

TEMA Reads and Powerful Language

Our curriculum is ambitious, broad and balanced. All staff understand the importance of equipping students with skills for life; vocabulary development is an important element of this vision. We strongly believe that students have the right to be able to access written and spoken information with confidence. Furthermore, they have the right to communicate their feelings and ideas with fluency enabling them to make a positive contribution as a 21st century global citizen.

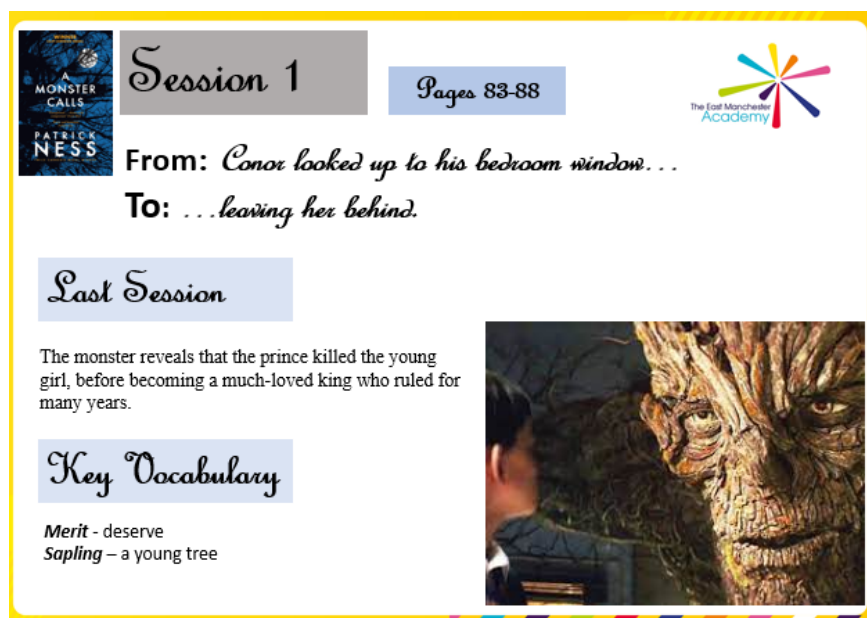
It is our moral duty to address any imbalance or potential deficit in language. We are passionate about addressing any gaps and overcoming barriers. We will achieve this by raising the profile of the power of language whilst also providing staff with the strategies to explicitly teach vocabulary and equipping students with the skills to understand, and acquire, new vocabulary.

Through CPD and the delivery of consistent messages, staff know the importance of activating student prior knowledge in order to strengthen learning. In addition, staff are proactive in identifying potential misconceptions and vocabulary is part of this. We have devised a tiered and systematic approach grounded in research to deliver vocabulary instruction. In addition to this, we are developing the TEMA Canon which will involve each student being gifted up to six reading books every year.

There are 3 Strands for Reading at TEMA:

- 1) **Reading for Pleasure:** This year we are excited to launch our TEMA Reads programme to further develop our culture for success by placing a great importance in reading and promoting the vast benefits of reading. Structured time is built into the academy day for reading and our teachers read aloud assigned sections of the text (60 minutes per week). Teacher guides and session slides have been created to support these sessions with CPD delivered to ensure consistency of approach. In addition to this, Year 7 have one hour of timetabled reading within their week.
- 2) **Inter Disciplinary Literacy:** There is explicit teaching of reading and reading materials selected to establish challenge within schemes of learning. For example, in history when studying the industrial revolution, non-fiction articles are at the heart of source material to provide challenge. We have purchased a subscription for The Day (an online newspaper) to embed this further. Explicit vocabulary instruction is a priority for us (see below for further details).
- 3) **Support for Early Readers:** All students have had their reading ages tested and cross referenced against CATs scores and EAL needs in order to diagnose and implement the correct support. Waves of support and intervention have a keen focus on the development of comprehension skills and inference, fluency and phonics and phonological awareness and retention. For our weakest readers, systematic and targeted small group intervention is undertaken in order to make rapid gains.

TEMA Reads sample slide:



Session 1 Pages 83-88




From: *Conor looked up to his bedroom window...*
To: *...leaving her behind.*

Last Session

The monster reveals that the prince killed the young girl, before becoming a much-loved king who ruled for many years.

Key Vocabulary

Merit - deserve
Sapling – a young tree






Vocabulary Instruction


In order to combat disadvantage and further our vision for social justice, we have devised a programme whereby vocabulary with the most utility is systematically and explicitly taught. We are driven to empower students by equipping them with the vocabulary to articulate themselves effectively whilst understanding and accessing the world around them. Informed by research from Isobel Beck, Alex Quigley's Closing the Vocabulary Gap ('Three Pillars of Vocabulary Instruction') and the Oxford University Press' updated report on why closing the vocabulary gap matters (updated based on the impact of school closures), we have implemented a robust and three tiered approach:

1. **Cultivating word Consciousness:** Staff and students 'notice' and explore new language. Subject teams have identified powerful vocabulary (Tier 2 and 3) within their schemes of learning. These form part of our knowledge organisers which in turn are an integral part of teaching and learning.
2. **Incidental Vocabulary Learning:** Linking to our REACH Values, students are praised and commended for using academic and subject specific vocabulary. This approach will be embedded further from November when the Word of the Week through form time is launched (See sample slide below).
3. **Explicit Vocabulary Teaching:** Tier 2 vocabulary with the most utility has been identified for form time delivery. Staff deliver this using our consistent structure and strategy, 'See it, Say it, Do it'. In addition to this, a combination of Tier 2 and Tier 3 vocabulary will be defined, contextualised, broken down (etymology and morphology) and made available in a shared bank or dictionary for staff to teach with.

Sample Word of the Week below:



Advocate




• An **advocate** is a person who offers public support.

Where does the word come from (etymology)?


The Latin root '**vocare**' means 'to call'

The prefix '**ad**' means 'to'

The suffix '**ate**' means 'state or quality'



*Dickens wanted reform (positive change); he was one of the greatest **advocates** for children.*



An **advocate** is similar to **uphold** or **champion** because a person speaks or writes in support or defense of a person or cause.

BUT

Advocate stresses urging or pleading.