away completely.
- Learning tables are used to break down more complex topic areas.
- Flow diagrams and mind maps are used to break down more complex questions and structure answers.
- Sentence starters are used for students, especially when marking to build up depth of answer or additional indicative content.

EEF recommendation 5: We combine writing instruction with reading by:

- Creating, modelling and reviewing model answers to show how to improve their writing (both before and after writing independently)
- More formal assessment with extended writing such as end of unit assessment or trial exams.

EEF recommendation 6: We provide opportunities for structured talk by:

- Modelling subject specific dialogue – groupwork in building up an answer.
- Encouraging students to 'why', 'and that results in...'



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EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- Lunchtime catch up clubs are put on for coursework based units to provide 1-to-1 support with structure, development of answers and improvements of coursework.
- Different lunchtime clubs are put on for repetitive recall, 1-to-1 support in answering questions, as well as use of the sports technician in theory lessons as an additional learning mentor.