Disciplinary Text Audit Tool

Purpose

This audit supports teachers in selecting high-quality texts that both develop subject knowledge and model the language, grammar and conventions of the discipline. It can be used during curriculum planning, book scrutiny or when reviewing classroom resources.

Instructions: Rate each statement using the following scale: **3 – Fully evident, 2 – Partially evident, 1 – Limited evidence, 0 – Not evident / Not applicable**

Section 1: Authenticity of the Discipline

Criteria	Score
The text reflects how experts communicate within the subject.	
The purpose of the text is authentic (e.g. to explain, argue, evaluate, report, analyse or interpret).	
The content is factually accurate and appropriate for the curriculum.	
The author demonstrates subject expertise or the text is from a credible educational source.	
Pupils are exposed to genuine disciplinary thinking rather than simplified storytelling alone.	

Section 2: Subject-Specific Language

Criteria	Score
Uses accurate subject-specific vocabulary.	
Vocabulary is precise rather than overly general.	
Technical terminology is used in context.	
Opportunities exist to explicitly teach new vocabulary.	
Language reflects the expectations of the discipline.	

Section 3: Grammar and Language Features

Grammatical Feature	Yes	Partly	No
Formal language			

Appropriate verb choices			
Subject-specific sentence structures			
Accurate use of tense			
Cohesive devices			
Complex sentence structures			
Passive voice (where appropriate)			
Modal verbs			
Sequencing language			
Cause-and-effect language			
Comparative language			
Evaluative language			

Section 4: Reading Demand

Criteria	Score
Vocabulary provides appropriate challenge.	
Sentence complexity is age-appropriate.	
Pupils will need to infer meaning.	
Pupils will synthesise information from multiple sources or representations.	
The text promotes disciplinary thinking.	

Section 5: Purpose of the Text

Criteria	Tick if apply	Criteria	Tick if apply
Builds background knowledge		Develops subject vocabulary	
Models disciplinary writing		Provides evidence for enquiry	
Introduces new concepts		Supports independent research	
Supports reading fluency		Encourages critical thinking	

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Subject Grammar Expectations

Science ☐ Present tense for established facts ☐ Passive voice ☐ Sequencing adverbials ☐ Causal conjunctions (because, therefore, consequently) ☐ Modal verbs (may, might, could) ☐ Technical noun phrases ☐ Precise definitions	**History** ☐ Past tense ☐ Chronological language ☐ Evaluative language ☐ Comparative structures ☐ Evidence-based claims ☐ Reporting verbs (argues, suggests, claims) ☐ Formal academic vocabulary
Geography ☐ Cause-and-effect language ☐ Comparative and contrastive structures ☐ Modal verbs when discussing possibilities ☐ Technical geographical vocabulary ☐ Statistical evidence ☐ Description linked to explanation	**Mathematics** ☐ Precise mathematical vocabulary ☐ Conditional language (if…then…) ☐ Logical sequencing ☐ Symbol interpretation ☐ Justification and reasoning ☐ Concise, unambiguous sentence construction
Design & Technology ☐ Imperative verbs ☐ Sequencing language ☐ Technical vocabulary ☐ Cause-and-effect explanations ☐ Evaluation language	**Computing** ☐ Logical sequencing ☐ Conditional statements ☐ Technical terminology ☐ Precise instructions ☐ Explanation of processes

An effective curriculum text should do more than convey information. It should model how knowledge is created, communicated and evaluated within a discipline. Alongside supporting pupils' understanding of content, carefully selected texts expose learners to the vocabulary, grammar, structures and ways of thinking that define each subject, enabling them to read, write and think more like experts.