

What does reading look like in your subject?

Protecting time for curriculum discussion is an integral part of implementation planning for disciplinary literacy. Senior leaders and curriculum leads can use this template, in conjunction with the 'disciplinary literacy tree' resource on the website, to discuss the often unique and specialised ways that experts read in their subject area.

These prompts from the [Improving Literacy in Secondary Schools](#) guidance report (recommendation one) may prove a useful starting point for discussion:

What is unique about your subject discipline in terms of reading and writing?

Are there words and phrases used typically, or uniquely, in your subject discipline?

What is common with other subject disciplines?

Are there any typical literacy misconceptions held by students?

Next steps

Create a list of what Shanahan and Shanahan call 'reading facilitators' - explicit instructions or reading guidelines for how to read a text in your subject.

How can these be embedded into reading instruction?
Consider existing resources. What support/scaffolds are there to support reading?

Is there an opportunity to share more broadly with colleagues, for instance a discussion between Science and Maths teams? How could you include support staff?

How will they be shared with students?