



**DUBAI  
BRITISH  
SCHOOL**  
EMIRATES HILLS

# Reading Across the Curriculum – (Secondary)

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Deputy Head of Secondary	
Date of review	August 2023
Date of next review	August 2024



This document has been formed in response to the ten-year reading plan and work towards meeting our National Agenda targets.

At Dubai British School we recognise the importance of developing good literacy skills in all our students. Literacy is key to academic success across all subjects and recent curriculum reforms have increased demands on students and teachers. In the secondary school we believe that tackling the literacy demands in all our subjects will increase the students' chance of success. We recognise that literacy skills are both general and subject specific; and is therefore not the sole responsibility of the English faculty.

As a secondary school we have asked each faculty to identify how their subjects support literacy by considering seven headings.

1. Prioritise 'disciplinary literacy' across the curriculum
2. Provide targeted vocabulary instruction in every subject
3. Develop students' ability to read complex academic texts
4. Break down complex writing tasks
5. Combine writing instruction with reading in every subject
6. Provide opportunities for structured talk
7. Provide high quality literacy interventions for struggling students

The responses are detailed over the coming pages and it is not necessary to have responded to all seven headings.

Star Reader

3 times per year

Accelerated Reader

How this is used



## English

### **Spelling Bee – KS3**

Our students in Year 7-9 are given a list of challenging and complex vocabulary (both in meaning and spelling) to learn as part of a KS3 competition. Teachers equip students with the skills to be able to learn, drill and quiz themselves, to ensure that this vocabulary becomes more familiar over time. We have ensured that these words are those which are Tier 2, whereby they are not just specific to their studies in English and are therefore transferable and can be used in a variety of subjects and contexts. Students also have the opportunity to learn the vocabulary outside of school, before taking part in a class competition. This will ultimately lead up to a celebration in the form of a 'Spelling Bee' where students compete as representatives of their Houses, by remembering the most spellings accurately.

### **Increasing Tier 2 vocabulary usage across the curriculum – KS3, KS4, KS5**

Leading on from our KS3 spelling bee, we ensure that we equip our learners at all levels to extend their vocabulary as standard. We are putting an increased focus on 'Tier 2 vocabulary' which increases the use of sophisticated vocabulary and can be used across the curriculum. One approach in doing this, for example, is the use of 'Freyer Diagrams' where students focus on their basic vocabulary usage and independently find ways to improve and expand on this. Students are regularly reminded of the importance of using this vocabulary outside of the English classroom. We are also exploring wider opportunities to raise the profile of Tier 2 vocabulary outside of the English classroom.

### **Reading Challenge – KS3**

Building on from a pilot scheme in the previous academic year, we are delighted to be offering an extended reading challenge across the KS3 year groups. Students are provided with a vast list of 'approved suggested texts' which cover a variety of topics, ideas and time periods. Students will read the text and complete their reading challenge booklets to demonstrate their engagement. We have deliberately selected texts which have cross-curricular appeal to ensure we are broadening the reading scope of our learners.

### **Wider reading opportunities – KS4, KS5**

Students are regularly encouraged to engage with wider reading, perspectives and theories from a variety of sources. This could include engaging with historical material to inform their understanding of a class text in English Literature or engaging with theoretical material in Psychology to understand key principles in English Language. At A-Level, students are given reading lists and independent study tasks. We see it as important that students make connections between what they are learning in English to their other subjects across the curriculum.

### **Raising the profile of Critical thinking skills – KS3, KS4, KS5**

Our department encourage our learners at all levels to consider their studies with a critical perspective. We therefore put an emphasis on their ability to be critical thinkers through a range of strategies, such as open questioning, ranking activities, self-reflection, personal target setting, debating, discussion, interpretation tasks and challenge activities. We ensure that we are embedding these skills within our learners at all ages so that they feel confident in taking these skills into their studies across the curriculum.

### **Year 11 School newspaper – KS4**

This academic year will see the launch of a new student-led newspaper launched by a group of Year 11 journalists. Students will be using their journalistic skills to present viewpoints, ideas and perspectives about the school community as a whole. As well as enhancing the writing abilities of the contributors to the newspaper, we anticipate that students will be broadening their opportunities across the curriculum.

## Maths

### 1 Prioritise disciplinary literacy

During all lessons teachers will use the correct mathematical terminology and communicate these effectively. Particular focus will be placed on words such as 'similar' and 'frequency' which have very different meanings in other curriculum areas. Where the mathematical terminology is also applicable to other subjects this will be drawn upon and used within real life examples.

### 2 Provide targeted vocabulary instruction

Mathematical words and terminology will always be explained and developed by teachers. The links and understanding of words will be developed by ensuring students understand the morphology of mathematical words. For example, 'tri' (meaning three) will be emphasised to help build the understanding of triple, triangles and trigonometry in a mathematical context as well as tricycle and other words in the wider world.

### 3 Develop reading of complex academic texts

In Mathematics it is important to ensure that students are mathematically literate in order to access wider reading and more complex texts. To support this students will always be taught using mathematically correct notation. The ability for students to be able to understand symbols that are shorthand for more complex words is key to developing a deeper understanding and is promoted in lessons.

### 5 Combining writing and reading

During Maths lessons students will often have methods and solutions modelled for them. This allows them to read and be informed of the correct way to approach a solution as well the correct way to write it down. The fully modelled solutions can then be used to highlight key information and avoid common misconceptions.

### 6 Opportunities for structured talk

Teachers will always use correct mathematical vocabulary and terminology and promote this within classroom discussions. Students are encouraged to discuss problems with their peers and will often be asked to develop their explanations. Student led teaching will take place in some lessons and is another opportunity for a teacher to ensure correct terminology is used throughout.

### 7 Literacy interventions

Assessments are structured to ensure that students have a strong understanding of mathematical command words and are able to demonstrate their knowledge, particularly in problem solving questions. AO2 questions require students to communicate mathematically and demonstrate their understanding, giving conclusions where necessary. The importance of mathematical method is also evident and students are required to communicate these skills clearly.

## Science

### 1 Prioritise disciplinary literacy

There is some crossover with Mathematics when looking at stats, Geography when studying ecology and the environment, PE when studying anatomy and physiology. On a daily basis we use language specific writing and talking; that is words specific to Science that are only used in that context. Students struggle with command terms and understanding how to structure an answer to suits the question being asked. Learning Science can be like learning a new language, especially when you consider the three sciences combined. Therefore, a priority is placed on students and staff using subject specific language in all answers.

### 2 Provide targeted vocabulary instruction

Strategies include; exploring common word roots. Undertaking 'word building' activities. Encouraging independent word-learning strategies. Using graphic organisers and concept maps. Focusing on scaffolding answers in relation to the command terms and AOs. Greater focus is placed on connecting tasks, recall of prior learning where students use the relevant language. Consistently signposting synonyms and combining vocabulary development with spelling instruction.

### 3 Develop reading of complex academic texts

Activating prior knowledge

Prediction

Questioning

Clarifying

Summarising

These points are addressed in AO2 (planning and the scientific method). These skills are focused more in KS3. The GCSE curriculum only builds it in during core practical's as general content learning has little time for it.

### 4 Break down complex writing tasks

A typical writing cycle will include planning, drafting and editing stages.

Framing/scaffolding student answers to establish the habits required to answer the HOT questions; such as explain, suggest, analyse, evaluate, discuss.

### 5 Combining writing and reading

Strategies include - Asking students to write short summaries of texts they read. Creating checklists based on examples of good writing in each subject. Anticipating common misconceptions or errors

Students need greater chances to peer assess and read answers, as well as be shown model answers. Checklists are good habits and we need to consistently model this for 6-mark questions in Science. Dr.Saggar does this well and is something we should look at embedding in to a students' skill development.

### 6 Opportunities for structured talk

Teachers modelling what effective talk sounds like in their subjects.

Framing/scaffolding student answers to establish the habits required to answer the HOT questions; such as explain, suggest, analyse, evaluate, discuss.

Selecting questions that allow opportunity for authentic student response rather than direct replication of teaching; looking at open questions - tackling conceptual questions rather than purely factual.

Giving precise feedback: Use of rubrics with student friendly language and space for subject specific feedback.

### 7 Literacy interventions

Based off marking policy in identifying misspelt key words and asking to rewrite.

Use of Dr. Saggar in Science CPD in how to develop students 6-mark answers.

Question analysis - unpacking a question and understanding the style of answer that is required.

## MFL

### 1 Prioritise disciplinary literacy

What is unique about your subject discipline in terms of reading, writing, speaking and listening?

- Requires memory skills as prior knowledge is very limited in the early years

What is common with other subject disciplines?

- Develop similar skills in English (grammar). Cultural knowledge is similar to humanities. Confidence in speaking is similar to skills developed in drama.

How do members of this subject discipline use language on a daily basis?

- Target language for giving instructions. Analysis of language through grammar and syntax.

Are there any typical literacy misconceptions held by students, for example, how to write an effective report?

- A typical misconception could be the learning components of the language is enough when in reality language has to be learned and understood in context and with a broad overview of grammar.

Are there words and phrases used typically, or uniquely, in the subject discipline?

- Complex grammar concepts, idiomatic expressions, etiquette, cross-cultural understanding

### 2 Provide targeted vocabulary instruction

Exploring common word roots: Eg cognates, prefixes etc, latin roots

Undertaking 'word building' activities: Eg vocabulary drills, tests, games

Encouraging independent word-learning strategies: Eg use of dictionaries, websites to extend pupil independence

Using graphic organisers and concept maps: Eg planning for IGCSE writing, speaking test prep

Undertaking regular low-stakes assessment: Eg Vocabulary tests, grammar tests, reading and listening comprehension

Consistently signposting synonyms: Eg exploring semantic fields in each module, particularly building towards IGCSE as this is a recognized skill.

Combining vocabulary development with spelling instruction: Eg practising pronunciation to improve spelling, consistent application of alphabet to recognise sound patterns.

### 3 Develop reading of complex academic texts

Activating prior knowledge: using starters to recall vocabulary

Prediction: skim reading, working logically by reading questions before accessing a longer text

Questioning: understanding question words and finding specific information from a text – a key exam skill

Clarifying: nuance of language at higher level, especially elements of word order at sentence level

Summarising: Key skill at A-level – closely linked to the knowledge of synonyms and the skill of translation

### 4 Break down complex writing tasks

A typical writing cycle will include planning, drafting and editing stages. This could include:

- Planning could include: Self-planning – pupils collecting own information; Giving pupils sentence starters; Setting a word limit
- Drafting – could include peer assessment or self assessment against a 'wagoll' – could be carouselled
- Editing – in MFL every piece of independent writing should be corrected by pupils

### 5 Combining writing and reading

Writing before reading – by finding out as much prior knowledge as possible; retrieval grids

Using annotations to identify information or explore key features of texts – such as picking out key information in a guided way or byt answering TL questions

Asking students to write short summaries of texts they read – especially in KS5 and to extend the most able in KS4

Creating checklists based on examples of good writing in each subject – this exists in French in KS4

Anticipating common misconceptions or errors – such as grammar-spotting errors, bad translations of listening exercises

## 6 Opportunities for structured talk – these are all done in every lesson in MFL

Teachers modelling what effective talk sounds like in their subjects.

Deliberately sequencing talk activities alongside reading and writing tasks

Using sentence starters and prompts to help students to structure and extend their responses.

Selecting questions that allow opportunity for authentic student response rather than direct replication of teaching

Setting goals and roles

Using wait time to develop students' responses

Giving precise feedback

## 7 Literacy interventions

- Ensuring pupils correct their own errors
- Target-setting after AW and independent writing tasks

## Humanities

<p>History</p> <p><b><u>2. Provide targeted vocab -</u></b> KS4 - Glossary sheet with key words – pupils write definitions KS3 – Key words @ start of each lesson that pupils highlight Kahoot key words &amp; terms</p> <p><b><u>3. Develop reading of complex academic texts -</u></b> Reading lists for KS3/4/5 Jstor – articles online more for A Level – subject to school subscription Subscriptions for History websites eg BBC History Include non-fiction and age appropriate films / documentaries</p> <p><b><u>6. Opportunities for structured talk -</u></b> Sentence starters Setting goals and roles Giving precise feedback – feedback sheet development KS3/4/5</p>	<p>Geography</p> <p><b><u>2. Provide targeted vocab -</u></b> Key words glossary Knowledge organisers Kahoot Key words &amp; terms</p> <p><b><u>3. Develop reading of complex academic texts -</u></b> Reading lists for KS3/4/5 Jstor – articles online more for A Level – subject to school subscription Subscriptions for Geography websites eg BBC Geography Include non-fiction and age appropriate films / documentaries</p> <p><b><u>6. Opportunities for structured talk -</u></b> Sentence starters Setting goals and roles Giving precise feedback – feedback sheet development KS3/4/5</p>
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## Social Sciences

### 1 Prioritise disciplinary literacy

#### **What is unique about your subject discipline in terms of reading, writing, speaking and listening?**

Vocabulary and technical language. Complicated reading, studies, theories. Real life examples (news) which we expect them to relate to theory.

#### **What is common with other subject disciplines?**

Business and Economics

Assessment objectives (knowledge, application, analysis, evaluate)

#### **How do members of this subject discipline use language on a daily basis?**

Key vocab displayed, Acronyms, Vocabulary modeled by teacher, Essay structure and how to conclude, Summarising text practice

#### **Are there any typical literacy misconceptions held by students, for example, how to write an effective report?**

How to evaluate and apply to case studies, Specialist terminology not used consistently.

#### **Are there words and phrases used typically, or uniquely, in the subject discipline?**

Very subject dependent

### 2 Provide targeted vocabulary instruction

Vocab displayed in classroom

Displayed on lesson powerpoints

Modeled by teachers verbally

WAGGOL /WABOLL

Mark schemes show terminology and examiners reports show model answers

Essay feedback grids with how to improve

Spag picked up on but not negative marking at GCSE/A Level

### 3 Develop reading of complex academic texts

Journals

Real world case studies

News articles

BTEC courses = independent research

Starter activities activate prior knowledge

Pre-reading for A Level courses

Summarise texts/theories

### 4 Break down complex writing tasks

Writing frameworks provided

Checklists provided

Acronyms to support structure

Highlight case studies

Repair work, reflection and diagnostic feedback

Holistic marking grids

### 5 Combining writing and reading

Using annotations to identify information or explore key features of texts

Peer marking

Creating checklists based on examples of good writing in each subject.

Anticipating common misconceptions or errors

## 6 Opportunities for structured talk

Teachers modelling what effective talk sounds like in their subjects.

Questioning and debating

Student presentations

Building daisy chains

Using sentence starters and prompts to help students to structure and extend their responses.

Using wait time to develop students' responses

Think, Pair, Share

Brain, Book, Buddy, Boss to promote independent thought

Giving precise feedback

## 7 Literacy interventions

TA support in areas of need with SEND students

Writing frameworks

Structure answers in line with marking expectations

Refer to SEND

Pick appropriate articles etc suitable for reading ability.

## PE

### 1 Prioritise disciplinary literacy

Students are introduced to key PE terminology from KS2. This language is deepened in KS3, in preparation for GCSE examinations in KS4.

Pupils are given word banks from KS3 onwards

Use of key terminology when explaining tasks in both practical and theory lessons

### 2 Provide targeted vocabulary instruction

Word banks developed in KS4

Key words on displays

### 4 Break down complex writing tasks

Templates given to help GCSE students prepare for 9-mark questions

Pupils given lots of practice at 3-mark questions to develop their use of AO2 (explaining) and AO3 (evaluating).

Also given templates to follow.

BTEC students have assignments broken down into smaller chunks to help them focus on individual areas.

### 5 Combining writing and reading

Students reading the work of peers

Students marking each others work and offering suggestions

Students given opportunities to read exemplar work and identify key strengths and weaknesses

BTEC students carrying out independent research and taking notes, making references etc

### 6 Opportunities for structured talk

Deliberately sequencing talk activities alongside reading and writing tasks

Using sentence starters and prompts to help students to structure and extend their responses.

Selecting questions that allow opportunity for authentic student response rather than direct replication of teaching

Setting goals and roles

Using wait time to develop students' responses

Giving precise feedback

### 7 Literacy interventions

Students given worksheets with key words

Students given examples to follow

Completing the missing words on worksheets

Liaising with SEND department

## Expressive Arts

### STEAM & ICT

#### **(1) Provide targeted vocabulary instruction in every lesson.**

All of our lessons have full task written instructions for pupils to follow. These are usually displayed electronically or via a handout.

#### **(2) Develop students' ability to read complex academic texts.**

In STEAM we use a variety of strategies to develop this. We carry out secondary research for project work to actively engage them and build on prior knowledge.

We carry out scientific investigations to allow them to make predictions, question and improve their comprehension.

#### **(3) Break down complex writing tasks**

For our project work we provide students with writing frames to help them break down the task and record their learning to show their comprehension

#### **(4) Provide opportunities for structured talk**

We as teachers support students by modelling quality talk using appropriate terminology.

There are lots of opportunities in our project work for pupils to discuss the concepts being taught. These talks are focused around specific aspects of the project.

## Art

### **Provide targeted vocabulary instructions.**

Assessment objectives will be displayed on classroom walls and be clearly visible to all students.

### **Break down complex writing tasks**

At Key Stage 3 students will be provided with vocabulary crib sheets with appropriate lists of words on the back which are subject specific and of varying levels of complexity

### **Provide Opportunities for Structured Talk**

Open whole class discussions or "crits" where students critique their own and other students work.

Students critique the work of artists and craftspeople using subject specific language to explain their findings

## Music

- KS4 - glossary for every set work
- KS4/5 - key vocab display on door
- KS4/5 - writing frames for essay work.
- KS4/5 - given more opportunities to read other pupils work and annotate as a form of marking.
- KS4/5 - more reading opportunities in lesson.
- KS3 - key vocab mats
- KS3 - glossary for topics.
- KS3 - use of word banks in evaluation tasks to increase use of subject specific terminology.