

Disciplinary Literacy



**A guide to reading across
the curriculum**

Pakefield High School 2021 - 2022



Reading in

ENGLISH

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

English teachers are responsible for a curriculum that involves reading literature and, increasingly, informational text across multiple genres and through different lenses (e.g. cultural, historical, feminist). Reading novels, poetry and short stories requires a mindset very different from that of readers of other disciplines – one that can recognise word play, hold on to multiple storylines, detect nuances in dialogue, and recognise how figurative language can expand meaning, for instance. Critical analysis of essays, articles, speeches and other nonfiction texts require a different set of skills.

DISTINCTIVE FEATURES

- Texts from genres such as novels, poetry, plays, and dramas
- Contextual factors are key (who, what, where, and when), along with considering the author's purpose/perspective
- Figurative language (e.g., metaphor, irony) and other abstractions used by authors
- In analysis of texts, use of specialised terms such as "denouement"

DEMANDS AND STRATEGIES

- Look for ways that characters, setting and conflicts may influence the meaning of the text
- Manage ambiguity and make inferences
- Reconstruct story elements when presented nonlinearly
- Understand the use and effect of figurative language
- Find underlying messages that evolve as a theme
- Pay attention to new vocabulary or how words are used in unusual ways
- Engage in a mental dialogue with the author
- Use text structure as a tool for comprehension
- Read nonfiction critically, looking for bias or fallacies in reasoning
- Recognise devices authors use to enhance their writing
- Read sceptically, discerning unreliable narrators or characters

FICTION:

- Poetry
- Short stories
- Novels
- Novellas
- Graphic novels
- Plays

NON-FICTION:

- Biographies
- Speeches
- Letters
- Journals
- Articles
- Diaries
- Information texts
- Advertisements
- Reviews
- Essays
- Blogs

MEDIA

Pupils explore reading in similar ways to English but might use visual prompts/resources to draw connotations and inferences

INFERRING



VISUALISING



SUMMARISING



PREDICTING



DETERMINING IMPORTANCE



QUESTIONING



MAKING CONNECTIONS



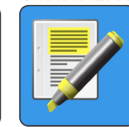
SYNTHESISING



SKIMMING



SCANNING



CLOSE READING



TEACHER READS ALOUD

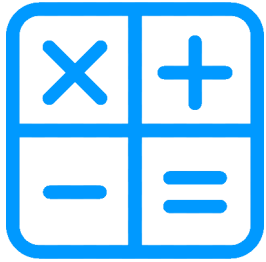


STUDENTS READ ALOUD



INDEPENDENT READING





Reading in

MATHS

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

What makes learning mathematics and comprehending mathematics texts challenging is the fact that they are concept and idea dense, and they also require attention to many unique features within the texts. Mathematics texts do not just involve reading word problems but require translation and decoding of innumerable symbols that take up very little space but still carry a great deal of meaning. In addition, students must constantly use visual literacy strategies to make meaning of charts and graphs that are also dense.

DISTINCTIVE FEATURES

- Texts are typically concept and idea dense
- Function words ('the,' 'a,' 'of') and symbols (+, \leq , %) have specific meaning
- Every word and symbol matters
- Numbers may be uninterpretable without unit labels (meters)
- Many technical words contain Latin or Greek roots and have specialised meaning, such as 'trigonometry'
- Many visual representations

DEMANDS AND STRATEGIES

Make meaning from every word, symbol, and their relations

- Intensive reading and rereading to analyse details
- Get more than just the 'gist'; read closely and carefully
- Identify all parts of words and their meaning, focus on prefixes, such as kilo
- Divide attention across multiple representations of content (e.g. words and equations)
- Switch strategies when reading charts, graphs, equations etc.
- Use mathematically-specific text features to make meaning
- Focus on what is actually in the text; authorship is less of a concern
- Every do-now activity in KS3 contains any key vocabulary section.

CULTURAL CAPITAL

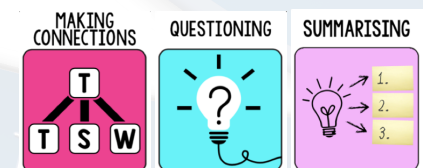
Alongside reading mathematical texts, wider reading around mathematics can enable students to gain a wider and deeper knowledge of the subject:

- Use reading as a way to make connections and understand real world issues.
- Summarise and synthesise ideas.

- **Word problems**
- **Mathematical symbols**
- **Graphs**
- **Charts**
- **Equations**
- **Questions**
- **Exercises**



- **News articles**
- **Mathematical articles**
- **Biographies**
- **Blogs**





Reading in

SCIENCE

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

What makes learning science and comprehending scientific texts challenging is the fact that they are concept and idea dense, and they also require attention to many unique features within the texts. In addition, students must constantly use visual literacy strategies to make meaning of charts and graphs that are also dense. Teaching disciplinary literacy strategies in science leads to increased academic rigor, instruction that better prepares students to be independent learners in the field, and authentic learning that more closely resembles the work of experts in the field.

DISTINCTIVE FEATURES

- Texts are typically concept and idea dense
- Letters and numbers (H₂O) have unique meanings
- Numbers may be uninterpretable without unit labels (grams)
- Many technical words contain Latin or Greek roots that not only reveal meaning but help to enable scientific classifications
- Descriptions of procedures and testing of hypotheses
- Many visual representations
- Analysis of procedures/performances such as lab experiments.

DEMANDS AND STRATEGIES

- Evaluations
- Question reasoning and conclusions
- Pay attention to detail and numbers
- Ask 'why?' more than 'what?'
- Analyse key words and word parts for identification and classification purposes
- Chart, illustrate and graph data and conclusions
- Use scientific (and sometimes mathematical) text features to make meaning
- Consider alternatives to what is presented

CULTURAL CAPITAL

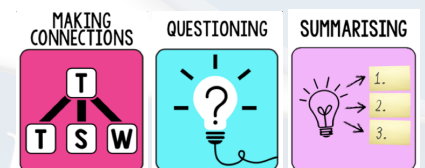
Alongside reading scientific texts, wider reading around science can enable students to gain a wider and deeper knowledge of the subject:

- **Use reading as a way to make connections and understand real world issues.**
- **Summarise and synthesise ideas.**

- **News**
- **Scientific symbols**
- **Popular articles**
- **Textbooks**
- **Graphs**
- **Charts**
- **Questions**



- **News articles**
- **Popular articles**
- **Biographies**
- **Blogs**





Reading in

GEOGRAPHY

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

Reading like a Geographer needs to be extended beyond just the reading of text. To be able to read like a Geographer, students need to be able to interpret graphs, charts, maps and other visual sources, interpreting key words and symbols for their specific meanings. Students need to be able to read sources critically, make inferences, summarise and utilise the information to form meaning and make connections.

DISTINCTIVE FEATURES

- Texts / visuals are typically concept and idea dense
- Words and symbols have specific meanings; every word and symbol matters
- Numbers may be uninterpretable without unit labels (meters)
- Texts contain many technical Tier 3 words
- Many visual representations (maps, graphs, charts)
- Contextual factors are key (who, what, where, and when)

DEMANDS AND STRATEGIES

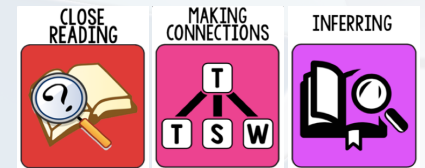
- Make meaning from every word, symbol, and their relations
- Identify all parts of words / symbols and their meaning
- Analyse specialised words for meaning
- Make inferences and determine what is important from what is merely interesting
- Analysis of documents (who, what, where, and when) is a primary method used to study texts / sources
- Divide attention across multiple representations of content (visuals and text)
- Switch strategies when reading charts, graphs etc.
- Focus on the detail / what is actually in the text; authorship is less of a concern

CULTURAL CAPITAL

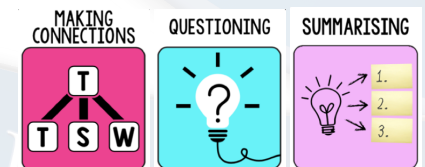
Wider reading around geography can enable students to gain a wider and deeper knowledge of the subject:

- Use reading as a way to make connections and understand real world issues.
- Summarise and synthesise ideas.
- Read nonfiction critically. Pay attention to the source and reliability.

- *Graphs*
- *Charts*
- *Maps*
- *Primary and secondary sources*
- *Questions*
- *Exercises*



- *News articles*
- *Geographical articles*
- *Biographies*
- *Blogs*





Reading in

HISTORY

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

Reading historical texts is central to gaining an understanding of the past and its implications for the future. Readers must approach some history texts in markedly different ways to those in other disciplines:

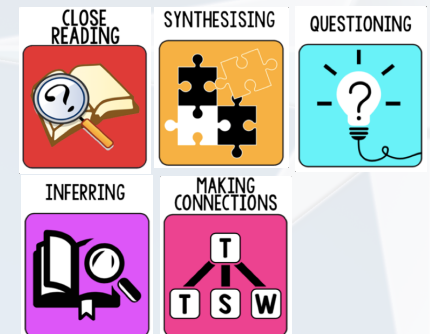
DISTINCTIVE FEATURES

- Texts contain historical events, which vary in concept and idea density
- Authorship central to interpretation of texts
- Contextual factors are key (who, what, where, and when), along with the author's purpose/perspective
- Specialised terms such as 'oligarchy' signal classification systems (e.g. forms of government)
- Culturally specific words have specialised meaning
- Information related to timelines and datelines

DEMANDS AND STRATEGIES

- Interpret primary and secondary sources critically, with an eye toward bias
- Read closely, often across multiple documents/sources and in reference to one another (i.e. corroboration)
- Analyse specialised words for meaning
- Analysis of documents (who, what, where, and when) is a primary method used to study texts
- Make inferences and determine what is important from what is merely interesting
- Use knowledge of the present to make sense of the past

- *Primary and secondary sources*
- *News articles*
- *Textbooks*
- *Timelines*



READING STRATEGIES

SOURCING

Sourcing asks students to consider who wrote a document as well as the circumstances of its creation.

Who wrote this? What is the author's perspective? Why was it written? When was it written? Where was it written? Is this source reliable? Why? Why not?

CONTEXTUALISATION

Contextualisation asks students to locate a document and to understand how these factors shape its content.

When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content?

CORROBORATION

Corroboration asks students to consider details across multiple sources to determine points of agreement and disagreement.

What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable?

CLOSE READING

Close reading helps students evaluate sources and analyse rhetoric by asking them.

What claims does the author make? What evidence does the author use? What language does the author use? How does this indicate the author's perspective?



Reading in

RELIGIOUS STUDIES

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

READING FOR MEANING

INFERENCE AND DEDUCTION

- Infer (Interpretation which goes beyond the literal information given)
- Deduce (Understanding based on the evidence in the text)
- Use a range of strategies to extract, infer and explain meaning
- Refer to and quote from a text, modelling inference and deduction
- Make links across a text

RECOGNISE BIAS AND OBJECTIVITY, DISTINGUISHING FACTS FROM HYPOTHESIS, THEORIES AND OPINIONS

- Recognise the purpose of a text, e.g. to explain, inform, discuss or persuade.
- Distinguish facts from opinions
- Find and evaluate any support which writers or speakers give for their point of view
- Take account of modal verbs such as could or might, as opposed to must or will
- Recognise and evaluate the impact of emotional images and vocabulary
- Recognise cultural implications in texts
- Make inferences or deductions in order to detect bias in a text
- Trace ideas through a text and look for inconsistencies and omissions
- Refer to other texts written by the same or other writers that can help with the interpretation of the original

COMPARE THE PRESENTATION OF IDEAS, VALUES OR EMOTIONS IN RELATED AND CONTRASTING TEXTS

- Recognise and describe an idea, value or emotion
- Explain a writer's viewpoint
- Understand how ideas, values and emotions can be expressed through the text-type chosen, the audience addressed, and the structure and vocabulary choice
- Use appropriate terminology when comparing texts
- Read across different texts, noting the way ideas, values and emotions are presented, and then synthesise this information into a critical comparison

CULTURAL CAPITAL

- Use reading as a way to make connections and understand realworld issues

TEXTS

- Sacred texts
- News articles
- Blogs
- Websites
- Primary and secondary sources
- Text books
- Documentaries
- Fiction
- Proverbs
- Parables
- Biographies
- Autobiographies

INFERRING



SUMMARISING



DETERMINING IMPORTANCE



QUESTIONING



MAKING CONNECTIONS



SYNTHESISING



SCANNING



SKIMMING





Reading in

LANGUAGES

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

Foreign language reading can make a crucial contribution to wider learning in languages, for reasons including the following:

- As one of the four main language skills, it forms part of students' broader communicative competence.
- Reading provides linguistic 'input', allowing students to encounter new language and consolidate what they know (e.g. in terms of vocabulary and grammatical structures).
- It supports autonomous learning, particularly outside the classroom.
- It offers a window on the target language culture – not only through books but also websites and blogs, song lyrics, social messaging etc.
- Foreign language reading may impact positively on English literacy, for example through the development of transferable reading strategies and knowledge of phonic decoding (Murphy et al., 2014).

TEXTS

- *Written instructions*
- *News articles*
- *Blogs*
- *Websites*
- *Fact sheets*
- *Vocabulary lists*
- *Text books*
- *Documentaries*
- *Fictional texts*
- *Questions (e.g. exam questions)*

READING FOR UNDERSTANDING

PHONICS INSTRUCTION:

Teaching students about the relationships between the written symbols of the language and the spoken sounds they represent, helping them to 'sound out' written words in order to be able to pronounce them accurately.

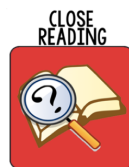
STRATEGIC READING:

If students are to access more challenging texts, it is likely that they will need to deploy appropriate strategic behaviour to compensate for gaps in their current linguistic knowledge.

Examples of strategic reading might be:

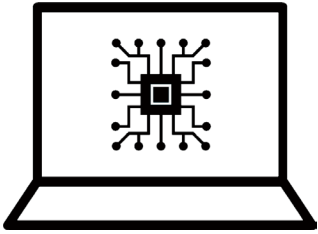
- Use context to infer the meanings of unknown words
- Use logic and make connections / comparisons to work out the meaning of unknown words (including connections to knowledge of English words)

- Read on to look for meanings of unknown words later in the text
- Use images and titles to support understanding of text
- Think about whether the initial understanding of a word or sentence makes sense in the wider context, or considering new information as you read on
- Read with resilience and stamina



CULTURAL CAPITAL

- Use reading as a way to make connections and better understand the culture of the language they are studying.



Reading in

COMPUTER SCIENCE

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

READING CODE

Reading code is different than any other text you will read. It is packed with highly complex vocabulary terms, jargon and acronyms which need to be learned and understood before they can be read. Reading code is a key feature in Computer Science. When reading code, ask: Does the code run? Does the code run correctly? Does the code run as expected on all possible test cases? How will specific changes affect the outcome of the code?

DISTINCTIVE FEATURES

- Computer science texts, articles, research papers and codes are typically concept and idea dense
- Words, codes and symbols all have a specific meaning which isn't always clear (often reads like a different language)
- Acronyms are often used
- Every word and symbol matters

DEMANDS AND STRATEGIES

- Intensive, slow reading and rereading to analyse details
- Use a flowchart to visualise the direction the code is going and predict possible outcomes.
- Get more than just the 'gist'; read carefully and closely.
- Identify all parts of code / text and their meaning
- Create a working dictionary of topic-specific terminology and acronyms with their definitions
- Pay attention to detail and think sequentially
- Apply previously learned concepts and processes

STAYING CURRENT

Wider reading around geography can enable students to gain a wider and deeper knowledge of the subject:

- Use reading as a way to make connections and understand real world issues.
- Summarise and synthesise ideas.
- Read nonfiction critically. Pay attention to the source and reliability.

TEXTS

- *Research papers*
- *Code*
- *Computing books*
- *Text books*
- *Articles*
- *News articles*
- *Instructions*
- *Video tutorials*





Reading in

VISUAL ARTS

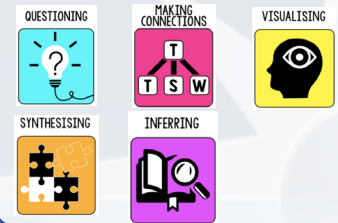
Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

INTERPRET MEANING

A large part of understanding art work is being able to infer and interpret the meaning behind the work and come to decisions about an artist's possible Intentions. Reading with the intention of interpreting the meaning behind a written text supports students' ability to interpret art work in the same way:

- Ask questions. Ask 'why?' more than 'what?'.
- Think laterally and creatively about the purpose behind the work.
- Find underlying messages that evolve as a theme.
- Make connections between other texts, concepts and personal thoughts.

- Poetry • Fiction
- Student annotation
- *Art 'texts' (paintings, photographs etc.)



CULTURAL CAPITAL

Being able to critically evaluate art work stems from being able to form and discuss an opinion based on evidence or personal thoughts. This is also deeply developed through an understanding of cultural capital. Through reading texts related to current affairs; texts which evoke opinions and debate; biographies of artists and craftspeople, students develop cultural capital and learn to critically evaluate and form/ discuss their own opinions:

- Use reading as a way to make connections and understand real world issues related to arts.
- Read nonfiction critically. Pay attention to the source and reliability.
- Summarise and synthesise ideas.

- News articles
- Opinion pieces
- Artist biographies
- *Art 'texts' (paintings, photographs etc.)



INSTRUCTION

Within the visual arts (digital arts in particular), students must learn and embed multiple processes before they master a technique or piece of software. To go alongside teacher demonstrations, and to encourage students to continue learning at home, learning to read, interpret and understand instructions (including infographics) will enable them to succeed in learning new processes independently:

- Pay attention to detail and think sequentially. Read closely and carefully. Re-read if necessary.
- Apply previously learned concepts and processes.
- Decipher vocabulary necessary for understanding.
- Make meaning out of symbols.

- Tutorials
- Infographics
- Blogs
- Videos
- Demonstrations





Reading in

PERFORMING ARTS

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

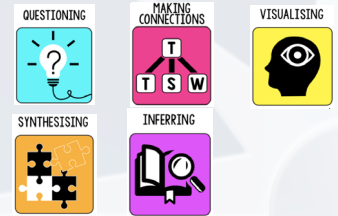
*In the arts, the idea of what constitutes texts needs to be broadened to include even more diverse modes of communication such as paintings, drawings, photographs, sculptures, dance movements, theatre productions and musical performances (Moxley 2012).

INTERPRET MEANING

A large part of understanding the performing arts is being able to infer and interpret the meaning behind a performance / lyrics and come to decisions about possible intentions. Reading with the intention of interpreting the meaning behind a written text supports students' ability to interpret performances and lyrics in the same way:

- Ask questions. Ask 'why?' more than 'what?'
- Think laterally and creatively about the purpose behind the work.
- Find underlying messages that evolve as a theme.
- Make connections between other texts, concepts and personal thoughts.

- Poetry • Fiction • Lyrics
- *Arts texts'

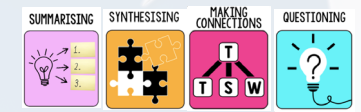


CULTURAL CAPITAL

Being able to critically evaluate music and drama stems from being able to form and discuss an opinion based on evidence or personal thoughts. This is also deeply developed through an understanding of cultural capital. Through reading texts related to current affairs; fact-based cross-curricular articles; biographies of performing arts personalities, students develop cultural capital and learn to critically evaluate, make links and form their own opinions:

- Use reading as a way to make connections and understand real world issues related to arts.
- Read nonfiction critically. Pay attention to the source and reliability.
- Summarise and synthesise ideas.

- News articles
- Cross-curricular texts
- Biographies
- *Arts texts



READING MUSIC AND SCRIPTS

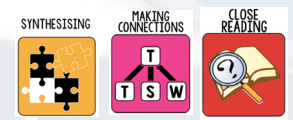
DISTINCTIVE FEATURES

- Specialised terms such as overture, gait, DR P SMITH.
- Culturally specific words that have specialised meanings from languages other than English, such as adagio and commedia dell-arte.
- 2/4 and 4/4 designate rhythms, and many symbols (#, ♪) have specialised meaning.

DEMANDS AND STRATEGIES

- Make meaning from every word, symbol, and their relations.
- Use visuals and practical demonstrations to support understanding.
- Focus on repetition and practice.
- Get more than just the 'gist'. Focus on the details.

- Sheet music
- Scripts
- Demonstrations
- Tutorials
- *Arts texts





Reading in

PHYSICAL EDUCATION

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

INSPIRATION AND MOTIVATION

Many athletes, sportspeople, coaches and other professionals in the industry turn to the biographies, autobiographies, blogs, videos and articles of successful sports people for inspiration and motivation. Use of FIFA data and statistics, use of resource sheets, and being responsible for learning at home. Students studying Physical Education can learn a lot from reading about methods others took to become successful, both visually and through text:

- Summarise and synthesise ideas.
- Find underlying messages within a text which evolve as a theme.
- Use reading as a way to make connections and understand the real world.

- Blogs • Biographies
- Autobiographies
- Journals / Articles
- Practical demonstration



CULTURAL CAPITAL

By reading about the history of sport and current affairs related to sport, students are able to make connections and develop cultural capital.

- Use reading as a way to make connections to personal / team performance and understand real world issues.
- Read nonfiction critically. Consider the source and reliability.
- Summarise and synthesise ideas.

- News articles • Opinion pieces
- Sport commentary



INSTRUCTION

Students must learn and embed multiple processes before they master a technique or sport. To go alongside teacher / student / professional demonstrations, and to encourage students to continue learning at home, learning to read, interpret and understand instructions (including infographics) will enable them to succeed in learning new processes independently:

- Pay attention to detail and think sequentially. Read closely and carefully.
- Apply previously learned concepts and processes.
- Decipher vocabulary necessary for understanding.

- Tutorials • Infographics
- Blogs • Videos
- Demonstrations



SCIENCE

A key factor in PE theory is being able to decipher scientific concepts / texts in relation to physical education. It is important that students learn to read like scientists in order to access and comprehend this technical information:

DISTINCTIVE FEATURES

- Texts are typically concept and idea dense
- Letters and numbers (H₂O) have unique meanings
- Numbers may be uninterpretable without unit labels (grams)
- Many technical words contain Latin or Greek roots that not only reveal meaning but help to enable scientific classifications
- Many visual representations
- Analysis of procedures/performances

DEMANDS AND STRATEGIES

- Close reading and rereading
- Question reasoning and conclusions
- Pay attention to detail and numbers
- Analyse key words and word parts for identification and classification purposes
- Chart, illustrate and graph data and conclusions
- Use scientific (and sometimes mathematical) text features to make meaning



Reading in

FOOD AND NUTRITION

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

CULTURAL CAPITAL

By reading about current affairs relating to food and nutrition students are able to deepen their knowledge and understanding around the subject:

- Use reading as a way to make connections and understand real world issues related to food and nutrition.
- Read nonfiction critically.
- Summarise and synthesise ideas.

- News articles
- Opinion pieces
- Documentaries



RECIPES

Food and nutrition is centred around reading, interpreting, adjusting and creating recipes. Recipes are structured in a way which is unique to many other texts and contain complex terminology, abbreviated words and measurements which a student needs to comprehend before they are able to make a recipe come to life or create their own:

- Pay attention to detail and think sequentially. Read closely and carefully.
- Pay close attention to and make meaning from every word, symbol and number.
- Apply previously learned concepts and processes to make connections.
- Decipher vocabulary necessary for understanding.

- Cookery books
- Blogs • Recipes
- Cookery shows / Demos



INSTRUCTION

Alongside a recipe, students must learn to follow, interpret and adjust instructions in order to produce an outcome or write their own instructions. This includes instructions around recipes but also kitchen appliances. By learning how to accurately read and follow instructions, students will be able to apply this to practical food and nutrition lessons and the wider world:

- Pay attention to detail and think sequentially. Read closely and carefully.
- Apply previously learned concepts and processes.
- Decipher vocabulary necessary for understanding.

- Cookery books • Blogs
- Recipes
- Cookery shows / Demos
- Instruction manuals



SCIENCE

A key factor is being able to decipher scientific concepts / texts in relation to food and nutrition. It is important that students learn to read like scientists in order to access and comprehend technical information:

DISTINCTIVE FEATURES

- Texts are typically concept and idea dense
- Letters and numbers (H₂O) have unique meanings
- Numbers may be uninterpretable without unit labels (grams)
- Many technical words contain Latin or Greek roots that not only reveal meaning but help to enable scientific classifications
- Many visual representations (e.g. graphs and charts)
- Analysis of procedures/performances

DEMANDS AND STRATEGIES

- Close reading and rereading
- Question reasoning and conclusions
- Pay attention to detail and numbers
- Analyse key words and word parts for identification and classification purposes
- Chart, illustrate and graph data and conclusions
- Use scientific (and sometimes mathematical) text features to make meaning



Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

CULTURAL CAPITAL

Use reading as a way to make connections and understand real world issues. This is a key element of reading in LIFE as it allows students to better learn and understand concepts and lessons through real life examples in the wider world. This also allows students to make connections to the BritishValues through reading.

READING FOR MEANING

INFERENCE AND DEDUCTION

- Infer (Interpretation which goes beyond the literal information given) • Deduce (Understanding based on the evidence in the text)
- Use a range of strategies to extract, infer and explain meaning • Refer to and quote from a text, modelling inference and deduction
- Make links across a text

RECOGNISE BIAS AND OBJECTIVITY, DISTINGUISHING FACTS FROM HYPOTHESES, THEORIES AND OPINIONS:

- Recognise the purpose of a text, e.g. to explain, inform, discuss or persuade • Distinguish facts from opinions • Find and evaluate any support which writers or speakers give for their point of view • Take account of modal verbs such as could or might, as opposed to must or will • Recognise and evaluate the impact of emotional images and vocabulary • Recognise cultural implications in texts
- Make inferences or deductions in order to detect bias in a text • Trace ideas through a text and look for inconsistencies and omissions
- Refer to other texts written by the same or other writers that can help with the interpretation of the original

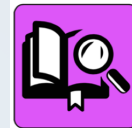
COMPARE THE PRESENTATION OF IDEAS, VALUES OR EMOTIONS IN RELATED AND CONTRASTING TEXTS:

- Recognise and describe an idea, value or emotion • Explain a writer's viewpoint • Understand how ideas, values and emotions can be expressed through the text-type chosen, the audience addressed, and the structure and vocabulary choice
- Use appropriate terminology when comparing texts
- Read across different texts, noting the way ideas, values and emotions are presented, and then synthesise this information into a critical comparison

TEXTS

- News articles
- Fact sheets
- Blogs
- Websites
- Primary and secondary sources
- Text books
- Documentaries
- Fiction
- Biographies
- Autobiographies

INFERRING



SUMMARISING



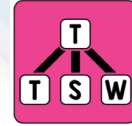
DETERMINING IMPORTANCE



QUESTIONING



MAKING CONNECTIONS



SYNTHESISING



SKIMMING



SCANNING

