

What reading
looks like at...



A disciplinary literacy handbook

What reading looks like at Blessed Thomas Holford Catholic College Summary of reading policies by department

Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. At BTH, the key vocabulary required for a student to access each unit of work is currently determined by different departments, with some of these key terms forming part of formative and summative assessment, but it is not always as easy to determine how effectively the subject specific terminology is being applied outside of this assessment, or how far it is extending the vocabulary and fluency of individual students.

- **We provide students with opportunities to not only use key terms from a subject but to also apply the vocabulary from a subject specific perspective** ("Read like a Geographer", "Write like a Designer", "Speak like a Scientist"). These opportunities can come in the form of resources made for this purpose as well as for regular verbal reinforcement from subject teachers.
- **We provide staff with access to the targeted vocabulary used by different departments.** This would help to anticipate and address misconceptions with the different contexts in which certain key terms are used. It could also provide opportunities for the students to use new vocabulary in different contexts. Departments also encouraged to focus on specific terms in each lesson.
- **We encourage students to take a cross-curricular approach in activities that have a literacy component.** *The Think Like A... Read Like A...* frame can be applied to activities with a broad point of view, encouraging students to bring together vocabulary and concepts from different subjects. Furthermore, the tier 2 Word of the Week is shared in our weekly newsletter and in our staff briefing to encourage students to engage with vocabulary more thoroughly and use specific words in different subjects to understand the polysemous (many meanings of a word) nature of vocabulary and the nuances of vocabulary.

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

WHOLE SCHOOL LITERACY PRIORITIES

- All teachers to prioritise disciplinary literacy across the curriculum
- All teachers to provide targeted vocabulary instruction in every subject to help pupils access and use academic language (inclusive of Tier 2 and Tier 3 vocabulary)
- All teachers support the development of pupils' ability to read academic texts encouraging pupils to engage in responsive reading across every subject area
- All teachers have access to reading age data and use this to inform planning

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What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

What reading looks like in **Art**

<p style="text-align: center;">How we read in KS4</p> <p style="text-align: center;"><u>Structured Reading for Information / Application</u> <i>(Reading with Power, Wider Reading for GCSE).</i></p> <p>What we read: accounts of art movements and the lives and works of relevant artists, for example, an article about the exhibitions of Yayoi Kusama in the Reading with Power template.</p> <p>How the class reads: responsive and independent.</p> <p>How the pupil reads: Groups will approach all reading / application tasks through class reading. Students will be selected to read while remainder of the class follow along. When decided (by teacher) reading will change from one</p> <p>How we include all readers: Accessible fonts; reading ages; key terms resource reference bank, cut convoluted language.</p>	<p style="text-align: center;">How we read in KS5</p> <p style="text-align: center;"><u>Structured Reading for Research / Application / Situation Of...</u> <i>(Reading with Power, Wider Reading for A-Level).</i></p> <p>What we read: topical news articles, case studies, exam texts; data sheets</p> <p>How the class reads: Independent, independent home learning, classroom discussion / analysis of the text. Students need to know real examples of industry to)</p> <p>How the pupil reads: Pupils are given extended reading that is chosen to encourage deeper engagement with the is essential.</p> <p>How we include all readers: accessible fonts; key vocabulary (revision workbook) definitions available with all texts.</p>
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Recommended reads in Business Studies	
Key Stage Three	Key Stage Four
<p>Pupils are provided with a reading list at the start of the year which should be stuck into the front of their sketchbooks. Many of these books are available in the school library.</p> <ul style="list-style-type: none"> • Harvesting Dreams: Hundertwasser for Kids (Barbara Steiff) • Draw Like An Artist (Patricia Geis) • SPLAT! The Most Exciting Artists of All Time (Mary Richards) 	<p>Pupils are recommended the following:</p> <ul style="list-style-type: none"> • The Arts: A Visual Encyclopaedia • The Art Book (Phaidon) • Draw Like An Artist (Patricia Geis)

What Reading Looks Like in Business Studies

How we read in KS4

Structured Reading for Information / Application

(Reading with Power, Wider Reading for GCSE).

What we read: real world examples of Business case studies. These texts include information on the targeted business along with external influences which can affect trade, competition and profitability. GCSE case study texts which will be studied include: Greggs (*product range*), JD (*Footasylum takeover bid*), Zoella (*marketing mix*), Sainsburys (*environmental strategy*), Nando's (*improving profitability*), GoPro (*design mix*), Tesla (*financing growth*), Posh Pasty (*financing growth*), Meringue Bakery (*break-even objective*), Frog Bikes (*growth abroad*)

How the class reads: responsive and independent.

How the pupil reads:

Groups will approach all reading / application tasks through class reading. Students will be selected to read while remainder of the class follow along. When decided (by teacher) reading will change from one person to another. Breaks will be included when key terms / definitions need further explaining. During this activity pupils are expected to highlight key areas of the text which can be applied to their answers. Independent reading will occur during progress checks, assessments and climate one activities.

How we include all readers:

Accessible fonts; reading ages; key terms resource reference bank, cut convoluted language.

How we read in KS5

Structured Reading for Research / Application / Situation Of...

(Reading with Power, Wider Reading for A-Level).

What we read: topical news articles, case studies, exam texts; data sheets

How the class reads: Independent, independent home learning, classroom discussion / analysis of the text. Students need to know real examples of industry to support their answers at A-level so, alongside past years case study examples, additional material will also be provided on industry practice for companies such as Starbucks (*expansion abroad*), Uber (*employment strategy*), Primark (*approach to ethics*), Netflix (*pricing*), McDonalds (*product portfolio*), Amazon (*data mining*), Google (*leadership & culture*), Tesco (*internationalisation*)

How the pupil reads:

Pupils are given extended reading that is chosen to encourage deeper engagement with the topic and to familiarise them with the type of texts and fact files they will need to analyse in an exam. Reading is encouraged outside of the classroom to build up a knowledge of industry and the "current goings on" in the world which can be recalled on to support written responses in the exam. It is a requirement of pupils to bring in their own knowledge of different companies, markets and trends so reading outside of the classroom is essential.

How we include all readers:

accessible fonts; key vocabulary (revision workbook) definitions available with all texts.

What reading looks like at Blessed Thomas Holford Catholic College

Summary of reading policies by department

Recommended reads in Business Studies

Key Stage Four

Reading case studies and texts will be made available to students on share areas (Google Drive) and these will focus on past texts and extracts that have been included in exams. To accompany this, pupils can also read the following recommended reads:

- Elon Musk (Ashlee Vance)
- The Google Story (David A. Wise)
- Ben & Jerry's: The Inside Scoop (Fred Lager)

Key Stage Five

Reading case studies and texts will be made available to students in their "Industry Reference Handbook" and these will focus on real business case studies. To accompany this, pupils can also read the following recommended reads:

- Grinding It Out – The Making of McDonalds (Ray Kroc)
- Shoe Dog (Phil Knight)
- Women and Leadership (Julia Gillard and Ngozi Okonjo-Iweala)
- Can't We Just Print More Money? (Rupal Patel and Jack Meaning)
- Scoring Points (Clive Humby, Terry Hunt, Tim Phillips)

Samples of Reading in Business Studies

Key Stage Four

Summary

The scan on the right shows how students are expected to approach a text during a group reading activity. Key references are to be highlighted and notes / definitions / theory to be applied to these selected passages.

From here key information is expected to be incorporated into their written responses to questions, again highlighting application of text to ensure consistent application of case study

Key Stage Five

Summary

KS5 will be given an "Industry references" support guide to help build their knowledge of real-world business practice which includes key facts and case studies on known companies. At the bottom of each page are sections for students to apply their reading to key theories studied in the classroom.

Just like with GCSE students will be given extended texts to read and annotate before they attempt any written responses. Notes, references and content will then be expected to appear in their written answers.

What Reading Looks Like in Classics

How we read in **KS4**

What we read:

Latin epic poetry – assigned texts: Ovid – Metamorphoses; Orpheus & Eurydice; Virgil – Aeneid Book 8

Latin Political and Philosophical Texts: Livy – Early History of Rome; Plutarch – Parallel lives of Romulus & Theseus.

Greek epic poetry: Homer – Hymn to Demeter; The Odyssey

How the class reads:

Together in class – aloud and silently, listening to each other / teacher. Independently in class followed up with discussion & tasks based on reading.

How the pupil reads:

Pupils are prepared for the complexity of reading ancient texts at GCSE through careful build up to reading – explanations & visuals are used to support understanding of content prior to accessing literature from Homer, Livy, Ovid etc. Greek & Roman vocabulary & names are taught and displayed. Pupils reading aloud are supported with time to read their section & query any unfamiliar language to prepare.

How we include all readers:

Awareness of reading ages in selection of readers in class; teaching of vocabulary, supportive learning environment – mistakes are ok!

How we read in **KS5**

What we read:

Epic poetry as full texts: Homer's Odyssey & Virgil's Aeneid

Classical Commentary: Plato; Seneca; Sappho; Ovid

Criticism for Greek Art: Epic, Poetry, Philosophy (Griffin, Woodford etc)

How the class reads:

Together in class – aloud and silently, listening to each other / teacher. Independent home learning, classroom discussion of text.

How the pupil reads:

Pupils are primarily reading for enjoyment of ancient epic, poetry and philosophy. They are encouraged to question what they read, comment, analyse and form judgements and opinions of characters and concepts. Texts are complex and diverse and pupils are supported in their understanding of content through teacher explanation, summary sheets and discussion tasks.

How we include all readers:

Class annotation of texts and ability to summarise and extract key information is explicitly taught. Effective reading aloud is modelled.

How we include all readers:

Awareness of reading ages in selection of readers in class; teaching of vocabulary, supportive learning environment – mistakes are ok!

What reading looks like at Blessed Thomas Holford Catholic College
 Summary of reading policies by department

Recommended reads in Classics

Key Stage Four	Key Stage Five
<ul style="list-style-type: none"> • Mythos – Stephen Fry • Who Let the Gods Out – Maz Evans • Olympia: The Story of the Ancient Olympic Games – Robin Waterfield • Ariadne – Jennifer Saint • Rome: Day One – Andrea Carandini (Unit 1.4) • Augustus: The Biography – Jochen Bleicken (Unit 1.6) • Troy – Stephen Fry • A Thousand Ships – Natalie Haynes • Circe – Madeline Miller 	<ul style="list-style-type: none"> • Ithaca – Claire North • House of Odysseus – Claire North • The Penelopiad – Margaret Atwood • Clytemnestra – Costanza Casati • Circe – Madeline Miller • Pandora's Jar – Natalie Haynes • Lavinia – Ursula K. Le Guin • The Parthenon – Mary Beard • The Song of Achilles – Madeline Miller

What Reading Looks Like in Computer Science





How we read in KS3	How we read in KS4	How we read in KS5
<p><u>Structured Reading for Comprehension</u> <i>(Recommended Reading, Computing in the media, reading home learning).</i></p> <p>What we read: topical news articles (updated regularly) or excerpts from current affairs literary sources e.g. AI conference, Hello World.</p> <p>How the class reads: responsive and independent</p> <p>How the pupil reads: In the reading activities, the pupil selects information in order to clarify and summarise the message of the text and identifies vocabulary.</p> <p>How we include all readers: projecting text onto the board and follow along with pupils; accessible fonts; reading ages; cut convoluted language.</p>	<p><u>Structured Reading for Enrichment</u> <i>(Recommended Reading, Computing in the media, reading home learning).</i></p> <p>What we read: topical news articles that relate specifically to the GCSE areas e.g. AI, current affairs, cyber security, ethics, safeguarding</p> <p>How the class reads: responsive and independent.</p> <p>How the pupil reads: In the reading activities, the pupil selects information in order to clarify and summarise the message of the text and identifies vocabulary for the teacher to define. Students answer questions on key text</p> <p>How we include all readers: Accessible fonts; reading ages; cut complex language.</p>	<p><u>Structured Reading for Research</u> <i>(Recommended Reading, Computing in the media, reading home learning).</i></p> <p>What we read: topical news articles that relate specifically to the GCSE areas e.g. AI, current affairs, cyber security, ethics, safeguarding</p> <p>How the class reads: responsive and independent.</p> <p>How the pupil reads: In the reading activities, the pupil selects information in order to clarify and summarise the message of the text and identifies vocabulary for the teacher to define. Students answer questions on key text</p> <p>How we include all readers: Accessible fonts; reading ages; cut complex language.</p>

Recommended reads in Computing		
Key Stage Three	Key Stage Four	Key Stage Five
<ul style="list-style-type: none"> • Girls who code – Reshma Saujani • Ready Player One – Ernest Cline • Super Quester: The case of the stolen sun) 	<ul style="list-style-type: none"> • Computational fairy tales – Jeremy Kubica • Computer Coding Python Projects for kids: A step by step guide – Carol Vorderman 	<ul style="list-style-type: none"> • The imitation game – Jane Rollason • Hacker – Malorie Blackman • Enigma – Robert Harris • Computational Fairy Tales – Jeremy Kubica

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Summary of reading policies by department

Samples

Key Stage Three																			
<p><u>Summary</u></p> <p>In this example the students had to read about how to stay safe online and the dangers of social media. This student reflected on the issues that had arrived from the reading.</p> <p>Keywords will have been addressed in class and the tips will have been shared with the class in a discussion.</p>	    <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Write down three issues that you have been made aware of from reading the information</th> <th style="text-align: left; padding: 5px;">Are there any words that you were not sure on write them below</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ol style="list-style-type: none"> 1- Three issues I am aware is about if you want to send a picture of you other people might see it and say rude opinions about you and it could upset you. 2- When you send a picture double check if you want to keep it because when your older your picture could appear and regret it in the future. 3- When people post something it might be what happened in real life </td> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> -Screen name -Petal -Bombarding -Resurface2 </td> </tr> <tr> <th style="text-align: left; padding: 5px;">Write down three tips you have got from reading the information</th> <th></th> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> - Tips I got is make sure your file with spelling pictures of you self. - If someone was rude to you and you felt bad what if you did it someone else and they left the same way so if someone was being rude to you don't go off being rude to more people because that's wrong. - Make sure your on a safe app with no scams or horrible websites. </td> <td></td> </tr> </tbody> </table>	Write down three issues that you have been made aware of from reading the information	Are there any words that you were not sure on write them below	<ol style="list-style-type: none"> 1- Three issues I am aware is about if you want to send a picture of you other people might see it and say rude opinions about you and it could upset you. 2- When you send a picture double check if you want to keep it because when your older your picture could appear and regret it in the future. 3- When people post something it might be what happened in real life 	<ul style="list-style-type: none"> -Screen name -Petal -Bombarding -Resurface2 	Write down three tips you have got from reading the information		<ul style="list-style-type: none"> - Tips I got is make sure your file with spelling pictures of you self. - If someone was rude to you and you felt bad what if you did it someone else and they left the same way so if someone was being rude to you don't go off being rude to more people because that's wrong. - Make sure your on a safe app with no scams or horrible websites. 											
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<p><u>Summary</u></p> <p>This was work that was produced from the reading of a topic of the biography of Ade Lovelace.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">1</td> <td style="font-size: 8px; padding: 2px;"> Born: Augusta Ada Byron, on 10th December 1815. The only legitimate child of famous poet Lord Byron, who was disappointed she wasn't a boy, Lord Byron left England. Ada never saw her father as he died in Greece when she was just 6 years old. </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">2</td> <td style="font-size: 8px; padding: 2px;"> Early life: In a child, Ada was often ill. She began experiencing headaches that started her vision as early as age 8, not to mention that she was also epileptic after a bout of measles when she was 16. Due to this, she was on bed rest for almost an entire year until she was able to walk with crutches. </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">3</td> <td style="font-size: 8px; padding: 2px;"> Education: Ada had an unusual upbringing as a member of an aristocratic family in the mid 1800s. Though it was an unusual course of study for a woman in 18th century England, her mother realised that she had taught her daughter subjects such as mathematics and science. </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">4</td> <td style="font-size: 8px; padding: 2px;"> Ada started to show a real talent for mathematics and science: At the age of 12, she was able to operate a steam machine after reading the anatomy of tools and the suitability of various materials. </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">5</td> <td style="font-size: 8px; padding: 2px;"> Ada's Neat: Ada became very close friends with Baron Babbage. Due to her intelligence and connections, she was an acquaintance to many famous people including scientists Augustus De Morgan, Sir David Brewster, Charles Wheatstone, and Michael Faraday, as well as author Charles Dickens. </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">6</td> <td style="font-size: 8px; padding: 2px;"> Marriage: On 8 July 1835, Lovelace became Lady King after marrying the 8th Baron King William. </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">7</td> <td style="font-size: 8px; padding: 2px;"> Children: The couple had three children named Byron, Anne Isabella, and Augustus. </td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tbody> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">8</td> <td style="padding: 2px;"> Career: When Ada was 17, she met mathematician and inventor Charles Babbage. Ada became fascinated with his ideas. Her intelligence also amazed Babbage and he often called her 'The Enchantress of Number'. </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">9</td> <td style="padding: 2px;"> In her notes on Babbage's Analytical Engine, she theorised a method for the engine to conduct repetitions of a series of instructions. She also described how codes could be created for the device to handle letters and symbols along with numbers. </td> </tr> </tbody> </table>	1	Born: Augusta Ada Byron, on 10th December 1815. The only legitimate child of famous poet Lord Byron, who was disappointed she wasn't a boy, Lord Byron left England. Ada never saw her father as he died in Greece when she was just 6 years old.	2	Early life: In a child, Ada was often ill. She began experiencing headaches that started her vision as early as age 8, not to mention that she was also epileptic after a bout of measles when she was 16. 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Key Stage Five																			
<p><u>Summary</u></p> <p>The group was assigned an article that is relevant to a deeper understanding of how robots could impact cities.</p> <p>Students had to reflect on the wider implications, socially and ethically.</p>																			

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Summary of reading policies by department

What Reading Looks Like in Design Technology

How we read in **KS4**

Structured Reading for Comprehension

What we read:

Topical news articles (updated regularly) or excerpts from Design Technology magazines and websites example DEZEEN and VOGUE

How the class reads:

Responsive and independent

How the pupil reads:

In the Reading with Power (RwP) exercise, the pupil selects information in order to clarify and summarise the message of the text and identifies vocabulary for the teacher to define. Our new lit HW sheets pupils use an article to design a magazine front cover.

How we include all readers:

Projecting text onto the board and follow along with pupils; accessible fonts; reading ages; cut convoluted language. Often pupils can pick from a range of articles so they can read for pleasure.

How we read in KS4

Structured Reading for Enrichment

What we read:

Topical news articles, instructions, articles when researching or excerpts from Design Technology magazines and websites example DEZEEN

How the class reads:

Responsive but mainly independent.

How the pupil reads:

At this point pupils are familiar with the RwP format so can easily use it as a short in-lesson task.

How we include all readers:

Accessible fonts; reading ages; cut convoluted language.

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Recommended reads in Design Technology

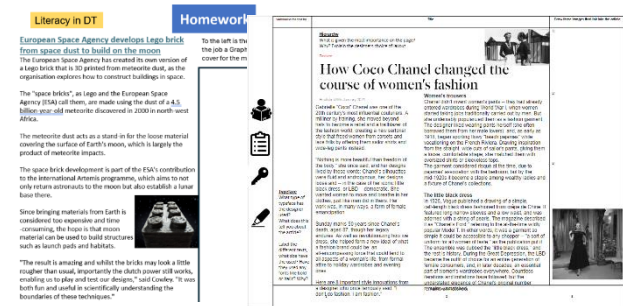
Key Stage Three	Key Stage Four
<ul style="list-style-type: none"> • A History of the World in 100 Objects (<i>Neil MacGregor</i>) • Architecture for Teens (<i>Danielle Wilkens</i>) • Awesome Engineering Activities for Kids (<i>Christina Schul</i>) • Futurekind (<i>Rob Phillips</i>) • From A to Eames (<i>Lauren Whybrow</i>) • How Cars Work (<i>Tom Newton</i>) • How Things Are Made (<i>Oldrich Ruzicka</i>) • One Plastic Bag (<i>Miranda Paul</i>) • The Little Inventors Handbook (<i>Dominic Wilcox and Katherine Mengardon</i>) • The Lives of the objects (<i>Maia Kotrosits</i>) • Robotics Activity Book (<i>Jenny Jacoby</i>) • What a Waste (<i>Jess French</i>) 	<ul style="list-style-type: none"> • Design Like You Give a Damn (<i>Cameron Sinclair</i>) • The Design of Everyday Things (<i>Don Norman</i>) • Fashion Evolution (<i>Paula Reed</i>) • Fifty Dresses That Changed the World (<i>Design Museum</i>) • Good Clean Fun (<i>Nick Offerman</i>) • Great British Engineering (<i>Claire Throp</i>) • How to Dress (<i>Alexandra Fullerton</i>) • The Book of Hygge (<i>Meik Wiking</i>) • The Ultimate Sneaker Book (<i>Simon Wood</i>)

Key Stage Three

Summary (optional)

Reading with Power frames are used to either provide context for something the pupils are studying, or to extend their learning with added detail. DT also teaches pupil how to read typeface and hierarchy.

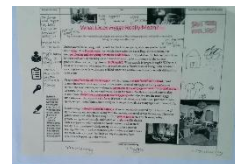
New this year we have also bought in reading HW sheets. Pupils are given some text for a DT publication, then they design the front cover for that month. Highlighting information from the article to get people to buy the magazine.



Key Stage Four

Summary (optional)

The scan on the left shows a Reading with Power article.



What Reading Looks Like in English

How we read in KS3

Structured Reading for Skill Development

(Responsive reading; independent reading; Heroes and Villains, Conflict and Peace, Justice and Injustice).

What we read:

Novels, articles, poetry and plays to engage and foster a love of reading whilst exploring morality and ethics.

How the class reads:

Responsive, independent.

How the pupil reads:

During Responsive Reading (RR), pupils track the text alongside the teacher using a ruler. The teacher will model reading out loud so that all students can access the text. Throughout RR, students will annotate for engagement, and select information that supports their big question. Pupils will also identify vocabulary for the teacher to define if this hasn't already been pre-empted. The same is applied to independent reading.

How we include all readers:

projecting text onto the board and tracking with students; accessible fonts; reading ages taken into account.

How we read in KS4

Structured Reading for Knowledge and Skill Development

(Responsive reading; independent reading; Power and Greed, Morality and Corruption).

What we read:

Novels, articles, poetry and plays that link specifically to the GCSE curriculum.

How the class reads:

Responsive and independent.

How the pupil reads:

Pupils use the RR method to search for and identify knowledge needed for their extended writing tasks during class reads. Independent reading encourages annotation, quote explosion and key message for analytical writing or non-fiction writing.

How we include all readers:

projecting text onto the board and tracking with students; accessible fonts; reading ages taken into account.

How we read in KS5

Structured Reading for Research

(Responsive reading; independent reading).

What we read:

Novels, articles, poetry and plays and also critical theory linking to the wider reading specification.

How the class reads:

RR, independent home learning, classroom discussion of the text.

How the pupil reads:

Pupils are given extended reading that is chosen to encourage deeper engagement with the topic and to familiarise them with the type of texts more likely to be assigned at university. Discussion and debate are encouraged for pupils to develop their own opinions and analytical skills. Our extended reading texts are chosen to produce conversation and discussion, both in fiction and non-fiction. Above all, the objective is to encourage reading for enjoyment, as it pushes them out of their typical reading list.

How we include all readers:

projecting text onto the board and tracking with students; accessible fonts; booklet reading for home learning.

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

Recommended reads in English		
Key Stage Three	Key Stage Four	Key Stage Five
<ul style="list-style-type: none"> The Bone Sparrow by Zana Fraillon Charlotte Says by Alex Bell Scythe by Neal Shusterman 	<ul style="list-style-type: none"> The Witches of Vardo by Anya Bergman When Shadows Fall by Sita Brahmachari Misery by Stephen King 	<ul style="list-style-type: none"> Geek Love by Katherine Dunn The Colour Purple by Alice Walker Their Eyes Were Watching God by Zora Neale Hurston

Samples

Key Stage Three	
<p><u>Summary (optional)</u></p> <p>During RR, students are asked to highlight the key parts of the text that they think help summarise the meaning of the text in front of them.</p> <p>In this lesson, pupils were reading the opening to the play <i>Romeo and Juliet</i> for the first time, and despite the language barrier, were able to identify some of the key quotations that provide meaning and significance.</p> <p>Following on from RR, pupils will then independently read the text again, and annotate for meanings that link to the 'big question' of that lesson. From this, pupils are then able to summarise the text and make predictions about what might happen using their inference skills.</p>	

What Reading Looks Like in Food and Nutrition

How we read in KS3

Structured Reading for Comprehension

(Reading with Power, Read Like a Food Nutritionist).

What we read: recipes, a variety of engaging text types will be used, including recipes, nutritional information labels, scientific articles (adapted for age), and food blogs, food labels

How the class reads: responsive and independent.

How the pupil reads:

In the Reading with Power (RwP) exercise, the pupil selects information in order to clarify and summarise the message of the text and identifies vocabulary for the teacher to define.

In practical lessons, pupils independently read the recipe before beginning to cook. At appropriate points in the lesson, pupils will be cold called to read the next step in the method aloud.

How we include all readers:

projecting text onto the board and follow along with pupils; accessible fonts; reading ages; cut convoluted language, utilise graphic organizers like mind maps to visually represent information, important for the visual learner. Word banks are provided for pupils for reference, particularly when writing up practical evaluations.

How we read in KS4

Structured Reading for Enrichment


(Reading with Power, Read Like a Food Nutritionist)

What we read: recipes, food labels, exemplar NEA, **Food and Nutrition-Related Texts e.g.** Books, articles, and online resources that explore the cultural, historical, and scientific aspects of food.

How the class reads: responsive and independent.

How the pupil reads: At this point pupils are familiar with the RwP format so can easily use it as a short in-lesson task. Pupils will be completing short exam questions and reading model answers to help them improve their work. Regular notetaking is encouraged. Pupils will read and select recipes to fulfil a particular brief.

How we include all readers: Accessible fonts; reading ages; cut convoluted language. Simplifying complex language, providing definitions, and using appropriate vocabulary. Key vocab template is encouraged for tier 3 vocab. Utilise graphic organizers like mind maps to visually represent information, important for the visual learner.





Key vocabulary 

Word:	Meaning:
Use it in a sentence:	

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

Recommended reads in Food and Nutrition	
Key Stage Three	Key Stage Four
<ul style="list-style-type: none"> • www.bbcgoodfood.com • Finding My Voice (Nadia Hussain) • Recipe for Life (Mary Berry) • The Science of Cooking (Dr Stuart Farrimond) 	<ul style="list-style-type: none"> • www.bbcgoodfood.com • The Flavour Thesaurus (Niki Segnit) • Why We Eat (Too Much) (Dr Andrew Jenkinson) • Garlic and Sapphires – The Secret Life of a Critic in Disguise (Ruth Reichl) • Reinventing Kitchen Classics (Heston Blumenthal)

Samples

Key Stage Three										
<p><u>Summary (optional)</u></p> <p>Reading with Power frames are used to either provide context for something the pupils are studying, or to extend their learning with added detail.</p> <p>In this case, Year 7 completed this exercise for the first lesson on their 'Don't Skip Breakfast' topic and helped to introduce the key words, diabetes and cholesterol.</p> <p>This article was adapted from a BBC news article that explained the importance of eating breakfast. ancient versions of globalisation (going back to the colonial era) and the differences between how goods and cultures are transferred. The pupils were asked to summarise the text, identify, and define key vocabulary, then complete a comprehension question after the reading.</p>	<div style="display: flex; align-items: center;">     </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%; font-size: small;">Summarise the text by... (no more than 3 bullet points)</th> <th style="width: 60%; font-size: small;">Title (You create a title)</th> <th style="width: 20%; font-size: small;">Explicit vocabulary and definition</th> </tr> </thead> <tbody> <tr> <td></td> <td> <p>Breakfast kick-starts your metabolism, helping you burn calories throughout the day. It also gives you the energy you need to get things done and helps you focus at work or at school. Those are just a few reasons why it's the most important meal of the day.</p> <p>Many studies have linked eating breakfast to good health, including better memory and concentration, lower levels of "bad" LDL cholesterol, and lower chances of getting diabetes, heart disease, and being overweight.</p> <p>It's hard to know, though, if breakfast causes these healthy habits or if people who eat it have healthier lifestyles.</p> <p>But this much is clear: Skipping the morning meal can throw off your body's rhythm of fasting and eating. When you wake up, the blood sugar your body needs to make your muscles and brain work their best is usually low. Breakfast helps replenish it.</p> </td> <td style="vertical-align: top;"> <p>1)</p> <p>2)</p> <p>3)</p> </td> </tr> <tr> <td colspan="3" style="text-align: center; font-size: small;"> <p>What health conditions can eating breakfast help prevent?</p> </td> </tr> </tbody> </table>	Summarise the text by... (no more than 3 bullet points)	Title (You create a title)	Explicit vocabulary and definition		<p>Breakfast kick-starts your metabolism, helping you burn calories throughout the day. It also gives you the energy you need to get things done and helps you focus at work or at school. Those are just a few reasons why it's the most important meal of the day.</p> <p>Many studies have linked eating breakfast to good health, including better memory and concentration, lower levels of "bad" LDL cholesterol, and lower chances of getting diabetes, heart disease, and being overweight.</p> <p>It's hard to know, though, if breakfast causes these healthy habits or if people who eat it have healthier lifestyles.</p> <p>But this much is clear: Skipping the morning meal can throw off your body's rhythm of fasting and eating. When you wake up, the blood sugar your body needs to make your muscles and brain work their best is usually low. Breakfast helps replenish it.</p>	<p>1)</p> <p>2)</p> <p>3)</p>	<p>What health conditions can eating breakfast help prevent?</p>		
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<p>What health conditions can eating breakfast help prevent?</p>										

What Reading Looks Like in Geography

How we read in KS3

Structured Reading for Comprehension

(Reading with Power, Geography in the News, Read Like a Geographer).

What we read: topical news articles (updated regularly) or excerpts from geographical literary sources e.g. National Geographic, Britannica.

How the class reads: responsive

How the pupil reads:

In the Reading with Power (RwP) exercise, the pupil selects information in order to clarify and summarise the message of the text and identifies vocabulary for the teacher to define.

In “Geography in the News” assignments, they find relevant articles themselves. In “Read Like a Geographer” they respond to creative prompts.

How we include all readers:

projecting text onto the board and follow along with pupils; accessible fonts; reading ages; cut convoluted language.

How we read in KS4

Structured Reading for Enrichment

(Reading with Power, Wider Reading for GCSE).

What we read: topical news articles that relate specifically to the GCSE case study areas: Haiti, Japan, USA, Philippines, India, Manchester, OPEC nations, Canada.

How the class reads: responsive and independent.

How the pupil reads:

At this point pupils are familiar with the RwP format so can easily use it as a short in-lesson task. Extended reading is assigned in the “Wider Reading” format, encouraging notetaking, comprehension questions and evaluative responses.

How we include all readers:

Accessible fonts; reading ages; cut convoluted language.

How we read in KS5

Structured Reading for Research

(Reading with Power, Wider Reading for A-Level).

What we read: topical news articles that relate to case studies; data sets that can be used to supplement existing arguments; academic journals, cross-curricular essays (psychology, history, politics, arts, and culture).

How the class reads: Independent home learning, classroom discussion of the text.

How the pupil reads:

Pupils are given extended reading that is chosen to encourage deeper engagement with the topic and to familiarise them with the type of texts more likely to be assigned at university. Here, the selected texts are much more diverse, and questions are provided to check comprehension and encourage more flair when producing their own written work. Above all, the objective is to encourage reading for enjoyment, as it pushes them out of their typical reading list.

How we include all readers:

accessible fonts; add comprehension questions they can refer back to with relevant page numbers.

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

Recommended reads in Geography		
Key Stage Three	Key Stage Four	Key Stage Five
<ul style="list-style-type: none"> A School Like Mine (Penny Smith and Zahavit Shalev) I Am Malala (Malala Yousafzai) Unseen (Reggie Yates) 	<ul style="list-style-type: none"> Q&A (Vikas Swarup) What is the What (Dave Eggers) The Great Offshore Grounds (Vanessa Veselka) Prisoners of Geography (Tim Marshall) 	<ul style="list-style-type: none"> Disaster By Choice (Ilan Kelman) The Shock Doctrine (Naomi Klein) This Changes Everything (Naomi Klein) Post-American World (Fareed Zakaria) The Death and Life of Great American Cities (Jane Jacobs) The Refugee Odyssey (Patrick Kingsley)

Samples

Key Stage Three											
<p><u>Summary (optional)</u></p> <p>Reading with Power frames are used to either provide context for something the pupils are studying, or to extend their learning with added detail.</p> <p>In this case, Year 8 completed this exercise for the first lesson on their <i>Globalisation</i> unit. They had just learnt the definition of globalisation as a concept, and their next lesson was on how globalisation had taken place over time through changes to trade, transport and technology.</p> <p>This article was adapted from a Britannica article that explained the ancient versions of globalisation (going back to the colonial era) and the differences between how goods and cultures are transferred. The pupils were asked to summarise the text, identify, and define key vocabulary, then complete a comprehension quiz after the reading.</p>	<table border="1"> <thead> <tr> <th>Summarise the text</th> <th>Reading with Power: the history of globalisation.</th> <th>Define key vocabulary</th> </tr> </thead> <tbody> <tr> <td> <p>Globalisation has defined our society e.g. food, traditions</p> <p>There is debate when this all started but humans have always been trading with one another</p> <p>We know it took off after the Industrial revolution after WWs</p> </td> <td> <p>Globalisation has defined almost every aspect of our society's growth over the past 100 years. We've got globalisation to thank for the availability of everyday items like bananas (cultural globalisation), annual events like Black Friday (globalisation of traditions), and even international cinema on Netflix (digital globalisation) – but what is globalisation? How does it impact our lives, and why is it so important?</p> <p>In simple terms, globalisation is the catch-all term for the process by which items and people move across borders. From goods and services to money and technology, globalisation promotes and speeds up how we move and exchange things across the world.</p> <p>There is some debate about what stage in history we should call the start of globalisation. Some believe that globalisation has been around since human migration routes began (as early as the 1st century BC). Although humans have traded with one another forever, a significant evolution in trade was the Silk Road, a trade route that was established in the 13th century between China and Europe. This saw Chinese goods being sold in Europe for the first time. From spices to silk, early global trade routes thrived over land and sea throughout the century, before really taking off at the end of the 15th century. During this time, European explorers linked the East and West and discovered the Americas, and now commonplace foods like potatoes, tomatoes, coffee, and chocolate became available in Europe.</p> <p>However, the beginning of globalisation as we know it today really took off during the Industrial Revolution. Steamships and trains made the trading of goods faster, and technological advancements meant that during the Industrial Revolution, Britain was making textile, iron and manufactured goods that were in-demand all over the world. After the World Wars, many countries wanted to remove long standing trade barriers and encourage free trade, which led to more countries being able to trade with one another. This created the global marketplace we see today, which is only becoming bigger and more strongly connected with even more rapid advances in technology (e.g. online communications).</p> </td> <td> <p>1 Globalisation trade, culture being spread moving to new countries</p> <p>2 Manufacture used made in a factory</p> <p>3 Significant important</p> </td> </tr> <tr> <td colspan="3"> <p>Reflection: How does globalisation impact your life? It changes what we eat what we believe in (Religion) and what we celebrate</p> </td> </tr> </tbody> </table>	Summarise the text	Reading with Power: the history of globalisation.	Define key vocabulary	<p>Globalisation has defined our society e.g. food, traditions</p> <p>There is debate when this all started but humans have always been trading with one another</p> <p>We know it took off after the Industrial revolution after WWs</p>	<p>Globalisation has defined almost every aspect of our society's growth over the past 100 years. 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Key Stage Four											

What reading looks like at Blessed Thomas Holford Catholic College

Summary of reading policies by department

Summary (optional)

The scan on the left shows a Reading with Power article that was used to consolidate understanding of two key concepts before attempting an 8-mark essay that required understanding of both.

The scan on the right is an extended reading that more closely resembles the A-level model. In this template, key words have been highlighted to look up and define after reading.

Why does India have a high rate of natural increase?	Reading with Power: 'Why does India have a high natural increase?'	Key vocabulary
<p>Handwritten notes:</p> <p>It's possible that the birth rate is higher than the death rate. This is because the birth rate is higher than the death rate. This is because the birth rate is higher than the death rate.</p>	<p>Births and deaths are natural causes of population change. The difference between the birth rate and the death rate of a country or place is called the rate of natural increase. The natural increase is calculated by subtracting the death rate from the birth rate. When birth rates are higher than death rates, the population of an area naturally increases.</p> <p>Natural increase is a major cause of population growth in Mumbai. Mumbai has a fertility rate of around two children per woman. This has led to the population of Mumbai growing by approximately 5 per cent each year - this equates to 17 million extra people being born every year.</p> <p>The birth rate has been falling, but with rapid progress in medical sciences, the death rate has fallen which has ensured that the population grows.</p> <p>Other reasons that have contributed to high birth rates are early marriage, lack of awareness of contraception methods, poverty and illiteracy, and lack of careers for women.</p> <p>The issue that Mumbai has is that despite its incredible wealth by Indian standards, it still has a huge number of people living in slum towns or shacks. Together with all of the associated environmental and social problems, these areas have:</p> <p>Can you think of any problems that might be associated with these slum developments?</p> <p>The poor are not readily counted people in the city's population. People living in slums do not get included in the city's population.</p>	<p>Handwritten notes:</p> <p>1. Natural increase - the difference between the birth rate and the death rate.</p> <p>2. Fertility rate - the number of children a woman has on average.</p> <p>3. Slum - a densely populated area of a city, often with poor living conditions.</p>

Key Geographical Terminology	Key Vocabulary
<p>Handwritten notes:</p> <p>1. Urbanisation - the process of a population moving from rural to urban areas.</p> <p>2. Suburbanisation - the process of a population moving from urban to suburban areas.</p> <p>3. Gentrification - the process of renovating and improving a district that has become run-down and dilapidated.</p>	<p>Handwritten notes:</p> <p>1. Urbanisation - the process of a population moving from rural to urban areas.</p> <p>2. Suburbanisation - the process of a population moving from urban to suburban areas.</p> <p>3. Gentrification - the process of renovating and improving a district that has become run-down and dilapidated.</p>

Key Stage Five

Summary (optional)

The group was assigned an article that is relevant to a deeper understanding of how place attachment impacts cities.

Jacob has highlighted the key themes in the text and completed a plan for a typical "Assess" question in the template provided. He has answered some questions designed to encourage engagement with the text on a separate sheet.

In the lesson, the students were prompted to discuss their own psychological attachment to their hometowns and how these might have been different in other cities.

Key Geographical Terminology	Key Vocabulary
<p>Handwritten notes:</p> <p>1. Urbanisation - the process of a population moving from rural to urban areas.</p> <p>2. Suburbanisation - the process of a population moving from urban to suburban areas.</p> <p>3. Gentrification - the process of renovating and improving a district that has become run-down and dilapidated.</p>	<p>Handwritten notes:</p> <p>1. Urbanisation - the process of a population moving from rural to urban areas.</p> <p>2. Suburbanisation - the process of a population moving from urban to suburban areas.</p> <p>3. Gentrification - the process of renovating and improving a district that has become run-down and dilapidated.</p>

Handwritten notes:

1. Why does Jan Gehl suggest that urban human habitats should be investigated in a similar way to looking at animal habitats and ecosystems?

2. The author notes higher concentrations of poverty as an explanation for the prevalence of ghettos in urban areas. Do you think there could be any other reasons for this? Why/Why not?

3. Compare the City Personality Test outcomes for areas with those of Berlin and Bilbao.

4. What do you think the Manchester Personality would be in the text?

5. To what extent do you agree that a psychological approach can help with more effective urban planning? Plan your answer using the space below.

Handwritten notes:

1) Why does Jan Gehl suggest that urban human habitats should be investigated in a similar way to looking at animals? What are the reasons for this?

2) The author notes higher concentrations of poverty as an explanation for the prevalence of ghettos in urban areas. Do you think there could be any other reasons for this? Why/Why not?

3) Compare the City Personality Test outcomes for areas with those of Berlin and Bilbao.

What Reading Looks Like in Health and Social Care

Key Stage Four	Key Stage Five
<p style="text-align: center;"><u>Structured Reading for Enrichment</u> <i>Recommended reading list and news articles in the media and revision guides</i></p> <p>What we read: topical news articles that relate specifically to the BTEC Tech Award Level 2 specification e.g. life stages, factors that impact health and wellbeing, life events, health care providers, social care providers, professionals in practice, 6C's, government chief medical officers' recommendations, barriers and obstacles to receiving care and application to case studies.</p> <p>How the class reads: responsive and independent. Find key vocabulary discussion-based activities.</p> <p>How the pupil reads:</p> <p>Reading is used to introduce topic areas and summarise learning. Within the lesson reading is also used to consolidate knowledge and understanding with text used to support mind maps and revision boards of particular areas.</p> <p>Students respond to case study information analyse the text and summarising key features</p> <p>How we include all readers:</p> <p>Projecting text onto the whiteboard and follow along with pupils, accessible fonts and backgrounds. Aware of reading ages and embed key words into everyday practice.</p>	<p style="text-align: center;"><u>Structured Reading for Research</u> <i>Recommended reading list, news articles, case studies, revision guides and tutor2u not)</i></p> <p>What we read: topical news articles that relate specifically to the BTEC Level 3 National Extended certificate specification e.g., theorists, factors that impact health and wellbeing, equality and diversity, promotion of anti-discrimination, health and social care provision and health inequalities in care. Articles are shared to develop understanding of policies and procedures produced by the NHS the QCQ/</p> <p>How the class reads: responsive and independent.</p> <p>How the pupil reads:</p> <p>Reading is used to introduce and consolidate topic areas. Students will summarise the message of the text and identify vocabulary that is required. This will enable students to consolidate knowledge. This is then reinforced through A to Z key term dictionaries, theorist dictionary's, mind maps and revision boards of particular areas</p> <p>How we include all readers:</p> <p>Projecting text onto the whiteboard and follow along with pupils, accessible fonts and backgrounds. Aware of reading ages and embed key words into everyday practice.</p>

What reading looks like at Blessed Thomas Holford Catholic College
 Summary of reading policies by department

Recommended reads in Health and Social Care	
Key Stage Four	Key Stage Five
<ul style="list-style-type: none"> • BTEC Tech Award 2022 Health and Social Care Student Book • CPG - BTEC Tech Award in Health & Social Care: Revision Guide • Pig boy heart - Malorie Blackman • Jo Jo Moyes – me before you • I am Malala – Malala Yousafzai • You are a champion – Marcus Rashford • Me before you – Jojo Moyes • My sisters Keeper – Jodi Picoult 	<ul style="list-style-type: none"> • BTEC National Health and Social Care Student Book 1 • This Is Going To Hurt – Adam Kay • Trust Me, I'm a Junior Doctor – Max Pemberton • When Breath Becomes Air – Paul Kalanithi • The Fault in Our Stars – John Green • Elizabeth Is Missing – Emma Healy • One Flew Over The Cuckoo's Nest – Ken Kesey • No Child Of Mine – Susan Lewis • Last Days of Rabbit Hayes – Anna McPartlin • Small Great Things – Jodie Picoult • Me Before You – Jojo Moyes
<p>Websites</p> <ul style="list-style-type: none"> • https://www.legislation.gov.uk/ukpga/2010/15/contents • www.gov.uk • www.cqc.org.uk/content/help-advice • https://www.communitycare.co.uk • https://www.equalityhumanrights.com • https://www.cqc.org.uk • https://www.local.gov.uk/publications/get-act-health-and-care-act-2022 • https://mft.nhs.uk/wythenshawe/patients-visitors/inpatients/chaplaincy-service/ • https://www.northernalliance.nhs.uk/patient-information/chaplaincy • https://www.citizensadvice.org.uk/law-and-courts/discrimination/what-are-the-different-types-of-discrimination/ • https://cpdonline.co.uk/knowledge-base/care/the-different-types-of-discrimination-in-health-and-social-care/ • https://www.citizensadvice.org.uk/health/discrimination-in-health-and-care-services/ • https://www.mind.org.uk/information-support/guides-to-support-and-services/advocacy 	

What Reading Looks Like in History

How we read in KS3

Structured Reading for Comprehension

What we read: Historical Interpretations (extracts from books), Historical Scholarship, Excerpts from

How the class reads:

Responsive, assessed using written or verbal questioning

How the pupil reads:

In the Reading with Power (RwP) exercise, the pupil selects information in order to clarify and summarise the message of the text and identifies vocabulary for the teacher to define.

Also, if 'summarisation' is not relevant – questions can be posed in the margin that students answer to clarify/consolidate knowledge learnt.

How we include all readers:

projecting text onto the board and follow along with pupils; accessible fonts; reading ages; cut down language that can cause confusion

How we read in KS4

Structured Reading for Enrichment

What we read: links to GCSE specification – excerpts from historical books, historical journals,

How the class reads:

Responsive and independent.

How the pupil reads:

In the Reading with Power (RwP) exercise, the pupil selects information in order to clarify and summarise the message of the text and identifies vocabulary for the teacher to define.

Also, if 'summarisation' is not relevant – questions can be posed in the margin that students answer to clarify/consolidate knowledge learnt.

How we include all readers:

Accessible fonts; reading ages (having awareness through SIMS data); cut language that can cause confusion

How we read in KS5

Structured Reading for Research

What we read:

How the class reads:

Independent home learning, classroom discussion of the text.

How the pupil reads:

Pupils are given extended reading that is chosen to encourage deeper engagement with the topic and to familiarise them with the type of texts more likely to be assigned at university. Here, the selected texts are much more diverse, and questions are provided to check comprehension and encourage more flair when producing their own written work. Above all, the objective is to encourage reading for enjoyment, as it pushes them out of their typical reading list.

How we include all readers:

accessible fonts; add comprehension questions they can refer back to with relevant page numbers.

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

Recommended reads in History – these books are promoted through displays in the classroom		
Key Stage Three	Key Stage Four	Key Stage Five
<p>Y7:</p> <ol style="list-style-type: none"> 1. What the Romans did for US 2. A Time Travellers Guide to Medieval England 3. Horrible Histories Stormin' Normans 4. Horrible Histories Terrible Tudors <p>Y8:</p> <ol style="list-style-type: none"> 1. The Slave Trade 2. Black & British 3. Frightful First World War 4. My Story: Suffragette <p>Y9:</p> <ol style="list-style-type: none"> 1. Reclaiming History 2. We need to talk about the British Empire 3. The Place for Me: Windrush 4. Questions I am asked about the Holocaust 	<p>We follow the GCSE Edexcel Specification and have 4 topics to cover:</p> <p>Early Elizabethan England:</p> <ol style="list-style-type: none"> 1. Dangerous Days in Elizabethan England 2. The Time Travellers Guide to Elizabethan England 3. The Spanish Armada (Robert Hutchinson) <p>Medicine Through Time:</p> <ol style="list-style-type: none"> 1. A Short History of Medicine 2. The Butchering Art 3. Unwell Women 4. The Western Front (Nick Lloyd) 5. Elizabeth I (Helen Castor) <p>Superpower Relations:</p> <ol style="list-style-type: none"> 1. Going Over 2. The Cold War: A Very Short Introduction 3. The Cold War (Isaacs and Downing) 4. 'I must betray you' (Ruta Sepetys) <p>Weimar and Nazi Germany:</p> <ol style="list-style-type: none"> 1. The Nazis: A Warning from History 2. The Shortest History of Germany (James Hawes) 3. The Tattooist of Auschwitz (14+) (Heather Morris) 	<p>Civil Rights in the USA</p> <ol style="list-style-type: none"> 1. American History 1860-1910, Alan Farmer and Vivienne Saunders 2. S.M. Evans, <i>Born for Liberty</i> (Free Press, 1997) 3. T. Field, <i>Civil Rights in the USA 1865–1980</i> (Cambridge University Press, 2003) 4. W.T.M. Riches, <i>The Civil Rights' Movement</i> (Macmillan, 1998) 5. S. Rowbotham, <i>A Century of Women: The History of Women in Britain and the United States</i> (Penguin, 1999) 6. V. Sanders, <i>Race Relations in the USA since 2000</i> (Hodder and Stoughton, 2000) 7. H. Sitkoff, <i>The Struggle for Black Equality 1954–1992</i> (Wang, 1993) 8. D. Paterson and D. and S. Willoughby, <i>Civil Rights in the USA 1863–1980</i> (Heinemann, 2001) <p>Britain 1918-1951</p> <ol style="list-style-type: none"> 1. Adelman P. <i>The Rise of the Labour Party 1880-1945</i>. Longman Seminar Studies, 3rd ed.(1996) 0-582-29210-7 2. Ball A. & Seldon A. <i>Recovering Power. The Conservatives in Opposition since 1867</i>. Palgrave(2005) 0- 140-393242-5 3. Cawood I. <i>Britain in the Twentieth Century</i>. Spotlight History, Routledge (2003) 0-415-25457-4 4. Culpin C ed. <i>Contemporary Britain 1914-1979</i>, Longman (197) 978-0582084063 5. Jefferys K. <i>The Attlee Governments 1945-1951</i>. Longman Seminar Studies (1992) 0-582-06105-9 6. Lee S. <i>Aspects of British Political History</i>, Routledge (1996) 0415131032 7. Pearce R. <i>Britain, Domestic Politics 1918-1939</i>, Hodder (2000) 978-0340556474

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

Samples of how we read:

Key Stage Three

Simon De Montfort and Our First Parliament

De Montfort was King Henry's main adviser. He was a fine military commander and in 1248 he led the English army to victory in France. Henry was pleased with this until word reached him of Montfort's slaughter of innocent French villagers. Montfort was called back to England and faced trial, despite being found innocent he was furious with the King. Their relationship deteriorated further when Montfort took out a loan on the condition that if he himself could not repay it, the King would. This was done without the King's permission and when Henry found out he flew into a rage. The relationship between the two had become irreconcilable.

By 1258 many of England's leading barons had become disillusioned with Henry's rule because of his failed wars, high taxation and gifts of land to his foreign favourites. Montfort developed the opinion that the barons needed to play a more active role in running the country. Montfort and his supporters made a list of demands to the king, these included: the King cannot make decisions without consulting a council of fifteen barons; castles could only be held by Englishmen and each county would have a sheriff and taxes would be decided locally. Fearing a civil war that he would lose, Henry accepted their demands, these reforms were called the Provisions of Oxford.

It was not long before Henry began ignoring his advisers. When the barons complained, Henry bribed them with gifts. Simon de Montfort refused to change his mind over the need for a permanent council. Montfort had a reputation for being sympathetic to the needs of ordinary people. This helped him gain the support of the majority of people who lived in the large towns and cities. Henry decided to take on Montfort's army. The two sides met at the Battle of Lewes in Sussex on 14th May 1264. Henry, had a larger army of 10,000 men and was confident of victory. Montfort had a much smaller force of 5000 men. However, Montfort was victorious. At the end of the battle the king and his son, Prince Edward were captured.

With Henry in captivity Montfort organized a new parliament. This included barons, bishops, knights and two burgesses (merchants) from each town. These burgesses were not of noble blood, this was the first time commoners had been invited to have a say in the governing of the country. However the day-to-day running of the country was carried out by three men: Simon de Montfort, Gilbert the Red and the Bishop of Chichester. However, within a few months the barons started to complain that Montfort was acting like a king.

In June 1265 Prince Edward escaped captivity and was able to raise a large army due to de Montfort's unpopularity. On 3rd August 1265 the two sides met at the Battle of Evesham. A death squad of twelve Sergeant-at-arms were chosen to find and kill Montfort during the chaos of the battle. Edward's army had an easy victory and Montfort's outnumbered army was slaughtered. After Simon de Montfort had been killed, his body was mutilated. His head was cut off and displayed round the country as a warning of what happened to people who rebelled against their king.

Summarise the text by writing key words in this section	Explicit vocabulary Define each of the below
Slaughter - Killing	
Loan - Money that take out of which you need	
Sheriff - Similar to a council of the peace	
Council - A group of who make	
Burgesses - Merchants	
Battle of Evesham - A battle Simon which re Simon	

What did the Crusades change in the Western World?

Title: Knowledge of medicine

The Muslims in the East kept all the medical knowledge of the Romans after the Roman Empire collapsed in Europe (in 476AD), a time when literacy (reading and writing) was only common among Christian priests. The Muslim doctor, Avicenna, had written down all the ideas of the great Roman and Greek doctors like Galen and Hippocrates and added his own ideas to them in the 11th century AD. This book allowed Europeans to rediscover how blood circulated around the body, for example. Without the Crusades, Muslims would not have traded medical knowledge with Europeans, we might not have paracetamol or aspirin today.

Summary points:

- Without the Crusades Muslims would not have traded medical knowledge with Europeans.
- The Muslim doctor Avicenna, had written down all the ideas of the great Roman and Greek doctors.

Title: Trade of food

The Crusades brought about trade in many different and new foods for the West. Sugar, spices, dates, coffee, rice and apricots were now available, and rich Europeans could now present new foods on their dinner table as a sign of their wealth and importance. As a result merchants (traders) went to live in Jerusalem and throughout the Holy Land, and ships used to sail regularly to and from England/France and the Byzantine Empire, a Christian kingdom that was next to the Holy Land.

Summary points:

- The Crusades brought new foods from the west. Sugar, spices, dates, coffee, rice and apricots.
- As a result traders went to live in Jerusalem and throughout the Holy Land.

Title: Goods in homes

Even the chamber (bedroom) of an English lord would have been a fairly uncomfortable place before the Crusades. Bedding would have consisted of straw, with a bare wooden, stone or straw floor. The Crusaders returned with mirrors, cotton cloth, carpets, mattresses and shawls, writing paper (to translate Muslim medicine books) and even wheelbarrows! Rich Europeans would now be able to buy very colourful clothes because of the rich dyes (like scarlet) merchants (traders) returned with.

Summary points:

- The Crusaders returned with mirrors, cotton cloth, carpets, mattresses and shawls.
- Rich Europeans would be able to buy colourful clothes.
- Writing paper was brought back to translate Muslim medicine books.

Title: Schools and ideas

Modern schools would be very different without the Crusades. Arabic (Muslim) numbers make up maths today. Algebra was a Muslim invention and alchemy (attempting to make gold out of basic metals like copper) led to our understanding of chemistry. Games like chess were also brought back, and medieval European farmers were glad to learn how to irrigate (water) their fields in a better way. Concentric (circular) walls for castles were first used in the Holy Land, as were water wheels and water clocks.

Summary points:


- Algebra was a Muslim invention and alchemy led to our understanding of chemistry.
- Games like chess were brought back.
- Medieval European farmers were glad to learn how to irrigate their fields.

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

Key Stage Four

GH Déteinte: Aims at Peace in the 1970s Monday 9th Oct

Vocabulary is Key ... détente

Meaning: (noun) The easing of hostility	Links (synonyms): Easiness Cooperation	Transform: 
Etymology: Early 20th century from French détente, 'loosening, relaxation'.	Clashes (antonyms): Hostility Antagonism	Use it in a sentence / give an example: During the 1970s the US and USSR adopted a policy of détente where they attempted to have a more stable relationship.

Link it (to specific topics / exams): GCSE Paper 2 Superpower Relations

Write a narrative account analysing the key events of détente in the years 1970-1979 (1)

The period of détente originally began as a result of the issues that the superpowers had been facing in the 1960s and early 1970s.

By this time both countries had spent a huge amount on the arms race and as a result they had neglected their own people. This had led to protests in both countries demanding that the governments focus on the citizens they were in charge of rather than on spending so much money on increasing their military power. In addition, the USA had lots of problems itself as there were protests about its involvement in the Vietnam War and also relating to civil rights.

All of these things meant that both of the superpowers were looking for a way of reducing their military competitiveness and the best way to do this would be to try and improve relations with each other and de-escalate the arms race. This resulted in them embracing upon a policy of détente.

The most obvious examples of this new approach were the SALT agreements and the Helsinki Accords.

In May 1972 the USA and USSR signed SALT 1 which limited ICBMs and laid down basic rules for low nuclear warfare should be conducted. Although SALT 1 was criticised by some it did have symbolic importance and led to improved relations between the superpowers as evidenced by the visits of Nixon to Moscow and Brezhnev to Washington.

Things improved further when the Helsinki Accords were signed. This was seen as a real high point of US-Soviet relations as it covered a number of key areas such as borders, co-operation and human rights. Although neither side were completely happy with the Accords, events like the Apollo-Soyuz mission showed that relations had improved and there was the possibility that the superpowers could work together.

Despite all of this progress, by the time SALT 2 was being discussed it was clear that cracks were already appearing in this new era of co-operation.


By 1979 many people in the USA were becoming increasingly suspicious of the Soviets and publicly doubted whether they could be trusted. In addition, the attack on the US embassy in Tehran in November 1979 led to Americans demanding that their government take a much stronger and more confrontational approach to foreign affairs. Both of these things made maintaining co-operation a lot harder but the final event that brought the era of détente to a close was when the Soviets invaded Afghanistan. This resulted in the end of détente and led to tensions increasing again.

Summary

1. The period known as détente began because of the issues the superpowers had been facing in the 1960s and 70s. Both sides were neglecting their people and worried about MAD.
2. The key agreements during détente included the SALT agreement and the Helsinki Accords.
3. Détente came to an end when the SU invaded Afghanistan.

Consequences of the Cuban Missile Crisis

Look at the cartoon below: What is the point the artist is trying to make about the consequences of the Cuban Missile Crisis?



I think the artist is trying to say that... Kennedy and Khrushchev realise that if nuclear war broke out there's no way of controlling it. I think this because in the source I can see... A monster's hand emerging which represents the threat of nuclear war.





This makes me think... That the crisis might actually have improved relations.

Also, I can see... Khrushchev and Kennedy communicating.

This makes me think... The consequence of the crisis is positive.

The Cuban Missile Crisis made clear what could happen if the Soviet Union or the USA continued to follow a policy of brinkmanship. Both Khrushchev and Kennedy had come under pressure to take action that could have led to full-scale war. Fortunately, this had not happened and both countries now wanted to make sure that future misunderstandings would not cause war to break out.

Read the left-hand side of page 55 and explain the 4 steps that were taken to make sure that the USA and USSR did not so close to nuclear war ever again...

Action Taken	Explanation
	In June 1963, a direct communications wire was set up between Moscow and Washington - 'hotline'.
	August 1963 a treaty was signed between Britain, USA, SU - They agreed to prohibit the testing of nuclear weapons.
	1967 - Outer Space Treaty between USA, SU. Became known as the 'Space race' competing to explore Earth's orbit moon.
	1968 - Nuclear Non-proliferation Treaty was signed to stop spread of nuclear weapons.

Explain in one sentence why the Cuban Missile Crisis could be seen as a triumph for Kennedy

He was able to make peace by talking communicating not using force.

possibility of launching an attack from space
They agreed not to use space for

What reading looks like in **Spanish**

How we read in KS3

Structured Reading for Comprehension

What we read: short excerpts examining the relevant topics studied at the time

How the class reads: responsive and group.

How the pupil reads:

Students typically engage in a variety of activities to help them become more confident in reading Spanish. Teachers may introduce simplified or adapted versions of authentic Spanish materials, such as menus, posters, or short articles, to provide real-world context. Students are often led through texts with support from the teacher. After reading a passage, students often answer comprehension questions to demonstrate understanding.

How we include all readers:

Projecting text onto the board and follow along with pupils; accessible fonts; reading ages; knowledge organisers.

How we read in KS4

Structured Reading for Understanding

What we read: longer excerpts that reflect the vocabulary and grammatical structures of the GCSE Spanish course.

How the class reads: responsive and independent.

How the pupil reads:

At GCSE the focus on reading shifts towards greater comprehension, fluency, and preparation for the exam. Students read articles, advertisements, emails, letters, and dialogues similar to those found in the GCSE exam papers. These texts focus on topics like school, free time, holidays, and environmental issues. Students may be asked to summarise a passage in their own words, either in English or Spanish, to show they understand the content and can pick out main points. There is an increased focus on recognizing and understanding more complex grammatical structures

How we include all readers:

Accessible fonts; reading ages; cut convoluted language.

How we read in KS5

Structured Reading for Enhancement

What we read: topical news articles that relate to topic areas; data sets that can be used to supplement existing arguments; academic journals, cross-curricular essays (psychology, history, politics, arts, and culture).

How the class reads: Group reading for comprehension, independent home learning, classroom discussion of the text.

How the pupil reads:

Pupils are given extended reading that is chosen to encourage deeper engagement with the topic and to familiarise them advanced vocabulary from the A Level specification. The selected texts are much more diverse, follow up questions check understanding of vocabulary and grammar. Above all, the objective is to encourage reading for advancement in language proficiency.

How we include all readers:

Use of vocabulary lists.

What reading looks like at Blessed Thomas Holford Catholic College
 Summary of reading policies by department

Recommended reads in Spanish		
Key Stage Three	Key Stage Four	Key Stage Five
<ul style="list-style-type: none"> • https://www.thespanishexperiment.com/stories • Pollito Tito • Los tres cerditos • Ricitos de Oro y los tres osos • El pájaro y la ballena • Caperucita Roja 	<ul style="list-style-type: none"> • Diario de Greg: Un Pringao Total • El niño, el topo, el zorro y el caballo • Charlie y la Fábrica de Chocolate • La increíble historia de... El chico del millón • James y el melocotón gigante 	<p>A mix of authentic literature, contemporary texts, and resources to deepen understanding of Spanish-speaking cultures, history, and language. At this level, students are expected to engage with more sophisticated language and themes, often tied to the exam syllabus requirements. Including but not limited to:</p> <ul style="list-style-type: none"> • La casa de Bernarda Alba (Frederico Garcia Lorca) • Crónica de una muerte anunciada (Gabriel García Márquez) • La sombra del viento (Carlos Ruiz Zafón) • Palabra por Palabra (Phil Turk)

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

What reading looks like in **Maths**

How we read in KS3

Guided reading

What we read: Extracts that give background on various topics throughout each term. E.g. Pythagoras guided reading gives information about who he was, what was discovered and how it can be applied to life.

How the class reads: responsive and independent.

How the pupil reads:

Reading about facts relating to the topic. Discovering new information that give background to topics of study.

How we include all readers:

projecting text onto the board and follow along with pupils; accessible fonts; reading ages; cut convoluted language.

How we read in KS4

Critically analysing worded questions

What we read: AO3 style GCSE questions from AQA GCSE papers.

How the class reads: responsive and independent.

How the pupil reads:

Highlighting key vocab that helps decipher which strand of mathematics to use in order to answer the question.

How we include all readers:

Accessible fonts; reading ages; key terms broken down so accessible to all.

How we read in KS5

Structured Reading for Research

What we read: Articles relating to mathematical concepts – looking for errors and critically analysing the texts as a mathematician.

How the class reads: Independent home learning, classroom discussion of the text.

How the pupil reads:

Independently – picking out key information and sharing key findings with peers.

How we include all readers:

accessible fonts

Recommended reads in Maths

Key Stage Three	Key Stage Four	Key Stage Five
<ul style="list-style-type: none"> • The Number Devil • The Phantom Tollbooth • Murderous Maths • Alex's Adventure in Numberland 	<ul style="list-style-type: none"> • How To • The Man Who Counted • Chaos • Maths on the Back of an Envelope • The Magical Maze 	<ul style="list-style-type: none"> • The Hitch-Hikers Guide to the Galaxy • Humble Pi • Maths Girls • The Man Who Loved only Numbers

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

What reading looks like in **Music**

<p style="text-align: center;">How we read in KS3 Music</p> <p style="text-align: center;"><u>Structured Reading for Comprehension</u> <i>(Reading with Power, Geography in the News, Read Like a Geographer).</i></p> <p>What we read: paragraphs about music and music composers, classwork and home learning which focuses on reading music notation.</p> <p>Information on classical composers and music genres</p> <p>How the class reads: individually or in pairs</p> <p>How the pupil reads: All pupils select information in order to clarify and summarise the message of the text and identify music vocabulary.</p> <p>Reading standard music notation mainly using the treble clef.</p> <p>How we include all readers: Projecting text onto the board and follow along with pupils; accessible fonts; reading ages; appropriate colours in the background.</p>	<p style="text-align: center;">How we read in KS4 Music</p> <p style="text-align: center;"><u>Structured Reading for Enrichment</u> <i>(Reading with Power, Wider Reading for GCSE).</i></p> <p>What we read: Information on Periods in Music, appropriate genres and their composers, music notation using the treble and bass clefs and information of the AQA GCSE set works</p> <p>How the class reads: responsive and independent.</p> <p>How the pupil reads: Extended reading in class and for home learning. A more fluent music notation experience.</p> <p>How we include all readers: Accessible fonts; reading ages; whiteboards and vocabulary books to highlight subject-specific terms</p>
<p style="text-align: center;">Key Stage Three</p> <ul style="list-style-type: none"> • <i>The Music Shop</i> by Rachel Joyce • <i>So You Wanna Be a Rock Star</i> by Stephen Anderson • <i>Audrey, Wait!</i> By Robin Benway • <i>Adele</i> by Sean Smith • <i>Rock 'n' Roll 'n' Comics</i> 	<p style="text-align: center;">Key Stage Four</p> <ul style="list-style-type: none"> • <i>The Midnights</i> by Sarah Nicole Smetana • <i>How to Kill a Rock Star</i> by Tiffanie DeBartolo • <i>An Equal Music</i> by Vikram Seth • <i>The Piano: A Novel</i> • <i>Let Me Hear a Rhyme</i> by Tiffany D. Jackson

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

What reading looks like in **PE**

How we read in KS3

Structured Reading for Comprehension

(Reading with Power)

What we read: topical news articles (updated regularly)

How the class reads: responsive

How the pupil reads: Together as a class

How we include all readers: projecting text onto the board and follow along with pupils; accessible fonts; reading ages.

How we read in KS4

Structured Reading for Enrichment

(Reading with Power, Wider Reading for GCSE).

What we read: topical news articles that relate specifically to the GCSE topic areas: Drugs in sports, impact of media and technology, sportsmanship and etiquette, factors influencing participation.

How the class reads: responsive and independent.

How the pupil reads:

At this point pupils are familiar with the RWP format so can easily use it as a short in-lesson task. Extended reading is assigned in the "Wider Reading" format, encouraging note taking, comprehension questions and evaluative responses.

How we include all readers: Accessible fonts; reading ages; cut convoluted language.

How we read in KS5

Structured Reading for Research

(Reading with Power, Wider Reading for A-Level).

What we read: topical news articles that relate to case studies; academic journals such as the PE review, cross-curricular links, (psychology, history and socio economic factors).

How the class reads: Independent home learning, classroom discussion of the text.

How the pupil reads:

Pupils are given extended reading that is chosen to encourage deeper engagement with the topic and to familiarise them with the type of texts more likely to be assigned at university. Texts are selected to encourage a deeper understanding of topic issues with relevant like to the specification. Use of reading booklet with specific articles included from The PE Review. This encourages reading for enjoyment, as it pushes them out of their typical reading list.

How we include all readers: accessible fonts; add comprehension questions they can refer back to booklet with relevant page numbers

What reading looks like at Blessed Thomas Holford Catholic College
 Summary of reading policies by department

Recommended reads in PE		
Key Stage Three	Key Stage Four	Key Stage Five
<ul style="list-style-type: none"> ● Going for gold ● Salt in his shoes ● The crossover ● Game Changer ● Run like a girl ● Sports legends ● Roar ● Mental toughness for young athletes ● It's all about the bike ● Interesting sports facts for kids 	<ul style="list-style-type: none"> ● Journal of Sports Sciences ● Come to win -Venus Wiliams ● Eniola Aluko - They don't teach this ● The illustrated history of football ● A woman's game. The rise, fall and rise again of women's football ● GCSE PE AQA Revision guide ● Sports studies second edition ● High performance -Lessons from the best on becoming the best ● Jurgan Klopp 	<ul style="list-style-type: none"> ● PE Review ● Fundamentals of biomechanics of sports and exercise ● The complete human body ● Exercise Physiology ● Open - Andre Aggesie ● Land of second chances - The impossible rise of Rwanda's cycling team ● Wanna teach PE ● Shoe dog - A memoir by the creator of Nike ● Mind games

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

Key Stage Three





Summary (optional)

Reading topic areas

Once a half term pupils will be given an article to read based on current topical issues in society. This will be part of an oracy task with questions linked to the article which will be discussed in pairs and fed back to the whole class.

This will be linked to the healthy me part of our curriculum. Use of key vocab on mini whiteboards to form part of oracy task.

Guided Reading 'Read to Succeed' – Physical Education Y9

Summarise the text in 50 words or less.	<u>Bodycams coming to the premier league for the first time</u>	Explicit vocabulary teaching
   	<p>Tottenham's trip to Liverpool marks Premier League history with body cams to be used for the first time. A player from each side wore a bodycam during the warm-ups at Molineux at Saturday lunchtime after TNT Sports and the Premier League struck an historic partnership. During the summer BBC and ITV broadcast trained bodycams during a match on their US tour, but their use at Molineux is a first on a Premier League pitch, giving fans a brand-new perspective of a team's pre-match routine. FA&B have to not allow for the technology to be used in competitive matches, but TNT Sports had hoped that Saturday's trial during the warm-up will offer viewers a unique perspective, with footage uploaded from the player's bodycam instantaneously for broadcast. Monday, the Spain startup company behind the bodycams, have created a special AI-powered stabilisation bodycam, which is attached to an 'ultra-light' vest. The miniature camera is attached to a GPS vest under the shirt, with a small hole cut in the jersey at chest level to give the lens sight of the game. It takes around two minutes to get players wired up and ready to go. The body cams work by players wearing 'ultra-light' GPS vests which have a built in, wide-angle wearable camera. Players are said to have described it as 'invisible' given underwears and tracking vests are not uncommon. The system uses IntelCam stabilisation technology to ensure smooth footage. Footage is then uploaded in real time by AI editing software that makes it quickly accessible for broadcasters. A wide angle view of the pitch is captured and later cropped using AI auto-detection to home in on the action. The bodycam also uses SteadyCam stabilisation technology to ensure smooth footage fit for broadcast. The camera has a shatter-proof screen and is so lightweight to the point of being marketed as 'invisible'. Finding new ways to bring our fans closer to the action on the pitch is a key focus for us', Premier League Head of Media Operations and Innovation, Rachel Nigtridge, said. After the success of the bodycam trial at the Premier League Summer Series, we are looking forward to seeing what results this test will deliver for TNT and our audiences around the world. Footage is uploaded in real time by AI editing software that makes it quickly accessible for broadcasters, with TNT Sports eager to show off the tool as part of their pre-match buildup at Molineux. Sky Sports have used body cameras from a different system in pre-match situations on two occasions last season, one involving Brentford in a match against Bournemouth and another involving Brighton, when they took on Manchester United. Scott Young, Senior Vice President said: 'We are particularly excited for what opportunities this may present for sports broadcasting in the future and we thank the Premier League and both Wolverhampton Wanderers and Tottenham Hotspur for their co-operation in facilitating this activity.' FA&B currently prevents the body camera being used in competitive matches and so for now TNT Sports trial is limited to the warm-up, adding a unique viewpoint for their coverage. Newcastle were among those eager to use it. They were the first to trial the technology at home on Tyneside, with goalkeeper Nick Pope and former favourite Shay Given diving around the club's training pitches with the camera on. Manager Eddie Howe allowed several players to try it and they are now queuing up to give it a go. And so there will be plenty of increased excitement across the league this weekend, not just TV viewers, of how Tottenham and Wolves' warm-ups look with the immersive technology.</p> <p style="text-align: center;">Technology in sport has many advantages to the player, official and performer. What are the negatives of technology in sport?</p>	<ol style="list-style-type: none"> 1) Perspective – a particular attitude towards or way of regarding something; a point of view. 2) Miniature – extremely small, tiny. 3) Facilitating – making (an action or process) easy or easier.

Key Stage Four

Twice a term pupils will complete a reading summary linked to a discussion based on

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

Time to practise: sport in 19th

Author:

Academic Reading

Summary of articles:

- 1) At the start of the 20th century working class and upper class (nobles) shared the sport and different rules. Cricket became professional in 1843.
- 2) Tennis became a professional sport in 1881 - open era.
- 3) Rugby union became professional in 1895.
- 4) At the end of the 20th century anyone could be an amateur and no accessibility to sport.
- 5) Sport was less divided by social class by the year 2000.

Key vocabulary learnt with definitions:

- withdrawn - changing of sport characteristics
- Rise money - entered professional sport
- Foreigner - travel could buy other professions
- Commercialisation - reduction of awards

Links to other learning:

- Amateurs and professionals
- Law and order
 - ↳ FA 1863, IFA 1888
- Elite level sport - 21st century
 - ↳ globalisation

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

What reading looks like in **Religious Studies**

How we read in KS3

Structured Reading for Comprehension

What we read: Excerpts of the Catechism of the Catholic Church, The Old Testament, The Gospels, The Acts of the Apostles, The Letters of St Peter and St Paul, topical news articles from outlets such as Catholic News Agency

How the class reads: responsive and independent

How the pupil reads:

Pupils are encouraged to demonstrate their understanding of a text through close questioning and a study of subject specific terminology. Students also discern the core meaning of texts, considering its literary form and intended purpose to ascertain its intended impact on an individual.

How we include all readers:

Accessible fonts, chunking, key words and word banks

How we read in KS4

Structured Reading for Enrichment

What we read: The Bible, Excerpts of the Catechism of the Catholic Church, Excerpts of religious texts such as The Tanakh and the Mishnah, excerpts of theological texts such as St Augustine's Confessions, news articles from outlets such as Catholic News Agency

How the class reads: responsive and independent.

How the pupil reads:

Pupils will study texts to highlight the underlying reasons behind religious and non-religious views, as well as helping to illuminate the impact religious views can have on a lived faith

How we include all readers:

Accessible fonts, comprehension questions, platinum knowledge suggestions

How we read in KS5

Structured Reading for Research

(Reading with Power, Wider Reading for A-Level).

What we read: Excerpts of philosophical texts such as Plato's Republic, The Bible, excerpts of theological texts such as Aquinas' Summa Theologiae,

How the class reads: Independent home learning, independent reading, analysis of the text through lesson and tasks

How the pupil reads:

In all three of the units of study, students are encouraged to read and analyse excerpts of texts as a way of independently gaining a greater insight into a thinker's argument, finding key information that can be used as evidence for A Level essays, and studying arguments that go beyond the scope of the A Level syllabus to encourage wider thinking.

How we include all readers:

accessible fonts, comprehension questions, reading lists for opportunities for further reading

What reading looks like at Blessed Thomas Holford Catholic College
 Summary of reading policies by department

Recommended reads in RE		
Key Stage Three	Key Stage Four	Key Stage Five
<ul style="list-style-type: none"> ● 'A Pilgrim's Progress' by Geraldine McCaughrean ● 'Are you there God? It's me Margaret' by Judy Blume ● 'Cogheart' by Peter Bunzi ● 'Genesis: From Creation to the Flood' (A Graphic Novel) by Jason Quinn & Naresh Kumar ● 'I am Thunder' by Muhammad Khan ● 'Little and Lion' by Brandy Colbert ● 'Saved' by Eleanor Updale ● 'The Bird and the Elephant' by Dominic Smith ● 'Shine Coconut Moon' by Neesa Meminger ● 'The Poet X' by Elizabeth Ageved 	<ul style="list-style-type: none"> ● 'Asha & the Spirit Bird' by Jasbinder Bilan ● 'Kick the Moon' by Muhammad Khan ● 'The Alchemist' by Paulo Coelho ● 'God in the Dock' by C.S Lewis ● 'The Art of Happiness' by Dalai Lama XIV ● 'The Seven Storey Mountain' by Thomas Merton ● 'The God Delusion' by Richard Dawkins ● 'The Case for God' by Karen Armstrong ● 'The Seven Storey Mountain' by Thomas Merton ● 'A History of God: The 4,000-Year Quest of Judaism, Christianity and Islam' by K. Armstrong 	<ul style="list-style-type: none"> ● 'The Puzzle of Ethics' by P. Vardy ● 'The Puzzle of Christianity' by P. Vardy ● 'Christian Theology' by A. McGrath ● 'Christianity: A Very Short Introduction' by L. Woodhead ● 'Understanding Religious Ethics' by R. Wright ● 'Ethical Theory' by M. Thompson ● 'Plato: A Complete Introduction' by R. Jackson ● 'Philosophy: The Basics' by N. Warburton ● 'Mere Christianity' by C.S. Lewis ● 'The Problem of Pain' by C.S. Lewis ● 'Sophie's Choice' by William Styron ● 'Sophie's World' by Jostein Gaarder

What reading looks like at Blessed Thomas Holford Catholic College
Summary of reading policies by department

What reading looks like in **Science**

How we read in KS3

Structured Reading for Comprehension

What we read: topical news and academic articles (updated regularly)

How the class reads: responsive

How the pupil reads: independently and Together as a class

How we include all readers:

Projecting text onto the board and follow along with pupils; accessible fonts; reading ages.

How we include all readers:

Accessible fonts, chunking, key words and word banks

How we read in KS4

Structured Reading for Enrichment

What we read: Topical news and academic articles (updated regularly)

How the class reads: responsive and independent.

How the pupil reads:

Pupils will study texts that add important context for key concepts and processes in Science. They are encouraged to read about Science for their own enjoyment as well.

How we include all readers:

Accessible fonts, comprehension questions.

How we read in KS5

Structured Reading for Research

(Reading with Power, Wider Reading for A-Level).

What we read:

How the class reads: Independent home learning, independent reading, analysis of the text through lesson and tasks

How the pupil reads:

In all three of the units of study, students are encouraged to read and analyse excerpts of texts as a way of independently gaining a greater insight into a thinker's argument, finding key information that can be used as evidence for A Level extended writing, and studying arguments that go beyond the scope of the A Level syllabus to encourage wider thinking.

How we include all readers:

accessible fonts, comprehension questions, reading lists for opportunities for further reading

What reading looks like at Blessed Thomas Holford Catholic College
 Summary of reading policies by department

Recommended reads in Science		
Key Stage Three	Key Stage Four	Key Stage Five
<ul style="list-style-type: none"> ● Pig Heart Boy – Malorie Blackman ● The Wild Robot – Peter Brown ● A Really Short History of Nearly Everything – Bill Bryson ● Ask A Scientist: Professor Robert Winston Answers 100 Big Questions from Kids Around the World! – Robert and Baron Winston ● Unlocking the Universe – Lucy Hawking 	<ul style="list-style-type: none"> ● Journey to the Centre of the Earth – Jules Verne ● The Martian – Andy Weir ● No one is too Small to make a Difference – Greta Thunberg ● Storm in a Teacup: The Physics of Everyday Life – Helen Czerski ● Brief Answers to the Big Questions – Stephen Hawking 	<ul style="list-style-type: none"> ● Sapiens – Yuval Noah Harari ● Homo Deus – Yuval Noah Harari ● Life 3.0 – Max Tegmark ● How the World Really Works – Vaclav Smil ● Blue Machine – Helen Czerski ● Otherlands: A World in the Making – Thomas Halliday ● The World Without Us – Alan Weisman