

JoG Wave 1 'In-Class' Disciplinary Literacy

Vocabulary and Word Consciousness

How do I use language like a...Mathematician etc.?

Approach:

- **Planned for selection of Tier 2 and 3 vocabulary** linked to SOW, and creation of key word lists for Years 7-9, actively used and **on knowledge organisers**;
- Routinely addressed explicitly via DIN **recall starters** and/or IL or wherever appropriate;
- Development of Frayer model slides/ resourcing to underpin **explicit instruction** of key words;
- **Exploration of etymology and morphology** of words, and **repeated focus** on words, to support language acquisition;
- Creation of active **word walls**; use of vocabulary bookmarks;
- Teacher talk further scaffolds the acquisition of Tier 2 academic vocabulary.

Disciplinary Reading

How do I read like a...Historian etc.?

Approach:

- **Reading data** is a starting point for all teachers when supporting students' learning, as well as a basic understanding of **phonics** and support for **reading fluency**;
- Active reading of **high quality texts** is routinely addressed within lessons and/or IL;
- **Modelling** of the thought processes good readers have when reading particular texts linked to a discipline, is routinely a focus;
- **Explicit teaching** of disciplinary reading strategies supported by routine, active use of subject aligned VIPERS and 'reading tracker tools' – developing a shared 'reading' language
- Support **reading fluency** via modelling and supported practise, as well as tools like 'Reading Coach'
- Use of **reciprocal questioning to support comprehension**, (reading tracker tools)
- development of **high quality, engaging reading texts**.

Disciplinary Writing

How do I write like a...Scientist etc.?

Approach:

- Offer high quality disciplinary 'reading' **models** to support understanding of how good writers write within a discipline;
- **Explicit modelling** (thinking aloud thoughts) and **shared writing** of the planning, creation and editing of types of texts linked to subject disciplines – moving from 'I do' to 'We do' to 'You do';
- **Explicit instruction** of the key features of disciplinary types of writing using checklists and planning strategies;
- Use of acronyms and mnemonics, where appropriate, to reduce cognitive load and support students' self-regulation when writing extended texts;
- Support to actively apply 'learned' vocabulary.

Oracy

How do I speak like a...Musician etc.?

Approach:

- Opportunities, via lessons (incl. PSHE) and the tutor programme, will be built into SOW that allow for students to develop effective speaking and listening skills:
 - Talking (and listening) with others
 - Talking (and listening) to others
 - Talking (and listening) within a role
- Use of checklists of key skills and rules for talk are supported as appropriate and relevant.

Reading is Power (incl. RiP)

How do I use reading to consider the world, imagine, empathise, relax, question etc.?

Approach:

- Tutors will deliver a Tutorial Reading Programme, using carefully selected, high quality texts that are engaging and explore/celebrate EDI;
- Tutors and teachers will read out loud to students, modelling expression and conveying passion and enthusiasm, as part of a shared, enjoyable experience; comprehension supported
- JOG Book-Bites will be used to flag up book recommendations; Sora will be promoted as an online reading resource by all;
- Tutors and teachers to support use of the library wherever possible

Handwriting, SPaG and Presentation

How do I communicate my ideas in a clear and accurate way?

Approach:

- All students are given the opportunity to develop their **handwriting** through:
 - Use of lined exercise books
 - All teachers upholding high expectations and following The JOG Way
 - DIRT lessons and feedback loops
 - Increased extended writing opportunities in lessons to build stamina
 - issuing of a specialist handwriting pen/ grip from Study and Support if required
 - Small group intervention based on baseline information (see Handwriting Strategy) [k1. JOG Handwriting Strategy.pdf](#)
- All books will use Book Check stickers to support improved **presentation**: [Book Check.docx](#)
- Staff will actively offer feedback/support, using agreed marking codes, on/for **SPaG**: [JOG Literacy Codes.docx](#)

All staff to ensure that these expectations are met and address issues if necessary

Curriculum Monitoring and Impact

Approach:

- All learning walks and observations will encompass an explicit focus on evidence of Disciplinary Literacy being routinely focused on, particularly at KS3, as well as use of key tools;
- Book Looks will demonstrate routine vocabulary instruction, focus on VIPERS and modelling of extended writing pieces; students extended writing in particular will be developed;
- Student/Staff/Parent Voice
- Data – reading age assessment data; improved outcomes - Sisra; Fresh Start; Peer Reading Mentoring scheme data; GCSE outcomes

