# Whole School Literacy Policy

# (2026–2029)

## UTC Swindon

**Policy Statement**

*"Every teacher is a teacher of literacy. Through a shared commitment to reading, vocabulary, writing and oracy, UTC Swindon will equip students with the language, knowledge and confidence needed to thrive in education, employment and life."*

This policy is informed by research from the Education Endowment Foundation (EEF), disciplinary literacy research, and current best practice in literacy education.

# Vision Statement

At UTC Swindon, we believe that literacy is fundamental to success in education, employment and life. Literacy enables students to communicate effectively, think critically, access knowledge, solve problems and participate fully in society. As a specialist technical college with strong employer links, we recognise that the ability to read, write, speak and listen confidently is essential for academic achievement and future career success.

We are committed to a whole-school approach in which every teacher is a teacher of literacy. Through explicit instruction in reading, vocabulary, writing and oracy, students will develop the disciplinary literacy skills required to become successful learners within each subject area. We aim to ensure that all students, regardless of starting point, leave UTC Swindon as confident, articulate and literate young adults.

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# Policy Aims

This policy aims to:

- Develop confident and fluent readers who can access increasingly challenging texts.
- Foster a culture of reading for pleasure and reading for purpose.
- Improve students' vocabulary knowledge and use of academic language.
- Support students in becoming effective writers across all curriculum areas.
- Develop students' spoken communication and presentation skills.
- Ensure literacy is embedded within every subject.
- Close literacy gaps for disadvantaged students and those with SEND.
- Prepare students for success in examinations, apprenticeships, higher education and employment.
- Promote independence, confidence and resilience through improved literacy.

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# Principles of Effective Literacy Provision

At UTC Swindon we recognise that:

- Literacy is everyone's responsibility.
- Language underpins learning in every subject.
- Reading is the gateway to academic success.
- Vocabulary knowledge is one of the strongest predictors of educational achievement.

- Speaking and listening support thinking, learning and writing.
- Explicit teaching of disciplinary literacy improves outcomes across the curriculum.
- Literacy interventions should be evidence-informed and responsive to identified need.

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# What is Disciplinary Literacy?

Every subject has distinct ways of reading, writing, speaking and thinking.

Students need explicit instruction in how specialists communicate within different disciplines.

For example:

- Scientists evaluate evidence and communicate precisely using technical vocabulary.
- Historians analyse sources, interpretations and bias.
- Engineers interpret technical diagrams, specifications and complex instructions.
- Mathematicians explain reasoning and justify solutions.
- English students analyse language, structure and meaning.

All curriculum areas are therefore responsible for teaching the literacy skills required for success within their discipline.

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# Roles and Responsibilities

## Senior Leadership Team

The Senior Leadership Team will:

- Provide strategic leadership for literacy.
- Ensure literacy remains a whole-school priority.
- Monitor the impact of literacy initiatives.
- Allocate appropriate resources and professional development.
- Evaluate literacy outcomes and report findings to governors.
- Support departments in implementing disciplinary literacy approaches.

## Literacy Lead

The Literacy Lead will:

- Coordinate the school's literacy strategy.
- Monitor reading, writing, vocabulary and oracy provision.
- Analyse literacy assessment data.
- Lead staff training and professional development.
- Coordinate literacy interventions.
- Promote reading across the college.
- Evaluate and report on literacy impact.

# Teachers Across the Curriculum

All teachers will:

- Explicitly teach subject-specific vocabulary.
- Model disciplinary reading and writing practices.
- Provide opportunities for structured academic talk.
- Support students in developing reading comprehension.
- Maintain high expectations for communication.
- Correct misconceptions in literacy when appropriate.
- Promote accurate Standard English.
- Provide opportunities for students to improve work following feedback.
- Encourage independent reading linked to their subject.

# English Department

The English Department will:

- Lead literacy expertise across the college.
- Deliver high-quality teaching of reading, writing and spoken language.
- Support whole-school literacy initiatives.
- Share effective practice and resources.
- Contribute to literacy intervention programmes.

# SEND Team

The SEND Team will:

- Identify students requiring additional literacy support.
- Deliver and coordinate targeted interventions.
- Monitor the effectiveness of support programmes.

- Work collaboratively with teachers and parents.
- Ensure appropriate literacy access arrangements are implemented.

## Parents and Carers

Parents and carers are encouraged to:

- Promote reading at home.
- Discuss reading materials with students.
- Support completion of literacy-related tasks.
- Encourage accurate spoken and written communication.
- Engage positively with literacy initiatives run by the college.

## Students

Students are expected to:

- Read regularly both in and out of school.
- Engage fully with literacy activities.
- Act upon feedback to improve their work.
- Take responsibility for extending their vocabulary.
- Communicate respectfully and effectively.
- Seek support when needed.

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# Reading Strategy

Reading is central to learning across the curriculum.

UTC Swindon aims to create a culture where reading is valued, visible and celebrated.

We will:

- Provide regular opportunities for sustained reading.
- Promote reading for pleasure.
- Introduce students to a range of fiction, non-fiction and technical texts.
- Support curriculum reading within all subjects.
- Maintain and develop high-quality reading resources.
- Promote reading through tutor time, enrichment activities and themed events.
- Celebrate reading achievements.

Teachers will explicitly support students to:

- Read fluently and accurately.
- Understand increasingly challenging texts.
- Retrieve and interpret information.
- Summarise key ideas.
- Analyse meaning and purpose.
- Evaluate evidence and arguments.
- Read critically and independently

Reading ages are assessed at key points throughout the academic year and outcomes are used to identify students requiring additional support or intervention. At the start of Year 10, all students complete their baseline testing to help identify a reading age. All students then complete an assessment on Reading Plus, which allows us to identify more specific needs around fluency/comprehension.

Our Lexia programme is used to target more specific need and runs alongside our Reading Plus programme. It is delivered to students who are not able to fully access, or make progress with, Reading Plus and students are selected during the second term of the academic year. Lexia focuses on developing three strands of essential reading skills: word study, comprehension and grammar.

Students whose reading ability prevents them from accessing Lexia receive 1:1 phonics support through That Reading Thing, a structured phonics programme specifically designed for teens and young people.

This year, there will also be an increased focus on promoting reading for pleasure. This will be primarily realised through the library becoming a more focal part at UTC, and through a rolling magazine subscription with DTL to be used in tutor time across all years.

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# Vocabulary Development

Vocabulary development is a key priority across the college.

All departments will:

- Identify and explicitly teach key subject terminology.
- Reinforce academic vocabulary through regular retrieval.
- Model precise use of language.
- Display and utilise subject-specific vocabulary.
- Encourage students to use ambitious and accurate vocabulary in speech and writing.
- Make links between words through morphology and etymology where appropriate.

Students should encounter, practise and revisit vocabulary regularly across the curriculum.

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# Writing Across the Curriculum

Effective writing enables students to communicate understanding, organise ideas and demonstrate learning.

UTC Swindon will:

- Provide regular opportunities for extended writing.
- Explicitly teach writing structures relevant to individual disciplines.
- Model high-quality examples.
- Support students through scaffolding where appropriate.
- Promote accuracy in spelling, punctuation and grammar.
- Encourage drafting, editing and improvement.

All staff will:

- Maintain high expectations for written communication.
- Model subject-specific writing conventions.
- Teach students how to write for different audiences and purposes.
- Encourage students to proofread and improve their work.
- Promote effective presentation and organisation.

Students will be expected to write in complete, coherent and grammatically accurate sentences appropriate to the discipline and task.

Students will be taught to communicate in forms encountered in professional and technical settings, including reports, proposals, evaluations and presentations.

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# Oracy Across the Curriculum

We recognise that spoken language underpins learning, reasoning and communication.

Students should have frequent opportunities to:

- Discuss ideas.
- Explain thinking.
- Present information.
- Debate issues.
- Collaborate effectively.
- Engage with technical and professional language.

All staff will:

- Model effective communication.

- Use questioning to develop thinking.
- Plan purposeful opportunities for structured talk.
- Encourage use of Standard English when appropriate.
- Develop students' confidence when speaking before an audience.
- Promote active listening skills.

As a specialist technical college, we particularly value oracy in preparing students for interviews, presentations, workplace interactions and professional environments. At key points through KS4 and KS5, students will have the opportunity to speak with employers to enable key communication skills.

In Year 11, all students will complete their Speaking and Listening assessment in English.

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# Literacy and SEND

The college is committed to ensuring that all students can access the curriculum.

Students identified as requiring additional support may receive:

- Reading interventions.
- Phonics intervention where appropriate.
- Vocabulary support.
- Small-group tuition.
- Assisted reading programmes.
- Exam access arrangements where applicable.

Provision will be monitored regularly to ensure positive impact on student outcomes.

Students with English as an Additional Language (EAL) will receive appropriate support to develop academic vocabulary, reading comprehension and subject-specific language. In Year 11, EAL students are invited to specific grammar-focused intervention sessions once a week to help embed these essential skills more effectively.

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# Assessment and Intervention

Literacy provision will be informed by assessment.

The college may utilise:

- Reading age assessments.
- Baseline literacy assessments.

- Diagnostic screening.
- Curriculum-based assessment.
- Teacher assessment.
- Student voice activities.

Assessment information will be used to:

- Identify students requiring support.
- Inform intervention planning.
- Monitor progress over time.
- Evaluate the effectiveness of literacy strategies.

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# Feedback and Improvement

Literacy should be supported through meaningful feedback across the curriculum.

Staff will:

- Identify strengths in communication.
- Highlight areas for improvement.
- Provide opportunities for redrafting and reflection.
- Encourage self-assessment and peer-assessment when appropriate.

Students should actively engage with feedback and demonstrate improvement over time.

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# Literacy Resources

The college will seek to provide:

- High-quality reading materials.
- Subject-specific texts.
- Digital reading resources.
- Vocabulary development resources.
- Intervention programmes.
- Reading promotion initiatives.
- Professional development materials for staff.

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# Monitoring and Evaluation

The effectiveness of this policy will be monitored through:

- Reading age data.
- Literacy assessment outcomes.
- Student progress data.
- Learning walks.
- Book scrutinies.
- Student voice.
- Staff feedback.
- Intervention impact reviews.

Findings will inform future literacy priorities and school improvement planning.

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# Intended Impact

For example:

Through implementation of this policy:

- Reading ages improve year-on-year.
- Literacy gaps diminish.
- Students demonstrate increased use of academic vocabulary.
- Written communication improves across subjects.
- Students communicate confidently in professional contexts.
- Students are better prepared for further education, apprenticeships and employment.

Through data provided during the three benchmarks in Reading Plus (or equivalent through Lexia/That Reading Thing), we will be able to track and monitor student progress through year 10. This will inform any future interventions and give staff a broader understanding of any challenges around reading, comprehension, phonics, fluency etc to address within their own teaching.

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# Equality and Inclusion

UTC Swindon is committed to ensuring equality of opportunity. Literacy provision will be inclusive and responsive to the needs of all learners, including those with SEND, EAL, disadvantaged students and students with additional barriers to learning.

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# Review Schedule

**Policy Owner:** Literacy Lead / Assistant Principal

**Approved by:** Senior Leadership Team and Governing Body

**Date Adopted:** September 2026

**Review Date:** September 2029

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Appendix: A snapshot of the how disciplinary literacy is embedded into the curriculum based on the following key subject areas:

- Engineering
- English
- Maths
- Science

Promoting literacy in Engineering

| Independent reading | Reading in groups | Reading aloud in class | Questioning | Vocabulary development |
|---|---|---|---|---|
| - Quiet reading (of a text, extract, scene, poem etc)<br><br>- Comprehension questions around recalling key information (explicit/implicit) to ensure information is read thoroughly which can be easily generated through Starlight lesson recordings for use in the next lesson.<br><br>- Open/nominated questions based on identifying factually accurate information from the text that has been read | - Work around the group, each student to read a minimum of a line and maximum of a paragraph until the text has finished<br><br>- Identify areas of literacy within Engineering documentation such as annotated drawings, technical specifications, complex instructions, risk assessments, production plans. | - Teacher modelling: in order to promote confidence in reading skills, intonation, pace etc, teacher should model what reading aloud may look like<br><br>- Teacher to nominate readers, work around the class, each student to read a minimum of a line and maximum of a paragraph<br><br>- Students to read as much as they like (has to be a full sentence) and then nominate another student to take over<br><br>- Giving reward points for volunteers to promote participation | Repeatedly asking 'Why' to promote depth of thinking.<br><br>Why might this be important?<br>Why does it matter?<br>Why do we use it?<br><br>Ask for hands up when introducing new terminology to ascertain who has heard it from everyday usage and then clarify meaning and relevance in an Engineering context. | - Teachers and subject leaders have created lists of words and phrases to be taught as part of curriculum planning<br><br>- Teachers in engineering will provide explicit vocabulary instruction to help students access and use engineering language for instance insisting on correct names for tools and equipment in the workshop.<br><br>- Identify tiers of vocabulary specific to subject and include in why do slides.<br><br>- Providing word-level, sentence-level and whole text level instruction<br><br>- Recap on new vocabulary in the Review at the end of a lesson. |

**Future plans (2026/27):** Focus heavily on literacy in coursework as this has been identified as a reason for students getting lower grades even when practical work has been completed well and on time. Use all resources overleaf when completing coursework such as SEIZE paragraphs and computer hats.

Use visualisers in the classroom when completing worksheets or exam questions so students can see What A Good One Looks Like (WAGOLL).

Greater use of examiners reports for both NEA and exams to understand what examiners are looking for in answers.

Acknowledge the close links between success in literacy and success in Engineering qualifications.

Promoting literacy in Engineering

Activities to encourage writing in more depth at all levels to achieve higher grades in both exams and coursework:

- Long answer questions – Use of SEIZE paragraphs to structure answers and develop facts into evaluation. This could be 6 or 9 marks depending on the exam board at Key Stage 4.
- Questioning — students generate their own questions about a topic to check their understanding
- Clarifying – students identify areas of uncertainty from a text which may be individual words or phrases
- Summarising – students summarise the meaning of sections of text to consolidate and elaborate on their understanding. Writing precis of passages, bullet points or short summaries which also provides a useful revision resource
- Redrafting – Time will be given at the end of a project or piece of coursework which is to be spent on redrafting and improving written work rather than anything practical or taking photos.

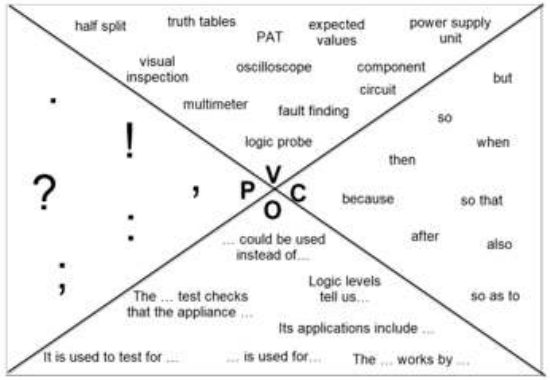
**Extended Writing:** At UTC Swindon, we use SEIZE paragraphs across all subjects – this ensures that longer pieces of writing are purposeful and develop the key ideas that the examiner is looking for. Each desk or computer has a SEIZE writing mat laminated to encourage students to follow this model in their longer written responses.

**Resources** (Stored in dedicated folder in Engineering Staff Team)

**Literacy in Engineering**

Sixth Form Reading List - Sixth Form Engineering Reading List.docx

VCOP Sheets - (Vocabulary, Connectives, Openings, Punctuations for a range of topics




SEIZE poster and mat SEIZE your Coursework.png

Computer Hats Computer Hats.docx

Assignment writing support presentation Assignment Writing Lesson.pptx

Vocabulary resources eg word lists SEIZE your Coursework.png

Promoting literacy in English

Activities to encourage **ACTIVE** reading:

- Prediction—students predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension. *Example: students could be asked to predict the result of tension as it builds through the text to a climax.*

- Questioning — students generate their own questions about a text to check their comprehension and monitor their subject knowledge. *Example: students generate five key questions on what we learn about a particular character/situation.*

- Clarifying — students identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning. *Example: students check they understand archaic language from a pre 19th Century poem by exploring a definition.*

- Summarising—students summarise the meaning of sections of the text to consolidate and elaborate upon their understanding. *Example: students read and summarise the key events in Chapter 2 of Jekyll and Hyde.* This causes students to focus on the key content, which in turn supports comprehension monitoring. This can be supported using graphic organisers that illustrate concepts and the relationships between them

Extended writing:

At UTC Swindon, we use SEIZE paragraphs – this ensures that longer pieces of writing are purposeful and develop the key ideas that the examiner is looking for. Each desk has a SEIZE writing mat laminated to encourage students to follow this model in their longer written responses. This contains lots of sentence starters to model formal writing and also includes some of the key vocabulary needed in English to help develop these higher-level responses.

**Resources:**

Literacy display board -

SEIZEC writing mat -

Promoting literacy in English

| Independent reading | Reading in groups | Reading aloud in class | Speaking and listening | Vocabulary development |
|---|---|---|---|---|
| - Quiet reading (of a text, extract, scene, poem etc)<br><br>- Comprehension questions around recalling key information (explicit/implicit) to ensure texts read thoroughly<br><br>- Open/nominated questions based on identifying factually accurate information from the text that has been read | - Students take on a 'role' (effective when reading a play) ain a small group and work through a scene by adapting to fit the character<br><br>- Work around the group, each student to read a minimum of a line and maximum of a paragraph until the text has finished | - Teacher modelling: in order to promote confidence in reading skills, intonation, pace etc, teacher should model what reading aloud may look like<br><br>- Teacher to nominate readers Work around the class, each student to read a minimum of a line and maximum of a paragraph<br><br>- Students to read as much as they like (has to be a full sentence) and then nominate another student to take over<br><br>- Students to select a role from a box with some students taking on a reading part (I did this for each scene of Macbeth with year 10 this year) | Year 10<br>- Encouraging group activities to prepare and present a speech (an example can be seen below when introducing context for Macbeth)<br>- 'hot seating' : students take on a character from literature and emulate their speech, responding to questions from the class<br><br>Year 11<br>- S&L prep: smaller group presentation, short 2 minute speech on a 'tricky' topic<br>- DebateMate: introduce the art of debating and turn taking. This will help support main arguments, counter-arguments and how to build a balanced response | - Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning<br><br>- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language<br><br>- Identify tiers of vocabulary specific to subject<br><br>- Providing word-level, sentence-level and whole text level instruction<br> |

**Future plans (2026/27):** Introduce a 'Library Focus' lesson early on in the year to promote our library and how to find appropriate texts. We recently did this with Year 12 students in English, which helped them to narrow down the type of texts they enjoy reading by identifying genre, author etc.

**Local business fair:** Invite employers to attend a session for Yr 11 students on how English is used in their specific job field.

**Intervention:** a dedicated weekly intervention session based on grammatical rules for EAL/lower achieving students.

**Intervention:** a dedicated weekly intervention session developing understanding of Tier 3 words aimed at helping higher achieving students

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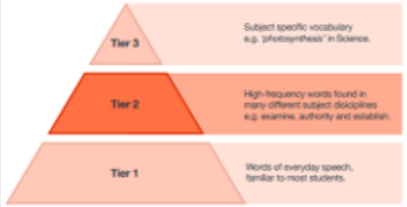
# Promoting Reading & Literacy in Maths

| Independent Learning | Collaborative Learning | Mathematical Discussion & Explanation | Speaking & Reasoning | Vocabulary Development |
|---|---|---|---|---|
| • Independent retrieval practice using worked examples and prior learning questions.<br>• Students annotate worked solutions identifying methods, errors and key steps.<br>• Practice of exam-style questions with self-marking and reflection.<br>• Reading and interpreting graphs, charts, tables and mathematical information.<br>• Completion of "What do I know? What don't I know?" reflections after assessments. | • Think-Pair-Share activities to discuss approaches before attempting a problem.<br>• Collaborative problem-solving tasks where students must justify solutions.<br>• Students compare methods and determine the most efficient strategy.<br>• Group investigations involving pattern finding, modelling or statistical analysis.<br>• Peer assessment of solutions against mark schemes. | • Teacher modelling of mathematical thinking aloud when solving problems.<br>• Students explain each step of a solution to the class.<br>• Error-spotting activities where students identify and correct misconceptions.<br>• Students present multiple methods for solving the same problem.<br>• Encouraging use of precise mathematical language when answering questions. | **KS4**<br>• Justify conclusions using mathematical evidence.<br>• Explain why a method works rather than simply giving an answer.<br>• Structured reasoning activities using "Convince me..." questions.<br>**KS5**<br>• Present solutions to extended problems.<br>• Debate assumptions within modelling tasks.<br>• Evaluate methods and limitations of mathematical models.<br>• Use formal mathematical terminology in discussions and presentations. | • Explicit teaching of key mathematical vocabulary within every topic.<br>• Consistent use of command words from examination specifications.<br>• Display and revisit Tier 2 and Tier 3 vocabulary.<br>• Students maintain personal glossaries of subject terminology.<br>• Encourage students to verbalise mathematical processes using correct terminology.<br>  |

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# Promoting Reading & Literacy in Maths

## Future Plans

1. **Mathematical Literacy Focus Lesson**
   Introduce a dedicated lesson early in the year focused on:
   - Understanding examination command words.
   - How to read mathematical questions effectively.
   - Strategies for interpreting diagrams, graphs and data.
   - Effective use of mathematical vocabulary.
   - Understanding mark schemes and mathematical communication.

2. **Careers and Numeracy**
   Invite local employers and industry partners to demonstrate how mathematics is applied in:
   - Engineering
   - Aerospace
   - Construction
   - Finance
   - Data Analysis
   - Manufacturing
   - Computing

Students gain an appreciation of how mathematical literacy supports success in the workplace.

3. **Mathematical Reading Programme**
   Develop a collection of:
   - Popular mathematics books
   - Mathematical magazines
   - Industry articles
   - Problem-solving challenges
   - KS5 extension reading

to encourage wider engagement with mathematics beyond the specification.

**Resources**
Numeracy Display Board. Displays to include:

- Key mathematical vocabulary.
- Formulae by topic.
- Problem-solving strategies.
- Careers using mathematics.
- Mathematician of the Month.
- Examination command words.

**Activities to Encourage ACTIVE Mathematical Thinking:**

**Prediction**
Students predict outcomes before calculating.

Examples:

- Estimate the solution before using algebra.
- Predict the shape of a graph before plotting.
- Estimate the mean from a data set before calculating.

This develops number sense and mathematical intuition.

**Questioning**
Students create and answer their own questions.

Examples:

- Write three questions that could be solved using Pythagoras.
- Create exam questions based on a given graph.
- Develop extension questions from a completed problem.

This deepens conceptual understanding.

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# Promoting Reading & Literacy in Maths

**Clarifying**
Students identify mathematical language, notation or concepts they do not understand and seek clarification.

Examples:

- Explain the difference between factorise and simplify.
- Clarify notation used in calculus.
- Identify unfamiliar statistical terminology.

This reduces misconceptions and improves confidence.

**Summarising**
Students summarise methods and concepts.

Examples:

- Summarise the steps for solving simultaneous equations.
- Create a revision card for differentiation.
- Produce a "What you need to remember" checklist at the end of a topic.

This helps students consolidate learning and supports long-term retention.

**Extended Mathematical Communication**

At UTC Swindon, students are encouraged to communicate mathematically using full explanations alongside accurate calculations.

Students should routinely:

- State what the question is asking.
- Explain the method selected.
- Show all working clearly.
- Justify decisions and assumptions.
- Interpret answers within context.
- Evaluate the reasonableness of solutions.

**Mathematical Reasoning Framework**
A simple structure that can be used across KS4 and KS5:

- State → What is known?
- Select → Which mathematical method is appropriate?
- Solve → Show all working.
- Support → Justify decisions and explain reasoning.
- Summarise → State and interpret the final answer.

This promotes mathematical literacy whilst supporting students to access method and reasoning marks across GCSE, Core Maths, A-Level Mathematics and Further Mathematics.

**Science literacy deployment in the curriculum:**

**Science literacy deployment in the curriculum:**

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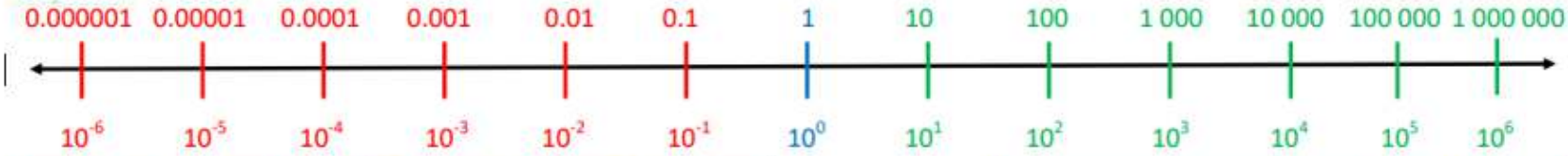
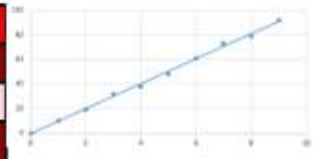
# Maths for GCSE Science



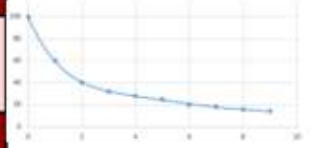

| Power of ten | Prefix | Abbreviation | Example |
|---|---|---|---|
| $10^{-6}$ = 0.000001 (a millionth) | micro- | μ | microsecond (μs) |
| $10^{-3}$ = 0.001 (a thousandth) | milli- | m | milliamp (mA) |
| $10^{-2}$ = 0.01 (a hundredth) | centi- | c | centimetre (cm) |
| $10^{3}$ = 1,000 | kilo- | k | kilogram (kg) |
| $10^{6}$ = 1,000,000 | mega- | M | megaton (Mt) |
| $10^{9}$ = 1,000,000,000 | giga- | G | gigabyte (GB) |

| Base Quantity | SI Base Unit | |
|---|---|---|
| | Name | Symbol |
| Length | metre | m |
| mass | kilogram | kg |
| Time | Second | s |
| Electric current | Amp | A |
| Temperature | Kelvin | K |
| Amount of substance | mole | mol |

| Keyword | | Definition | |
|---|---|---|---|
| 1 | Range | 1 | The maximum and minimum values |
| 2 | Interval | 2 | The quantity between readings |
| 3 | Resolution | 3 | The smallest change that can be measured on a measuring |
| 4 | Uncertainty | 4 | The interval within which the true value can be expected to lie, e.g. 'the temperature is 20 °C ± 2 °C |
| 5 | Precision | 5 | Very little spread about the mean |
| 6 | Accuracy | 6 | Close to the true value |

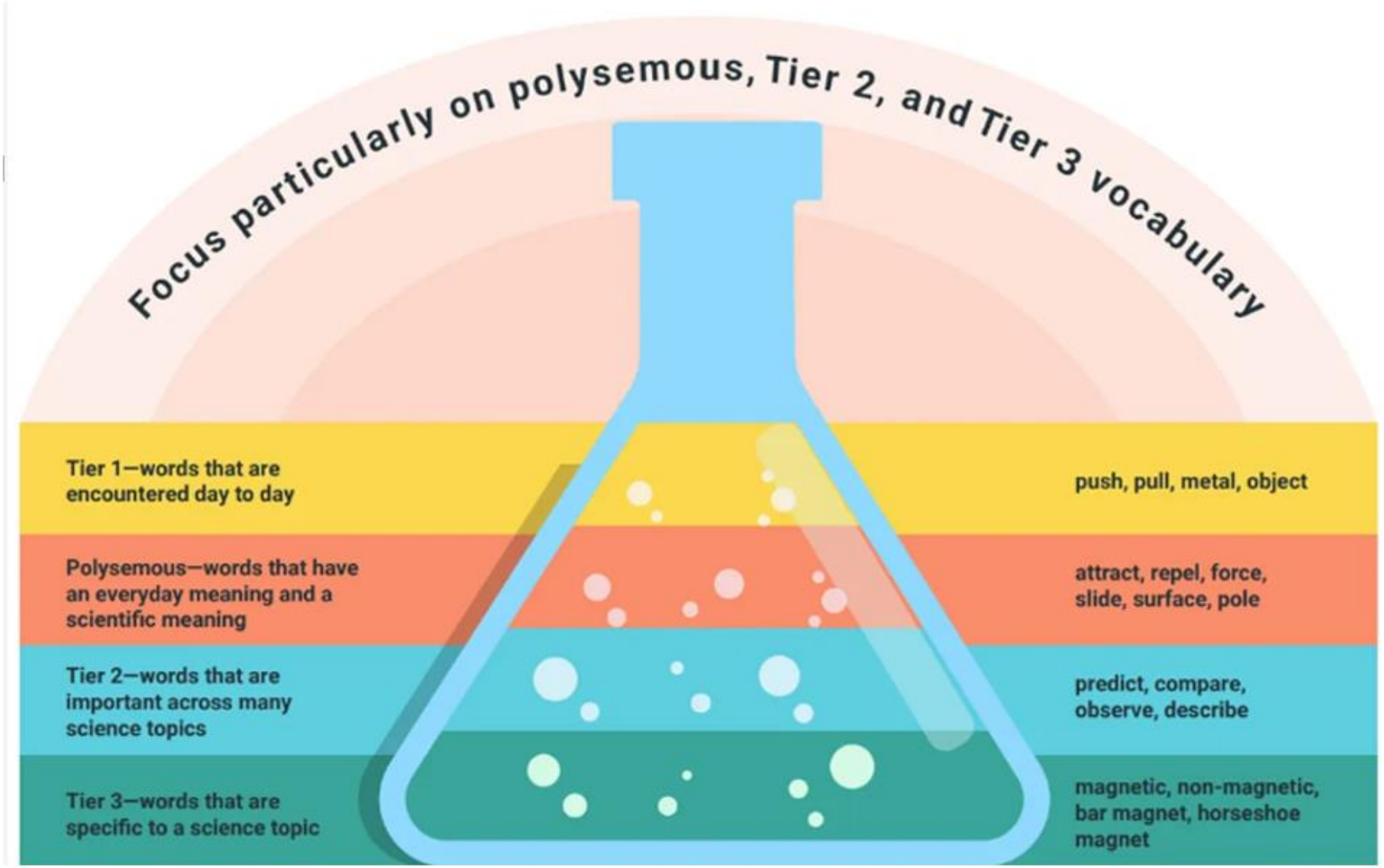


Straight Line of Best Fit



Curved Line of Best Fit

| Operator Precedence (Number 1 is done first) | | | |
|---|---|---|---|
| 1 | B | Brackets | () |
| 2 | O | Order | $x^2$ |
| 3 | D | Division | ÷ |
| 4 | M | Multiplication | x |
| 5 | A | Addition | + |
| 6 | S | Subtraction | - |

| Operator | | Symbol | |
|---|---|---|---|
| 1 | Much Less Than | 1 | << |
| 2 | Less Than | 2 | < |
| 3 | Equals | 3 | = |
| 4 | Greater Than | 4 | > |
| 5 | Much Greater Than | 5 | >> |
| 6 | Approximate | 6 | ~ |
| 7 | Proportional | 7 | ∝ |

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