






## Literacy and Numeracy Monthly Updates









May 2024

### Subject Updates

All subjects give a high importance to Reading, Literacy & Numeracy within their subject delivery for each year group. This is what is happening in each subject area with regards to Literacy & Numeracy this coming month

	Reading & Literacy	Numeracy
 <p><b>English</b></p>	<p>KS3 students are currently deep into our third round of STAR Reading tests which allow us to closely monitor their reading progress and target interventions accurately and efficiently.</p> <p>Year 10 are completing their formal Spoken Language presentations which involve researching, preparing and delivering a formal talk to their class. There have been many incredible examples of structured, persuasive, and mature talks dealing with issues ranging from social media and its effects on teenagers to the equality of pay across genders in professional sports.</p>	<p>We continue to promote the use of an analogue clock for telling the time and time management of tasks.</p> <p>KS3 are regularly reminded of their reading age and can then compare this to their chronological age.</p> <p>Page references and line numberings promote the concept of sequencing and relational positioning.</p>
 <p><b>Maths</b></p>	<p>In maths students have key words shared with them in lessons and via google classroom. This includes making links to similar words and definitions in other subjects e.g. octagon. When appropriate we share latin or greek roots to support students in their understanding of the word. We are also having a big push to improve students' writing mathematically – setting out question workings and writing explanations.</p>	<p>We have begun to focus on multiplying and dividing in Year 7, with a theme of fractions and decimals. While Year 8 are exploring squares, cube and powers. In Year 9 they will be looking at graphs and proportions alongside fractions, decimals and percentages!</p> <p>We look forward to Numeracy day on May 22nd!</p>
 <p><b>Science</b></p>	<p>The science dept is still trialling a new literacy strategy, involving a reciprocal reading activity followed by differentiated questions about the text. The topics for the texts are directly relevant to the areas currently being studied.</p>	<p>KS3 students will be looking at the timescales, sizes and distances in the solar system and universe. They are also beginning to use some of the equations in physics (e.g. calculating energy efficiency).</p> <p>KS4 students are using nuclear decay equations to predict new elements formed by radioactive elements.</p> <p>Triple science students are looking at advanced graph skills (e.g. tangents and curved lines of best fit) as well as data handling (e.g. removing anomalies and calculating mean).</p>
 <p><b>History</b></p>	<p>Students at KS3 are continuing to read and annotate different sources and interpretations, in some cases we are implementing read aloud strategies to help students unpick key terms and concepts.</p> <p>At GCSE students have been reading GCSE summary sheets with comprehension questions to help with revision.</p>	<p>Students at GCSE are continuing to concert dates into centuries and time periods as part of the medicine unit. Students in year 8 are starting to study WWI, where we are looking at statistics on deaths etc.</p>
 <p><b>Geography</b></p>	<p>Students in Geography are continually reading articles around their topic, interpreting information to help answer questions. This enables them to gain a more in depth understanding of the topic they are studying.</p> <p>GCSE geography students are focused on examples and case study understanding through written activities.</p>	<p>Students at KS3 have been looking carefully at maps and graphs within topics they study. Students use the acronym TEA when analysing a graph, which helps them to pick up on trends, examples and anomalies.</p> <p>Students at GCSE have been using numeracy in their graph analysis to help build their case study understanding.</p>

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 <p><b>Spanish</b></p>	<p>In Spanish, students regularly come across and use different grammatical terminology, including different word types such as nouns, verbs, adjectives and adverbs as well as more complex terms such as definite articles, infinitives and verb conjugation. Students use phonics to support both spoken pronunciation and spelling of words. There is a heavy focus on oracy in lessons, speaking in pairs and groups, expressing and justifying opinions on a range of topics. There is always a focus on using a range of language and exposing students to alternative words and phrases. . We are also working on highlighting key tier 2 vocabulary in Lesson Questions and other areas of the lesson, where appropriate.</p>	<p>Students are exposed to grammatical structures which like formulas students must follow accurately. Students are regularly asked to use problem solving techniques and to look for patterns. We cover and use numbers and dates in Spanish every lesson in our books and in different class activities. At KS4 students use statistical data in reading and listening activities - for example in year 10 Holidays - percentage data on where Spanish people like to go on holiday.</p>
 <p><b>Art and Design</b></p>	<p>At KS3 students will be continually informed with key words that they are using within the production of their artwork in slide deck presentations and secondary source worksheets. KS4 students use a framework to help with annotations that support their work and independent research. Suggested reading section available for all students within all Google Classrooms.</p>	<p>Using the grid technique at both key stages helps student's understanding of scale and proportion. Precise measurements are crucial in understanding and developing accuracy and observational skills. This is further developed at KS4 with planning and creating presentation sketchbook work and even larger scaled work.</p>
 <p><b>Drama</b></p>	<p>In drama we have been completing component 1 for year 10 which has required the students showing excellent literacy skills in order to articulate their understanding of a specific piece of work as well as their own work.</p>	<p>In year 9 students have been working on stage positioning and developing the idea of proxemics. This is in order to allow the audience to understand relationships. This includes the idea of distance and angles that are integral for drama.</p>
 <p><b>Music</b></p>	<p>In music there is a strong focus on tier 3 vocabulary. Terminology is taught in a variety of ways and is adaptive - depending on topic, year group and ability. It is taught using synonyms such as speed/tempo, through choral response and active gameplay. SoW are literacy focused in each year group, composing music in response to stimuli, descriptive writing, imaginative journeys and historical primary sources (the Blues, protest songs).</p>	<p>Numeracy and music are completely integrated and can be both implicit and explicit. Time signatures, off-beats, fractions of notes, monophonic and polyrhythms can be taught implicitly through practical exploration while ensemble pieces are more explicit as different parts (melody, bassline, percussion, vocals) will have different time signatures and rhythmic patterns. These are taught visually and practically through active starters, do nows, modelling and rehearsal.</p>
 <p><b>Design &amp; Technology</b></p>	<p>Lots of recap key word spelling in Design and Technology and Food technology, this will be in the form of starter activities. There will also be an emphasis on the use of the keywords into the right context throughout the research, analysis and evaluations.</p>	<p>Marking out and measuring are both common skills which will feature in lessons this month.</p>
 <p><b>PE</b></p>	<p>In Yr11 we will be looking at sentence structure and answering 8 mark questions in preparation for the exam in May. In Yr10 we will be looking at sentence structure and SPAG for their task 5 evaluation of leadership</p>	<p>In PE we will be looking at timing of races and measuring throws and jumps in Athletics</p>
 <p><b>Life</b></p>	<p>We do popcorn reading for key information and always show keywords for particular topics.</p>	<p>Data analysis of information</p>
 <p><b>ICT</b></p>	<p>Students will be looking at statistically analysing quiz and survey results to demonstrate a new skill in deeper context.</p>	<p>Students in year 8 will be looking at Small Basic. This coding language uses mathematical techniques in order to create effective code for a given scenario.</p>