



# Reading in English

What does it mean to be a proficient reader in English at Broughton High School?

English teachers are responsible for a curriculum that involves reading literature and informational texts across multiple genres and through different lenses (e.g. cultural, historical, feminist, etc). Reading novels, plays, poetry and short stories requires a critical mindset – one where students are required to explore the intrinsic link between a text's purpose, its distinctive context and its linguistic and structural conventions. It is essential that students become accustomed to exploring different layers of meaning and are able to trace the development of themes and ideas in texts whilst also developing a passion for reading that will last a lifetime

## DISTINCTIVE FEATURES

- 1) Texts from genres such as novels, poetry, plays and transactional writing all have a set of distinct 'rules' / tropes
- 2) Contextual factors are key (who, what, where, and when), along with considering the author's purpose/perspective
- 3) Figurative language (e.g. metaphor, irony) and other abstractions used by authors are common place
- 4) Motifs and symbols often serve to explore deeper meanings
- 5) Texts can sometimes serve as allegories for deeper messages
- 6) Texts are influenced by each other – pay attention to allusions

## DEMANDS AND STRATEGIES

ARC

- . Activate pupil knowledge and build context: photographs, film clips, dual coding, revisiting prior learning, knowledge organisers
- . Explicitly teach core vocabulary: glossaries, etymology, Frayer models, discussion of unfamiliar words, knowledge organisers
- . Teacher to always model quality reading and metacognitive processes: pace, intonation and fluency; critical thinking when re-reading a text
- . Recognise devices authors use to enhance their writing
- . Teacher and students pose challenging questions to elicit deeper appreciation of the text
- . Pay attention to vocabulary choices and how words can be used in unusual ways
- . Embrace ambiguity, make inferences and explore layers of meaning
- . Look for ways that characters, setting and conflicts may influence the meaning of the text
- . Understand the use and effect of figurative language and symbolism
- . Find underlying messages that evolve as themes and consider texts as often being didactic in nature
- . Exploring authorial intent
- . Use text structure as a tool for comprehension
- . Read non-fiction critically, looking for bias or fallacies in reasoning
- . Read sceptically, discerning unreliable narrators, characters or authors
- . Important texts have room around them for pupils to make annotations
- . Students should be encouraged to read texts with empathy and a personal response

### Fiction:

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

### Non-Fiction:

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



DISCIPLINARY LITERACY

INFERRING



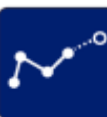
VISUALISING



SUMMARISING



PREDICTING



DETERMINING IMPORTANCE



QUESTIONING



MAKING CONNECTIONS



SYNTHESISING



SKIMMING



SCANNING



CLOSE READING

