

King Edward VI School

LITERACY COMMITMENTS

SUBJECT-BY-SUBJECT

SCIENCE

- Explicitly teach the meaning of words commonly used in Science examinations

PHYSICAL EDUCATION

- Explicitly teach technical terms
- Make explicit how to respond to extended response style questions

MATHEMATICS

- Ask clear effective questions to assess students' understanding
- Teach 'worded questions' using 'hands up' to develop students' mathematical skills

DRAMA

- Use a range of questions (closed and open)
- Not over-praise responses to easy questions
- Use strategies such as pair-share to encourage students to talk through longer responses before sharing with the class
- Require students to answer all questions in sentences

ICT

- Explicitly teach how to write reports and evaluations in the style of a project analyst
- Focus more on why/how style questions, with thinking time and sentence-length answers

ART

- Extend students' ability to write analytically and use subject-specific vocabulary appropriately

MUSIC

- Demonstrate musical sentences, help students to use them, and insist on full sentences as answers to questions in speech and writing

GEOGRAPHY

- Explicitly teach key words in spoken and written responses

HISTORY

- Encourage use of more precise language in class talk
- Emphasise the redrafting of extended pieces of writing

MFL

- Use extended reading passages to elicit information which will improve students' written work

MEDIA STUDIES

- Develop teacher questioning, particularly in relation to the analysis of media texts.

BUSINESS STUDIES

- Speaking: continue with a no-hands-up approach, using other students to respond to each other's questions and developing use of 'however', 'therefore', 'because'
- Reading: expect students to write down the key terms/spellings at the start of the lesson; develop wider reading and more emphasis on class reading
- Writing: roll out the blank glossary idea to other groups and do more of modelling of answers

HOME ECONOMICS

- Ask more how/why/what questions when observing a practical session so that students describe the processes they are using in a more precise way
- Structure Year 9 plenary sessions for peer assessment using the correct terminology

RELIGIOUS STUDIES

- Focus more on commonly misspelt words like 'believe', 'existence' and 'atheist' and give tips on how to spell them correctly. Students will write out misspelt words 5 times and write the correct spelling in a full sentence at least once
- Students design a 'glossary page' in their books containing any key words from a lesson and words that are corrected during marking

ENGLISH

- Develop teachers' extended questioning skills to elicit more considered responses from students

D&T

- Insist on students using correct technical terms in both spoken and written communication.

CITIZENSHIP

- Use 'no hands-up' approach in discussions to encourage students to challenge each other's ideas
- Expect written responses in full sentences unless one-word answers are specifically required
- Use thinking time to allow students to formulate their ideas effectively

SOCIOLOGY / PSYCHOLOGY

- Give clear guidance and focus on 'how to do this successfully', give suggestions for wider reading, and teach a reflective approach to using Google for research