

Disciplinary Literacy at St Mary's

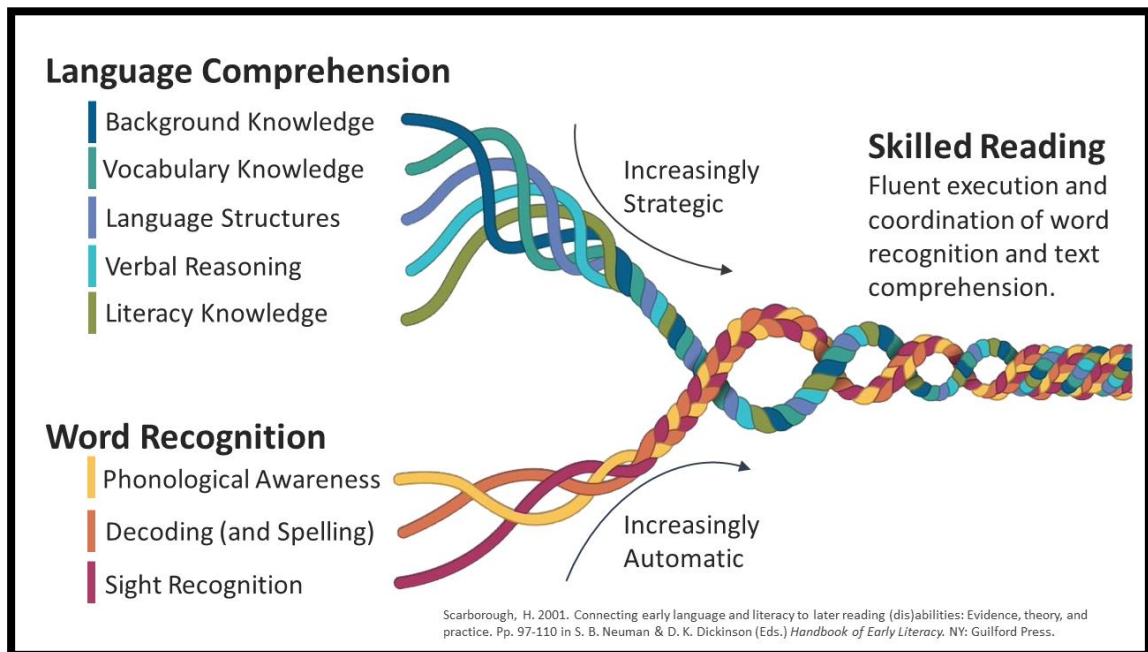
A Support Pack



- **Rationale and Research**
- **Vision**
- **EEF Recommendations**
- **Disciplinary Literacy**
- **Strategies and Resources**



Disciplinary Literacy at St Mary's



Why the whole school focus on literacy?

From our SEF:

“Continue to strengthen the work to support **disadvantaged pupils** by carefully and systematically reviewing and evaluating the strategies employed to assess their effectiveness.”

Poor literacy skills disproportionately affect disadvantaged students

“Through timetabled lessons and also via tutor time, **reading is prioritised at St Mary's**. Our focus on **Disciplinary Literacy in 2022-23** will be supported by INSET delivered by the National Literacy Trust in Jan 2023”

Increased scrutiny on whole school reading demands a holistic approach

From our SDP:

“Maintaining consistently high standards of T&L across all subjects, with a **particular focus in 22/23 on developing pupils' literacy and numeracy across the curriculum.**”

Disciplinary literacy offers two key advantages: improving subject vocabulary and improving synthesis skills



Rationale and Research



Why put reading at the centre of what we do?

“The problem is often referred to as the ‘word gap’. On one level that relates to the number of words children know. And it’s accepted that there is a direct link between this number of words and children’s success at school.”

“All children, with very few exceptions, should leave school proficient readers. That’s why it’s essential that children who leave primary school unable to read well get the additional teaching they need to participate both academically and in wider society.”

Amanda Spielman, Ofsted

<https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school>

“Reading is essential to every subject and children who cannot read well will find it difficult to keep up with the demands of secondary school.”

Ofsted Oct 22 – Reading should be explicitly taught even in secondary schools

From the National Literacy Trust

Fewer than 1 in 2 children aged 8 to 18 said they enjoyed reading in 2022, which is as low as the number has ever been since we first asked the question in 2005.

Fewer than 3 in 10 children and young people aged 8 to 18 said that they read daily, the second-lowest level we’ve recorded since we started asking this question.

1 in 8 of the nation’s most disadvantaged children say they **don’t have a book of their own at home**. (770,129) UK school children don’t own a book

Fewer children and young people who receive FSMs said they read daily compared with those who don’t (24.7% vs. 28.9%)

More girls than boys said they read daily (34.3% vs 26.5%).

Only **1 in 5** (20.6%) of boys who receive FSMs read daily, compared with **1 in 3** (32.6%) of girls who don’t receive FSMs.

<https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-engagement-in-2022/>

‘Closing the Reading Gap’

20% of all 15-year-olds have a reading age of 11 and below, and 10% a reading age of 9 and below.

“given the importance of literacy to the whole school curriculum, it follows that those students who struggle with reading are at a significant disadvantage in every one of the GCSE examinations they take”

<https://www.gi-assessment.co.uk/press-office/press-releases/new-study-highlights-the-importance-of-reading-to-the-whole-school-curriculum/>

What gap develops?

Never read to, 4,662 words; 1-2 times per week, 63,570 words; 3-5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.

https://earlychildhood.ehe.osu.edu/files/2019/11/When_Children_Are_Not_Read_to_at_Home_The_Million.9.pdf



The Matthew Effect

"the rich get richer, and the poor get poorer"

Good readers improve at a faster rate
Poor readers improve at a slower rate


Attainment Gap

Without challenging gaps they will continue to widen

The Matthew Effect refers to a pattern in which those who begin with advantage accumulate more advantage over time and those who begin with disadvantage become more disadvantaged over time (Dannefer, 1987; O'Rand, 1996). The result is ever-widening differences between the advantaged and disadvantaged.

CLOSING THE READING GAP

THE ARDUOUS EIGHT



Text difficulty can be mediated by...

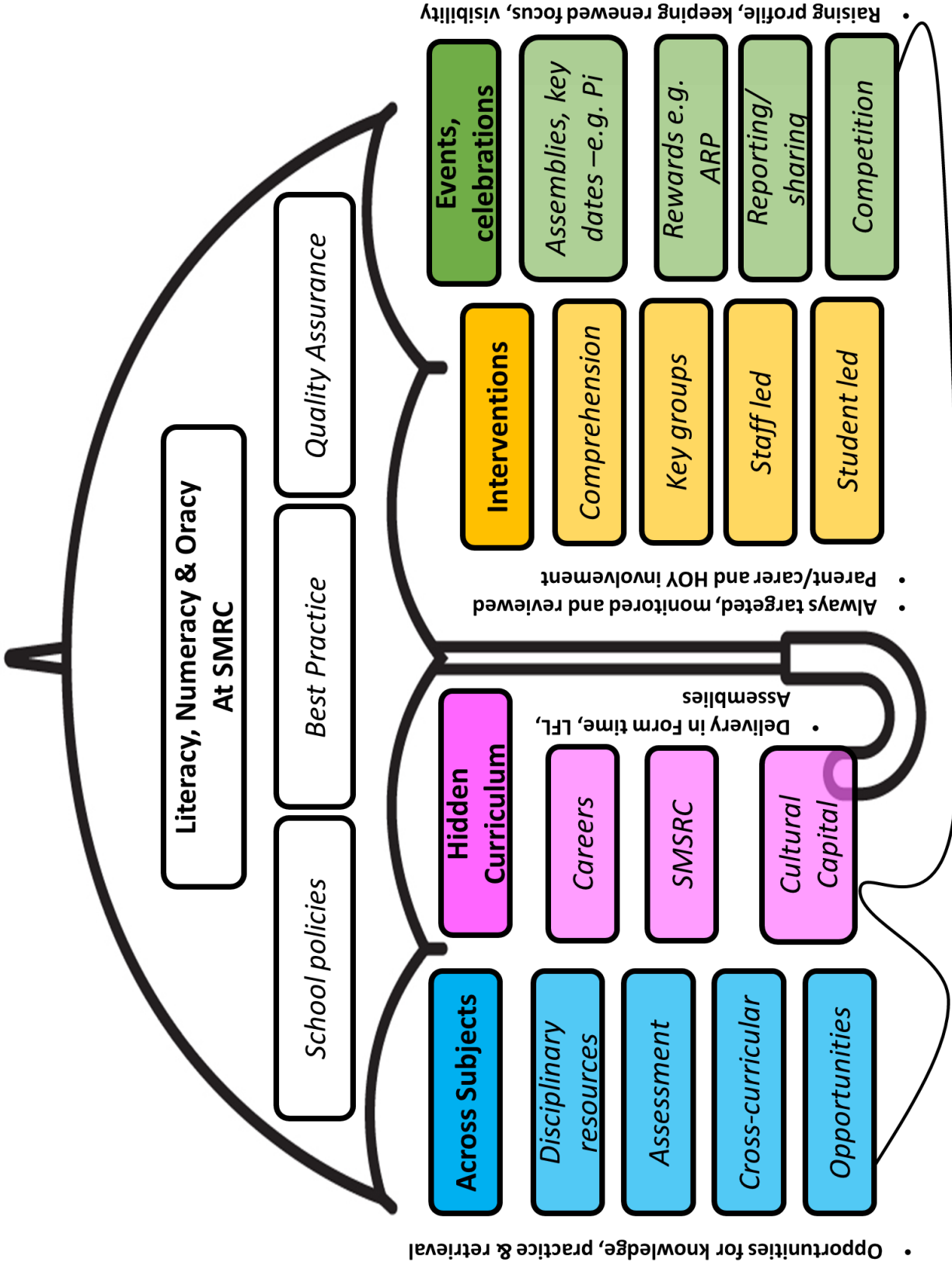
- [1] Background knowledge – the sheer range of necessary knowledge and related ideas in a given passage or whole text.
- [2] Range and complexity of vocabulary (including word length).
- [3] Use of abstract imagery and metaphorical language.
- [4] Sentence length and syntax.
- [5] Narrative or whole-text structures.
- [6] The generic elements of the text e.g. a biographical account in history.
- [7] The scaffolds present, or absent, in a given text e.g. key word glossary.
- [8] Text length. e.g. longer texts including a broad range of information

'Difficulty is desirable' but we can reduce disaffection and remove barriers with clear planning and scaffolds

"By anchoring literacy clearly in subjects, disciplinary literacy aims to support students to develop relevant 'disciplinary habits of mind'. (5) These are subtle but important differences in reading in subject specific ways."

EEF Secondary Guidance






https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf





Improving Literacy in Secondary Schools

EEF recommendations are easily actionable with small changes adding up to a significant whole. Points 1, 2 and 3 are our focus. Point 7 is already ongoing at St. Mary's.

| | | | |
|----------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Prioritise 'disciplinary literacy' across the curriculum |  | <ul style="list-style-type: none">• Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.• Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.• All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.• School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. |
| 2 | Provide targeted vocabulary instruction in every subject |  | <ul style="list-style-type: none">• Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.• Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.• Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.• Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning. |
| 3 | Develop students' ability to read complex academic texts |  | <ul style="list-style-type: none">• Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.• To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.• Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.• Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence. |
| 4 | Break down complex writing tasks |  | <ul style="list-style-type: none">• Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.• Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.• Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.• Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write. |
| 5 | Combine writing instruction with reading in every subject |  | <ul style="list-style-type: none">• Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.• Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.• Students should be taught to recognise features, aims and conventions of good writing within each subject.• Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning. |
| 6 | Provide opportunities for structured talk |  | <ul style="list-style-type: none">• Talk matters: both in its own right and because of its impact on other aspects of learning.• High quality talk is typically well-structured and guided by teachers.• Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.• Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection. |
| 7 | Provide high quality literacy interventions for struggling students |  | <ul style="list-style-type: none">• Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.• Developing a model of tiered support, which increases in intensity in line with need is a promising approach.• Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.• Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership. |



Alex Quigley's

6 STEPS to CLOSING THE READING GAP

[STEP
1]

Train teachers to be expert in how pupils 'learn to read' and go on to 'read to learn'.



[STEP
2]

Develop and teach a coherent and cumulative 'reading rich' curriculum.



[STEP
3]

Teach with a focus on reading access, practice, and enhancing reading ability.



[STEP
4]

Teach, model and scaffold pupils' reading so that they become strategic and knowledgeable readers.



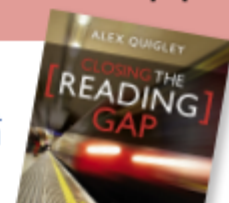
[STEP
5]

Nurture pupils' motivation to read with purpose and for pleasure.



[STEP
6]

Foster a reading culture within, and beyond, the school gates.





Disciplinary Literacy at SMRC

Department Contributions:

| | |
|-----------|--------------|
| Resources | No Resources |
|-----------|--------------|

| | | | | | |
|---------|-----------|---------|-----|-------|------------------|
| English | Maths | Science | RE | PE | Business Studies |
| DT/Art | Geography | History | MFL | Music | Computer Science |

Currently used in departments:

- **Key word glossaries** - widely available in some areas, visible at KS4
- **Command words and explanations** – displays especially
- **Paragraph structures** – lots of acronyms and systems to support writing – PEE/PETAL/IOPCAM/AJIM
- **SPAG lists** – e.g. useful punctuation, common errors in KOs

Could be used in departments:

- **Explicit tiered vocabulary support across school** – integrated into assessment for each stage/year – KOs, existing subscriptions, texts
- **Starter activities/Do now/Retrieval** – e.g. Cloze exercises
- **CUBE strategy** – whole school approach for extracts and extended reading
- **Embed 'desirable difficulty' and Ebbinghaus** – e.g. retrieval practice with key vocabulary
- **Academic writing expectations for each subject** – FORMAL tricks e.g. discourse markers
- **Nominalisation word glossaries** – prefix, suffixes relevant to subject
- **'Because-But-So'** – Bio "Seeds need light to grow..."
- **W5 and expansion** – Geo "A Tsunami struck Thailand..."
- **Whole class reading and Annotation** - Summary tables – see links
- **Diagram from text** – e.g. History – see links
- **TL;DR – 'Too long didn't read' and WIRM** – 'What I Really Mean'. Formal summary statements for any extended writing– rising challenge with examples of outstanding practice already in depts. – see simplified example.
- **Bloom's matrix for questioning** – see simplified example

Next Steps...

- **January inset for whole school** – strategies from TLT
- **Explicit planning, discussion, activities** within departments – What simple wins can be embedded across whole school?
- **Sharing best practice and strategies** within **department agenda/meetings**
- **Literacy advocates** – who could lead as part of DDP?



Explicit Vocabulary Instruction

TIERED VOCABULARY

TIER 1: BASIC WORDS THAT ARE COMMONLY USED IN SPOKEN LANGUAGE

EXAMPLES: TABLE, HAPPY, BABY, CLOCK

TIER 2: ACADEMIC VOCABULARY APPEARING FREQUENTLY ACROSS CONTENT AREAS

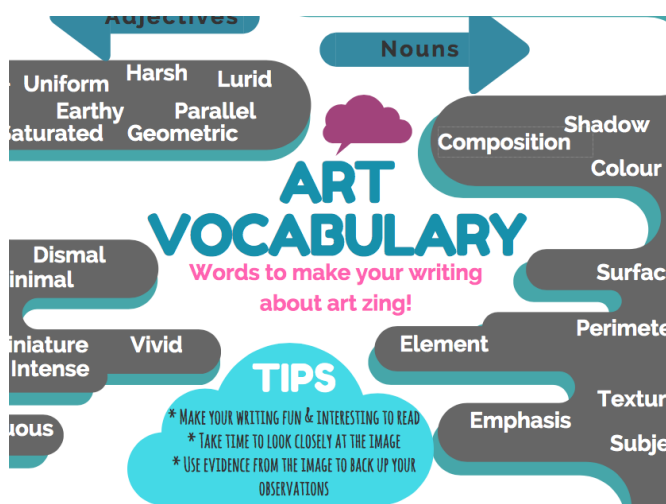
EXAMPLES: ANALYZE, RESTRICT, FOUNDATION

TIER 3: LOW FREQUENCY WORDS THAT OCCUR WITHIN SPECIFIC DOMAINS

EXAMPLES: MOLECULE, LEGISLATURE, TUNDRA

Literacy IN FOCUS

By building on, or beginning to provide, **specific, targeted tier 2 and tier 3** vocabulary to students in the form of glossaries, knowledge organisers, helpsheets etc. we can **explicitly model fluid communication** and students can begin to synthesise this language across disciplines.



Tier Two words - Chemistry

1. Conservation
2. Concentrated
3. Equilibrium
4. Molecular
5. React
6. Compound
7. Particle
8. Phase
9. Homogenous...

1. Explicitly discuss these words, their etymology
2. Offer contexts for their use
3. Discuss how they might apply in other contexts

Example:

1. Conservation – geography...
2. Equilibrium – PE...
3. Compound – English...
4. Homogenous – same gene/kind – homophones...

| Active | Passive | Unknown |
|-------------------------|------------------------------------|----------------------|
| Words we use frequently | Words we understand but do not use | Words we do not know |
| Learn solo | Need explicit instruction | |



Three key 'no planning' strategies

Transferability

Explicit vocabulary instruction

Give students access to a bank of terms and define, revise and revisit them explicitly– subject glossaries do not contain terms that are only useful in one area but contribute student articulacy across subjects

- Art – **Abstract**
- Biology – **atrophy**
- RE - **Benevolence**

- English – **Abstract nouns**
- PE – ‘reduced hippocampal **atrophy...**’

Targeting

‘Target’ vocabulary

Avoid the temptation to ‘dumb down’ language where possible. Provide specialist and challenging vocabulary and opportunities to acclimatise and immerse.

Unfamiliarity breeds panic

‘The river doesn’t **wind** it **meanders**’

If students are always only exposed to the simplest terms and the ‘watered down’ version anything else will appear incomprehensible

REWORD

Reframing

Offer students the chance to reframe the complex into the simple and vice versa. Let them explain ‘In their own words...’ and compare the two side by side

Important here to reject misconceptions

- **Hitler ascended to autocracy...**
- **They had a monopoly on the market...**

- **Hitler rose to be a dictator...**
- **They completely dominated market, the only company...**



Use the explicit stems and structures to develop complexity or provide clarity

Because, but, so...

Because-But –So

Use as a starter or as a prompt in questioning. The conjunctions will encourage students to think in concise or specific ways to expand or answer

Example - Biology:
'Seeds need light to grow...'

Because...But...So...

Because light is an external trigger for germination...
But seeds also need moisture and the correct temperature...
But some seeds do not need light to germinate...
So access to sunlight can be important...

W5 and Blooms

'Who, What, When, Where, Why' and Rising Challenge

Use as part of questioning or as a acronym/ 'structure strip' in creating summaries or expansions

Example - Geography - Rift Valleys

Who
What
When
Where
Why

A rift valley is a **lowland region** that forms **where the earth's tectonic plates move apart**. They are found both **on land and at the bottom of the ocean**, where they are **created by** the process of seafloor spreading...

TL;DR & WIRM

Too Long; Didn't Read / What I Really Mean

Create concise summaries of block text with only the key events, details, or processes defined. Use the acronyms as a starter or within an assessment to reveal understanding and retrieval skills

In the Middle Ages religion was not a major factor in drawing people to Britain. Sometimes the people who conquered England embraced the **Christian** religion that they learned about in England, like the Danes. Sometimes the people who came were already Christian, like the Normans, and they brought their own ideas about Christianity into England. However people did travel in this period of history, both to go on pilgrimages to Christian sites in Europe and to fight in the **Crusades**. The church in Britain throughout the Middle Ages was **Catholic** and under authority of the Pope in Rome.

TL;DR
Some immigrants to Britain adopted or continued their Christianity including the Normans. Some went abroad to fight in the Crusades.



Use the below to help support access to challenging or extended writing

CUBES

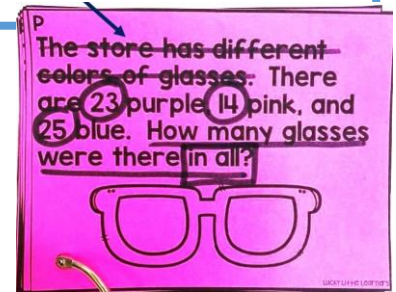
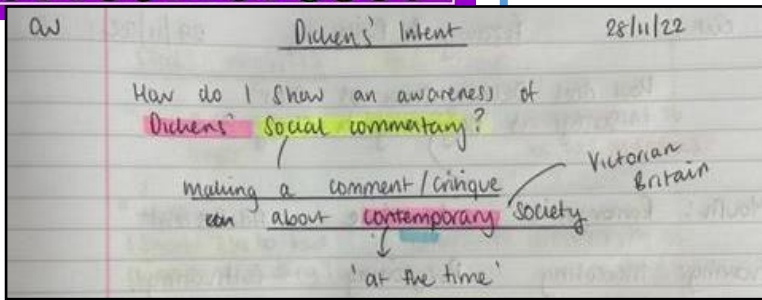
REMEMBER TO USE CUBES!

- C** Circle important numbers
- U** Underline the question you need to answer.
- B** Box key math words.
- e** Evaluate and eliminate unnecessary information.
- S** Solve and double-check your work.

For any **extended reading** or for **exam style questions** get students into the habit of slowly trying to understand by being **selective**. They need not use over complicated acronyms but for example a strategy used in maths:

- Circle important words
- Underline the command words/question
- Box action words
- Eliminate the unnecessary
- Solve or answer

PROPERLY highlighting or coding texts allows for chunking and simplified processing. We can build **resilience** through exposure.



20-10-5-3

Have students highlight, circle, box... with access to glossaries etc.

Then summarise in 20 words or less, 10 words or less...

- 20
Solid particles close together, little vibration: fixed, don't move. Liquid particles more gaps, randomly arranged. Gases far apart and almost no attraction.
- 10
Solids closely attracted, liquid less, gas least.

10-5-3 'or less'

In a **solid**, the **particles** are usually **arranged regularly** and **packed closely together**. The particles are only able to vibrate about fixed positions; they can't move around. The particles have *strong forces of attraction* between them, which *keep them together*.

In a liquid, the **particles** are still **mostly touching**, but some gaps have appeared. This is why liquids are usually **less dense** than solids. The **forces** between the *particles are less effective*, and the particles can **move around** each other. The particles in a liquid are **arranged randomly**.

The **particles in a gas** are **moving randomly** at *high speed in all directions*. In a gas, the particles are **much further apart** and there are (almost) no forces of attraction between them.

The particles in a solid have less kinetic (movement) energy than the particles in a liquid, which have less kinetic energy than the particles in a gas

Challenge literacy through questioning: Use the Bloom's grid to help build stretch and encourage articulation.
 e.g. 'What is this image...' right through to 'Why might we expect to see this image...'



| Question Matrix | Is/Does Present | Did/was Past | Can/Could Possibility | Would/Should Probability | Might/Could Synthesis | Will/would Prediction |
|-----------------|-----------------|-------------------|-----------------------|--------------------------|-----------------------|-----------------------|
| What? | | | | | | |
| When? | | | | | | |
| Where? | | <i>Factual</i> | | | <i>Predictive</i> | |
| Which? | | | | | | |
| Who? | | | | | | |
| Why? | | <i>Analytical</i> | | | <i>Application</i> | |
| How? | | | | | | |

House Style and Marking Policy



SMRC Feedback and Marking ::: Style Sheet :::

Using a uniform system allows students: 1. To improve familiarity with key language and 2. To see the importance of literacy across subjects

Put the code in the margin of the work and underline the error

OR

Put the code beside the error

| Codes | | | |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code | Error | Code | Error |
| CL | Capital Letters All proper nouns – Names Days, months, titles, the word 'I' | A | Apostrophes 1. Omission – Do not becomes Don't 2. Possession – St Mary's School (if the word ends in s put the apostrophe at the end) |
| P | Punctuation <ul style="list-style-type: none"> • Full stops at the end of sentences • Commas for short pause • Speech marks for dialogue | ? | Expression / Grammar This is not clear to your reader It might not make sense - rephrase |
| Sp | Spelling error <ul style="list-style-type: none"> • Student to rewrite the correct spelling x3 | S | Sentencing <ul style="list-style-type: none"> • Comma splicing • Sentence is not full |

| High Frequency Errors | |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Practise/Practice | Practise is a verb – 'Charlotte has been practising her handwriting...' Practice is a noun – 'She has attended piano practice bi-weekly.' |
| Affect/Effect | Affect is a verb – 'His concentration can be affected by distractions...' Effect is a noun – 'The effect of his concentration has been noticeable...' |
| Splicing/Run on | Using a comma where a semicolon or full stop should appear Or missing out punctuation on: https://www.grammarly.com/blog/comma-splice/ |
| Prepositions | Avoid ending sentences with prepositions - Avoid - 'She is a high target which <u>she is working to</u> ' |
| Semicolons | These join two independent clauses that share a connection. Think about them replacing a conjunction like 'and'. 'Charlotte has improved her understanding of music theory; She is able to compose her own pieces comfortably.' (Each must be a sentence in its own right) |
| Apostrophes | Possession – "Charlotte's understanding of cell structure has improved..." Where the name ends with an 's' it should read E.g. "Carys' understanding..." Omission - <u>it's</u> means "it is", <u>its</u> is possessive E.g. "...its influence on her..." |

House Style and Marking Policy



SMRC Feedback and Marking :: Style Sheet

| House Style | |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Capital Letters | Capitals for: Proper Nouns - English, Spanish, French; Year groups - Year 13; Qualifications - E.g. A Level No Capitals for: subjects – Eg, maths, science, drama enrichment (the word) enrichment clubs – hockey club, karate club etc. |
| Abbreviations/ Acronyms | GCSE, BTEC, EBACC etc. are fine as these are widely known However those that would require explanation should be avoided. E.g. SPaG – Spelling, punctuation and grammar Ask yourself - Would someone from outside your subject know what they mean? |
| Hyphens | Coursework, homework should appear as one word. Not Course work |
| Names | Full pupil name should be used throughout - with no abbreviation Use the name listed in SIMS only E.g. Charlotte remains Charlotte, not Lottie, L or Charl etc. |
| Pronouns | He, his, she, her etc. should be used in conjunction with full name to provide variety. E.g. 'James has shown excellent eventing skills regarding coastal management. He has also...' |
| Oxford comma (should be used) | This is used after the final conjunction in a list. With: Charlotte has studied the Romans, the Tudors, and Victorian Britain this term. Without: Charlotte has studied the Romans, the Tudors and Victorian Britain this term. |
| Contractions | <u>Avoid</u> using contractions where possible to maintain formality: Didn't, can't, won't, isn't, can't etc. |

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- GCSEs have a reading age of 15 years and 7 months
- The average reading age of students sitting them is 10 years 7 months

Confident and fluent readers

English literature

“Never,” Scrooge made answer to it. “Have never walked forth with the younger members of my family; meaning (for I am very young) my elder brothers born in these later years?” pursued the Phantom. “I don’t think I have,” said Scrooge. “I am afraid I have not. Have you had many brothers, Spirit?” “More than eighteen hundred,” said the Ghost. “A tremendous family to provide for!” muttered Scrooge. The Ghost of Christmas Present rose. “Spirit,” said Scrooge submissively, “conduct me where you will. I went forth last night on compulsion, and I learnt a lesson which is working now. To-night, if you have aught to teach me, let me profit by it.”

Anxious and weaker readers

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Biology

Human body temperature is controlled within very narrow limits. Scientists investigated the effect of drinking ice-cold water on: • internal body temperature • the rate of sweating. This is the method used.

1. Sit a person inside a room kept at a constant temperature of 25 °C.
2. Measure the person’s internal body temperature near the brain.
3. Measure the person’s rate of sweating.
4. After 20 minutes, give the person 500 cm³ of ice-cold water to drink.
5. Continue to measure the person’s internal body temperature and sweating rate for a further 50 minutes.

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History

Despite not having a strong navy, Germany has gained a place in the sun. I am proud of these conquests which will benefit our children and grandchildren. It is now my task to make sure that these colonies remain ours, so that Germany’s foreign trade, industry and agriculture continue to grow. Our future will rely on naval power so the more of you that go to sea, the better it will be for Germany.

Despite not having a strong navy, Germany has . I am proud of these which will benefit our children and grandchildren. It is now my task to make sure that these remain ours, so that Germany’s trade, and continue to grow. Our future will rely on power so the more of you that go to sea, the better it will be for Germany.

<https://www.theguardian.com/education/2018/aug/23/how-tough-are-gcses-try-our-exam-questions>

What is it like reading a text where you have to guess at the meaning? What does this do to cognitive load?

Brexit-Boris will die legendäre BBC zerschlagen

Der britische Premierminister Boris Johnson (55) sorgt wieder für Schlagzeilen. Nach einem Bericht der englischen Tageszeitung 'Sunday Times' plant Brexit-Boris die Zerschlagung der größten öffentlichen Rundfunkanstalt der Welt: der legendären BBC (British Broadcasting Corporation)!

Demnach erklärte ein Offizieller der Tageszeitung, dass der Briten-Premier, "sehr lautstark" eine Reform fordert.

Sein Plan: Die Pflichtgebühren für ein Fernsehgerät in Großbritannien (pro Haushalt rund 185 Euro im Jahr) abschaffen und durch ein "Netflix-Abo-System" zu ersetzen.

The more we try to remove this barrier the less stress we place on the load

Brexit-Boris wants to smash the legendary BBC

The British Prime Minister Boris Johnson (55) makes headlines again. According to a report by the English daily "Sunday Times" Brexit-Boris plans to dismantle the world's largest public broadcaster: the legendary BBC (British Broadcasting Corporation)!

According to an official of the daily newspaper, the British prime minister is "very vocal" on calls for reform.

His plan: abolish the mandatory fees for television in the UK (around €185 per household per year) and replace it with a "Netflix subscription system".