MEDIA STUDIES Disciplinary Literacy Framework
Mediate like a Semiotician

Reading	_Writing_	_Speaking and Listening_
• Analytical perspective with a range of viewpoints • Reading in different ways for different purposes • Decipher word problems • Specific vocabulary that can be easily confused • Reading with precision • Contextualising • Ability to read multi-modal texts • Infer (read between the lines) • Literal vs implied reading	• Evaluation • Verbs to aid judgement and conclusion • Layers of meaning (denotation and connotation) • Academic writing • Precise vocabulary (subject-specific) • Structured note-taking • Annotations • Correct use of Standard English	• Use formal vocabulary (Standard English) and media language specific to texts • Challenge and support the speaker with subject-specific vocabulary • Eye contact at all times • Using key vocabulary with accuracy • Practise and refine spoken responses • Exploratory talk to present ideas

Strategies/pedagogy to support…

• Collective reading • Decoding • Word identification • Meaning retrieval • Inferring and comprehension monitoring • Reciprocal reading	• Sentence crafting • Paragraph modelling • Guided reading and modelling of inference (*denotation and connotation)*	• Talk for writing (structured talk) • Upgrading learner responses • Accountable talk • Inclusive questioning • ABC feedback (agree, build, challenge) • Adequate thinking time

Combining reading writing:
• Bedrock mapper sequenced to pre-teach vocabulary to support reading and writing
• Multi-modal texts offered to support expectations for semiotic analysis
• Reading combined with note-taking, answering questions about texts and summarising through guided reading

Curriculum opportunities (Year 9)

HT1	HT2	HT3	HT4	HT5	HT6
Introduction to subject-specific vocabulary (Tier 3) through explicit talk Using images for **annotation to contextualise** new words	**Modelling** – support with sentence stems to support independent evaluation of multi-modal texts	**Launch Bedrock mapper** – homework focused on reinforcement of Tier 3 words (*Media Language*)	**Comparison of multi-modal texts** – academic writing using verbs to aid structured comparison **Bedrock mapper** – homework focused on reinforcement of Tier 3 words *(Representation)*	**Reciprocal reading:** Explicitly teaching technical and symbolic elements in context **Bedrock mapper** – homework focused on reinforcement of Tier 3 words *(Industry)*	Creating and delivery of: Independent practical production **demonstrating the mediation process and deeper understanding of semiotics** **Bedrock mapper** – homework focused on reinforcement of Tier 3 words *(Audience)*