C:\Users\Andrew Tagg\Desktop\Capture.PNG

Consider the range of texts that years 9 and 10 students need to be able to read as they undertake a variety of learning tasks: several subjects

This activity is intended to be used with teachers as they identify the reading demands that are integral to their programme, and consider the implications for their teaching. It focuses on teachers from different departments thinking about the reading demands of their subject.

This activity is part of a collection of activities that focuses on developing teachers’ understanding of the reading demands and tasks associated with a range of subjects. All of the activities involve either a group of teachers of a specific subject area working together, or a group of teachers who work across different subjects working together. Select the activities that will work best in your school and for your teachers.

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| **1.** | **The context** | | |
| The teachers of years 9 and 10 want to strengthen their students’ ability to locate and use information in a range of texts – in print and online – so that they can work more independently and thoughtfully as they learn in different areas of the curriculum. The initial step in their inquiry is to consider the range of texts that students are required to read and use in different subjects.  The teachers are aware that in most subjects the students tend to get most of the learning-related information they need through worksheets or notes that the teachers are preparing for them. Occasionally the students locate their own sources of information by searching online. The teachers recognise that they need to expand the range of texts the students are using for different curriculum purposes. This is particularly important now that they have introduced project-based learning as an option for their year 9 and 10 students. | | | |
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| **What to do …** | |  | **Record your answers** |
| Find at least one example of the different types of texts your students are or could be reading and using in your subjects. Bring this to the meeting.  Use the range of texts that teachers have brought as a prompt to discuss the kinds of texts that students in years 9 and 10 could use to get the information they need for their curriculum inquiries.  Identify the types of texts your students currently use and those which, as far as you’re aware, they’re not using .  Keep this to use later. | |  |  |

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| **2.** | **Turning to the reading framework** | | |
| To check their ideas about the range of texts, the teachers take a look at the illustrations that are in the top three signposts in the progression, *acquiring and using information and ideas in informational texts*, that have been developed for science and social sciences in the reading framework of the LPFs. | | | |
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| **What to do …** | |  | **Record your answers** |
| Look through the illustrations that have been developed for years 9 and 10 science and social studies in the reading framework, focussing particularly on the aspect, *acquiring and using information and ideas in informational texts.* Note the texts that the students use in their science and social studies tasks.  What makes these texts particular to science or social studies? How might these texts be different from texts used in other subjects such as English, health or technology? | |  |  |

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| **3.** | **Identifying the particular characteristics of texts** | | |
| Looking at the descriptions of texts in the illustrations helps the teachers to confirm that it’s the particular way the texts are structured and the language that is used that, along with the content, makes them relevant to particular disciplines. They realise that these characteristics are also fundamental to the particular kinds of texts that the students have to write as they respond to tasks in different learning areas. | | | |
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| **What to do …** | |  | **Record your answers** |
| Look again at the examples of text that you consider are specific to your subject.  Identify the content that is particular to your subject.  Look at the overall structure of the text as well as the way sentences and paragraphs are written. Notice whether the texts use visual language such as diagrams. In what ways are the texts different or the same?  Identify the words and phrases that are subject-specific. Note any vocabulary that could be considered “academic” i.e. words that are used in the classroom context, such as “define” or “method”, that are not used in everyday contexts (or are used differently in those contexts). | |  |  |

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| **4.** | **Expanding the range of texts** | | |
| The teachers decide to deliberately expand the range of texts they use in their programmes for years 9 and 10 students. | | | |
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| **What to do …** | |  | **Record your answers** |
| In what ways could you introduce a wider range of texts for students to read and use as part of their curriculum-related inquiries?  How could providing students with the opportunity to engage with a broader range of texts strengthen their writing? | |  |  |