Business Studies Disciplinary Literacy Framework
Think like an Entrepreneur

Reading	*Writing*	*Speaking and Listening*
• Interpret the meaning of abstract terms such as 'comparative advantage', and 'globalisation' • Appreciate that the meaning of some terms used in Business might differ from their use in everyday contexts • Specific vocabulary that can be easily confused • Analytical perpective encompassing a range of viewpoints • Literate of the economic and business content • Read out data to understand how 'good' data and information is and how to analyse it • Read texts that are abstracts and technical	When Entrepreneurs write, they show: • **Analytical expositions** that seeks to argue for a point of view substantiated with evidence (e.g. that corporate social responsibility benefits businesses); to argue that an action should be taken (e.g. changes in the government's environmental policy) • **Discussions that** consider two or more points of views before making a judgement, (e.g. about how best to invest and manage money) • **Justifications** to challenge and argue against a point of view (e.g. that all business act ethically) • **Write texts that are abstract and technical**	• Create solutions • Tap into curiosity and creativity • Recognise bias • Rely on the feedback of others • Utilise valid primary and secondary sources • Use key vocabulary with accuracy • Questioning the validity and credibility of different sources of economic and business information • Develop an awareness of how values, beliefs and opinions can impact on business decisions and issues

Strategies/pedagogy to support…

Reading	Writing	Speaking and listening
• Reciprocal reading approach • Etymology and morphology to assist pupils with the complexity of specialist vocabulary • Understand the subtle and nuanced difference between similar terms when teaching new topics or when revising previous topics • Self-assessment • Peer-peer assessment • Test vocabulary and retrieved in low stakes quizzing • Develop evidence-based arguments and conclusions • Reading case studies and making notes	• Targeted keywords • Sentence starters, gap fills and scaffolding • Planning strategies/writing cycles (planning/drafting/editing) and have the time to use them where appropriate • Knowledge organisers • Explicitly teach and allow time for planning and provide scaffolding/sentence starters/tier 3 vocabulary where appropriate • Modelling / verbal and written exemplar at various levels	• Use cued retrieval questions such as 'repeating back' ("can you explain what you have to do? Explain what this word means..." "Let's think about...", "What do you think...". • Use of visuals to assist the understanding of instructions, complex processes, terms and ideas. • Deliberately sequencing talk/discussion activities • Teachers model effective answers and talk in lessons • Student-led PowerPoint Presentation activities

• Reflect on intended and unintended consequences of decisions	• Use targeted literacy teaching strategies to support students to accurately use new vocabulary • Analyse the features of these genres and text types • Select appropriate keywords to demonstrate understanding of economic and business knowledge and understanding • Use formulaic writing • Include reasons and examples • Use targeted literacy teaching strategies to support students to accurately use new vocabulary • Understand the subtle and nuanced difference between similar terms when teaching new topics or when revising previous topics	• Group activities to consider questions and orally present information aloud or read the text together/in turns • Learning mats and visual organisers to help focus discussion on new concepts • Mnemonic tools to deepen literacy analysis
• **Combining reading with writing**: Bedrock mapper sequenced to pre-teach vocabulary to support reading and writing • Curriculum journey to help select information by giving hints/prompts or narrowing focus		

Curriculum opportunities (Year 9)

HT1	HT2	HT3	HT4	HT5	HT6

• Assimilating key vocabulary and cementing • understanding • Embedding command words • Cloze writing to encourage independence • Annotate texts to encourage students' own commentary • Encourage reading for pleasure outside the classroom • Glossary building • Vocabulary games	• Utilise text types to demonstrate the development of economic and business knowledge and understanding • 'Business Insights' to help reasoning, interpretation, and problem-solving business issues	• Writing for assessment tasks • Building business vocabulary • Research on a case study and find … (what, why, how … explain, causes)? • Chunking parts of words • Semantic wave (unpack/repack) • Discovering target words in a real text • Encourage students to apply prior knowledge of context to case studies	• Students generate their own questions about a topic • Explicitly teach language and exam structure techniques • Model identification of good evidence • Encourage students to apply prior knowledge of context to data response questions • Develop the review of their quality of written communication	• Writing business reports • Develop clarity of • Linking theories across different topics • Utilise summary tasks such as Cornell notes • Use graphic organisers such as the Frayer Model and concept mapping • Vocabulary games • Low stakes testing • Create flashcards with key concepts	• Support understanding of exam questions • Encourage students to independently complete practice exam papers • Encourage students to use abridged mark schemes to self-assess the exam papers completed • Embed skills of quality written communication