

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 for pupils to develop their literacy skills and to learn to listen and speak effectively.	Headlines are already used in the curriculum to develop literacy skills and to learn to listen and speak effectively.	Leaders should ensure that all staff are aware of the importance of talk and discussion in the curriculum and that they are encouraged to use it effectively.
Teachers should ensure that all pupils have the opportunity to develop their literacy skills and to learn to listen and speak effectively.	Teachers should ensure that all pupils have the opportunity to develop their literacy skills and to learn to listen and speak effectively.	Teachers should ensure that all pupils have the opportunity to develop their literacy skills and to learn to listen and speak effectively.
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Learning across the curriculum

Head
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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?
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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 empowered 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 empower staff 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 before talk with subject specialists.	Ensure staff CPD needs to ensure all which also support pupils with online resources and tools.

The Leaders Team

Reading Across The Curriculum A Research Report For Teachers

Mary M. Dupuis, Linda H. Merchant



Reading Across The Curriculum A Research Report For Teachers:

Reading Across the Curriculum Mary M. Dupuis, Linda H. Merchant, 1993 Focusing on grades 4-12 this book supplies content area teachers with the information they need to function as reading and writing teachers within their subject academic discipline. Chapters in the book usually begin with a summary or overview showing the major concerns and unique features of language use in that area. Some of the chapters in the book have extensive bibliographies of research and/or teaching techniques germane to the subject. The 11 chapters in the book are: 1. Reading in English Linda H. Merchant and Carol T. Fishel; 2. Reading in Foreign Language Study Michele M. Tellep and John E. Carlson; 3. Reading in Math Linda A. Hoover and James F. Nolan; 4. Reading in the Arts Darla K. Wilshire and Bernard J. Badiali; 5. Reading in Health Education Gail Alberini, Emmett and Maria Plischke; 6. Reading in Physical Education Elizabeth A. Martin and others; 7. Reading in Science Brian E. Maguire and Sarah D. Weidler; 8. Reading in Social Studies Darla K. Wilshire and Philip Berryhill; 9. Reading in Business Education Linda H. Merchant; 10. Reading in Home Economics Michele L. Irvin; and 11. Reading in Vocational Education Sonja Brobeck. RS Catalog of ERIC Clearinghouse Publications, 1997 **Resources in Education**, 2000 *Recent Department of Education Publications in ERIC* United States. Dept. of Education, 1994 **Reading Across International Boundaries** Roger Openshaw, Janet Soler, 2007-06-01. *Reading Across International Boundaries* edited by Roger Openshaw and Janet Soler clearly demonstrates these broader characteristics of debates about the teaching of reading. It sets the educational issues firmly in the context of the social, cultural, and political dynamics that inform and animate them and give them their meaning. It does so by setting out to understand their historical and comparative dimensions. Establishing the historical context highlights the origins and also the longevity of the problems and conflicts that are now widely familiar. The comparative approach also gives purchase on the wide range of approaches taken to these issues in nations around the world. More than this, however, this collection takes us into the realm of international influences. It underlines how debates in this area are not simply national but are international and global in their scale. Moreover, this is the case not only in relation to the broad fabric of policy debate but also in the everyday struggles of pupils, parents, and teachers in schools, classrooms, and homes. Such an agenda is unsettling and provocative. It has the potential to challenge received opinion to hustle preconceptions. It may also propose alternative visions for the improvement of teaching in this area that might be taken up and taken seriously in different localities or even more broadly. Most of all, it enables us to enrich and broaden our understanding of the learning and the teaching of reading at a time when awareness and vision are sorely needed. This collection of articles by leading scholars based in several different countries will be a significant contribution to the research field but also a major resource when put to good use by policy makers and practitioners as it should surely be. *Recent Department of Education Publications in ERIC* United States. Department of Education, 1994 *Teaching and Researching Language in African Classrooms* Casmir M. Rubagumya, 1994. A comparative and interdisciplinary study of language issues in

education in five African countries Botswana Burundi Tanzania Zaire and Zimbabwe This book focuses on how the social economic and political context affects classroom practice **Writing for Educators** Karen Bromley, 2009-06-01 This book is for new faculty graduate students teachers administrators and other academics who want to write more clearly and have their work published The essays focus on writing journal articles dissertations grants edited books and other writing in educational settings The authors are educators who share their own first hand experiences that provide novice writers with important knowledge and support in the quest for success in professional scholarly writing A variety of authors discuss the writer's craft including issues of voice audience planning drafting revision conventions style submitting to journals editorial review and editing Resources in Education , 1997 The Cumulative Book Index , 1995 A world list of books in the English language

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