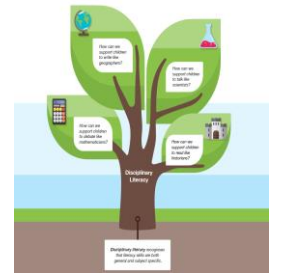


# Disciplinary Literacy in practice (Secondary)


- A curriculum that purposely provides explicit teaching of reading, writing and listening and talking in the subject disciplines
- Read aloud complex texts

*“Too often, we assume that a session of reading aloud to groups is only for young children. We should instead consider read-alouds for every classroom, as it allows us to read complex texts that children would normally struggle to read independently, whilst surrounding such reading with rich talk”. Quigley, 2018:148*

- Model disciplinary literacy- before, during and after reading at word/ passage level e.g. typical vocabulary, sentence structures, text organisation, discourse markers, reading strategies
- Explicitly teach reading of modes e.g. reading graphics, tables and charts
- Build knowledge of vocabulary/ morphemes specific to subject.
- Provide listening and talking opportunities to use language specific to disciplines
- Use of sentence stems to scaffold and model language for talk and writing
- Model disciplinary writing – text types/ purposes ( I do, we do, you do)



# Disciplinary Literacy in practice ( Secondary)




## Reading in HISTORY

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

Reading historical texts is central to gaining an understanding of the past and its implications for the future. Readers must approach some history texts in markedly different ways to those in other disciplines:

DISTINCTIVE FEATURES	DEMANDS AND STRATEGIES
<ul style="list-style-type: none"><li>• Texts contain historical events, which vary in concept and idea density</li><li>• Authorship central to interpretation of texts</li><li>• Contextual factors are key (who, what, where, and when), along with the author's purpose/perspective</li><li>• Specialised terms such as 'oligarchy' signal classification systems (e.g. forms of government)</li><li>• Culturally specific words have specialised meaning</li><li>• Information related to timelines and datelines</li></ul>	<ul style="list-style-type: none"><li>• Interpret primary and secondary sources critically, with an eye toward bias</li><li>• Read closely, often across multiple documents/sources and in reference to one another (i.e. corroboration)</li><li>• Analyse specialised words for meaning</li><li>• Analysis of documents (who, what, where, and when) is a primary method used to study texts</li><li>• Make inferences and determine what is important from what is merely interesting</li><li>• Use knowledge of the present to make sense of the past</li></ul>

- Primary and secondary sources
- News articles
- Textbooks
- Timelines




CLOSE READING

SYNTHESISING

QUESTIONING





INFERRING

MAKING CONNECTIONS

**essa**  
Academy

### READING STRATEGIES

#### DISCIPLINARY LITERACY

 SOURCING	 CONTEXTUALISATION	 CORROBORATION	 CLOSE READING
<p><b>Sourcing</b> asks students to consider who wrote a document as well as the circumstances of its creation.</p> <p>Who wrote this? What is the author's perspective? Why was it written? When was it written? Where was it written? Is this source reliable? Why? Why not?</p>	<p><b>Contextualisation</b> asks students to locate a document and to understand how these factors shape its content.</p> <p>When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content?</p>	<p><b>Corroboration</b> asks students to consider details across multiple sources to determine points of agreement and disagreement.</p> <p>What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable?</p>	<p><b>Close reading</b> helps students evaluate sources and analyse rhetoric by asking them.</p> <p>What claims does the author make? What evidence does the author use? What language does the author use? How does this indicate the author's perspective?</p>

Studies that compare expert readers with novices e.g., Wineburg's (1991) study of history reading found that historians engage in

- **Sourcing:** considering the author and author perspective
- **Contextualizing:** placing documents within their historical period and place
- **Corroboration:** evaluating information across sources

(‘What is Disciplinary Literacy and Why Does it Matter?’ by Timothy and Cynthia Shanahan (2012))

# Disciplinary Literacy in practice (Primary)

- Disciplinary literacy depends on disciplinary knowledge ( E's and O's across the curriculum)
- Provide breadth and range of texts (Informational texts should have a wide range of text types, modalities, and purposes)
- Informational texts used while learning to read as well as reading to learn
- Use informational texts in 'read alouds'
- Comparing non-fiction/ fiction
- Locating information, how informational text is organised,
- Comparing information across multiple texts (scaffolds to support e.g. DARTS, graphic organisers)
- Explicitly teach reading of modes ( e.g., Sounds, Words, Images, Movement –SWIM)
- Build knowledge of vocabulary/ morphemes specific to subject.
- Teach disciplinary writing ( text types/ purposes ) related to learning experiences in different curricular areas

# Disciplinary Literacy in practice (Early)

- Provide breadth and range of texts (across different learning spaces)
- Link non-fiction texts to fiction texts e.g. Lost and Found by Oliver Jeffers linked to Penguin Chicks by Ruth Owen
- Through interactions, stimulate children to think, question and learn through back-and-forth conversations e.g.
  - **K** -What do you know-or think you know?
  - **W** -What would you like to know?
  - **F** -Where will you find out?
  - **L** -What have you learned?
- Following the child's lead by linking to prior knowledge or experiences and then identifying their questions ensures that they are actively listening for information and are engaged in finding the answers.
- Children's questions can be displayed and shared so that conversations and enquiry can be continued at home

# Reflective Questions

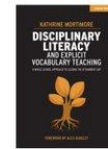
- How might you promote Disciplinary Literacy across early, primary and secondary sectors?
- What support might subject specialists need to understand their discipline's reading strategies?
- How do the different disciplines talk, read, write?
- What implications would this have for teaching vocabulary?
- **Are any schools/ practitioners developing this area of literacy in your LA?**

# Further Reading

- [EEF Improving Literacy in Secondary Schools Guide](#)
- Quigley A ( 2020) Closing the Reading Gap Routledge Chapter 6
- Mortimore K ( 2020) Disciplinary Literacy and Explicit Vocabulary Teaching, Jon Catt Educational Ltd
- [Multiple Texts in Disciplinary Literacy | Shanahan on Literacy](#)
- [Disciplinary Literacy | Shanahan on Literacy](#)
- [Disciplinary Literacy - Recording of the... | Greenshaw Research School](#)
- [The TA Dictionary – Closing the Vocabulary Gap Across the Curriculum – TACKLING INEQUALITY IN ENGLISH EDUCATION \(wordpress.com\)](#)
- [Disciplinary Reading | gettingitrightssometimes \(wordpress.com\)](#)
- [Why we need to read aloud – David Didau \(learningspy.co.uk\)](#)
- [Disciplinary Literacy: Reading across the Curriculum | Teaching Resources \(tes.com\)](#)
- [OUP Closing the Word Gap Classroom Strategies Secondary](#)
- [Power-up Literacy: technology and multimodality within the extended classroom – UKLA](#)

# Summary of Mortimore, K (2020) Disciplinary Literacy and Explicit Vocabulary Teaching

<https://twitter.com/jkolota/status/1496199090366992389?s=27>



Mortimore, K. 2020.  
Disciplinary Literacy  
and Explicit  
Vocabulary Teaching.  
Melton: John Catt



background knowledge

comprehension  
and literacy skills

