

## Talk and discussion across the curriculum

**Headlines: What does the guidance say?**
**What does this mean for leaders?**
**Next steps**

Talk and discussion should be opportunities to discuss and develop pupils' understanding of the curriculum.	Headlines are already used to discuss the curriculum across the curriculum.	Consider the impact of talk and discussion on pupils' understanding of the curriculum.
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## Learning across the curriculum

**Head**
**What does the guidance say?**
**Next steps**

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# The Reading Framework: Reading Across the Curriculum

The resources have been created to provide an overview of Section 1 of the Department for Education's (DfE) guidance document 'The Reading Framework'.

School leaders should also engage with the full framework document to ensure that they have a thorough understanding of the expectations and recommendations.

Section 1 of the framework is subdivided into three sub-sections:

- [Access to learning across the curriculum](#)
- [Talk and discussion across the curriculum](#)
- [Learning across the curriculum](#)

The following table provides a summary of the headlines from each sub-section, their implications for members of school leadership teams and recommended next steps for leaders to take.

## Access to learning across the curriculum

**Headlines: What does the guidance say?**
**What does this mean for leaders?**
**Next steps**

The whole curriculum should contribute to developing pupils' reading comprehension. Text comprehension requires extensive knowledge gained from a diverse and varied curriculum.	The importance for school systems and organisations to be implemented to ensure all pupils are supported with learning to read. In turn, this will enable them to access the full range of curriculum subjects as confident, skilled readers.	Ensure that all staff feel confident in supporting readers of all levels. Ensure staff continuing professional development (CPD) needs to further support them to support pupils who are less knowledgeable about supporting early reading development?
Reading successfully in many subjects requires pupils to be able to read both accurately and fluently.		
Pupils who cannot read well need urgent support in order to access the full range of curriculum subjects.	It is vital that all teachers have clearly what pupils require additional support. Leaders must ensure that their staff have information on what pupils may need further help with reading comprehension.	Ensure that all staff feel confident in supporting readers of all levels who are less knowledgeable about supporting early reading development?

# The Leaders Team

# Reading Across The Curriculum A Research Report For Teachers

**S Ashworth**



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