



## Psychology Disciplinary Literacy Framework

### Experiment like a psychologist

This involves

- Defining key psychological vocabulary and being able to use it to construct hypothesis, design and carry out experiments and non-experimental methods, as well as effectively analysis and evaluate the methods used.
- Recognising the meaning of common psychological vocabulary
- Understanding the different approaches to study behaviour in a scientific and non-scientific way.
- Effective analysis their results with descriptive statistics and establishes results and be able to comment on any potential bias
- Describing whether the results support a hypothesis or reject the hypothesis
- Suggest whether there may be extraneous variable, responsible for a trend in results, that we may have missed
- Reading and interpreting psychological experiments, theories and concepts from journals and textbooks

<u>Reading</u>	<u>Writing</u>	<u>Speaking and Listening</u>
<ul style="list-style-type: none"> <li>• Move between texts and graphics</li> <li>• Ability to read multi-modal texts</li> <li>• Analytical perspective encompassing a range of approaches</li> <li>• Decipher word problems</li> <li>• Specific vocabulary that can be easily confused</li> <li>• Reading with precision</li> <li>• Contextualising</li> <li>• Evaluate concepts and theories</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of personal presence</li> <li>• Objective stance</li> <li>• Precise vocabulary</li> <li>• Use of strong verbs</li> <li>• Method and results writing</li> <li>• Structured note taking</li> <li>• Analytical writing</li> <li>• Factual accuracy and tentative language</li> <li>• Evaluation of evidence and findings in studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Use formal and psychological vocabulary specific to the text.</li> <li>• Identify ways to challenge and support the speaker with effective and psychology specific vocabulary.</li> <li>• Eye contact at all times (from speaker and audience)</li> <li>• Use key vocabulary with accuracy</li> <li>• Project loudly and clearly using full sentences</li> <li>• Replace fillers with precise, academic language</li> <li>• Listen attentively: paraphrasing may be required!</li> </ul>
<b>Strategies/pedagogy to support...</b>		
<ul style="list-style-type: none"> <li>• Collective reading</li> <li>• ORACY 21</li> <li>• Reciprocal reading</li> <li>• Explicit vocabulary instructions with SEEC</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence crafting</li> <li>• Modelling</li> <li>• Guided reading and summarising</li> </ul>	<ul style="list-style-type: none"> <li>• Accountable talk</li> <li>• ABC feedback</li> <li>• Talk for writing (structured talk) &amp; paired writing</li> <li>• Paraphrasing what your peer said</li> <li>• ORACY 21</li> <li>• Upgrading learner responses</li> <li>• Using images to structure talk</li> </ul>
<b>Combining reading writing:</b> Bedrock mapper sequenced to pre-teach vocabulary needed to support reading and writing <ul style="list-style-type: none"> <li>• Providing reading texts and stem structures that support expectations of how to summarise the theories and concepts in psychology</li> <li>• Reading combined with note taking, answering questions about texts and summarising (guided reading)</li> </ul>		

**Curriculum opportunities (Year 9)**

HT1	HT2	HT3	HT4	HT5	HT6
<ul style="list-style-type: none"> <li>• Introduction of psy – <b>explicit vocab instruction with SEEC</b></li> <li>• <b>Sentence expanding</b> – elaborating the evaluation for the types of memory.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Modelling</b> – the multi-store model (outline) answer on the board and get them to do the evaluation with stems independently</li> <li>• Murdocks study – <b>guided reading and summarising</b> using questions.</li> <li>• <b>Collective reading:</b> Study war of the ghosts – reconstructive memory</li> <li>• <b>Speaking and listening</b> – discussing similarities and differences between the types of experiments</li> </ul>	<p><b>Bedrock mapper</b> –prep learn and retrieve terminology as (should) part of homework for the topic of memory.</p> <p><b>Reciprocal reading</b> – with the research into interference</p>	<p><b>Sentence building</b> (sentence crafting) elaborate evaluation points of Godden and baddeleys research and give context to the point</p>	<p><b>Using image to structure talk</b> – visual illusions</p> <p><b>Oracy</b> – combining talk with reading and writing – jigsaw task with visual cues and constancies (<b>accountable talk</b>)</p>	<p>Factors affecting perception – research task (<b>Guided reading and summarising using shrinking sentences</b>)</p>