Teacher Guide
English

Cambridge
Primary

CAMBRIDGE
International Examinations

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Contents

Section 1: Introduction

Welcome to the Cambridge Primary Teacher Guide for English.

This guide is designed to provide a suggested approach to the implementation and management of Cambridge Primary English in your school.

It offers:

- An introduction to the Cambridge Primary English Curriculum Framework
- Step-by-step guidance on the planning process, with exemplification at each point and helpful teacher training activities with resources
- Advice on differentiation and how to integrate this into your teaching
- Suggested techniques for implementing formative assessment and integrating this into your lesson planning
- Advice on monitoring
- Advice on classroom practice
- Advice on resources
- Information on Cambridge Primary Progression Tests and Cambridge Primary Checkpoint
- Guidance on support and training available from Cambridge
- Guidance on administration

A comprehensive scheme of work

A full scheme of work covering the entire programme is provided for all registered Centres on the Cambridge Primary support site (**http://cambridgeprimary.cie.org.uk**) to help you get started. As we will explain, a scheme of work is a process rather than a rigid structure and these plans should be constantly amended in response to your own observations as a classroom teacher and other local considerations including the resources you may already have available at your school. These schemes of work are in no way compulsory and simply offer a suggested starting point for covering the content of the curriculum within a suggested year of three terms each of 10 weeks duration. These can be expanded to suit the number of weeks available in your own terms and the holiday arrangements at your school.

Also provided within the schemes of work are two sample lesson plans for each stage, complete with activities and resources to help get you started immediately at whichever point you begin delivering the programme.

1.1 How to use this teacher guide

This guide provides a general introduction to the content, structure and underlying educational philosophy of Cambridge Primary. It also offers guidance and advice on the essential processes of implementing Cambridge Primary and it is designed to cater for:

- schools that are teaching a Cambridge programme for the first time and that need to move from a completely different system of planning

- schools that already deliver one or more Cambridge programmes but are new to Cambridge Primary.

Schools new to Cambridge will find all sections of the teacher guide relevant to them. It provides a step-by-step guide through the process of implementing Cambridge Primary, offering a suggested breakdown of the curriculum across the available teaching time, sample lesson plans and sample lessons to get you started.

Existing Cambridge schools may be more familiar with certain aspects covered in this guide, especially if they already deliver Cambridge Secondary 1. This guide is written so that schools new to Cambridge Primary can make use of the sections most relevant to them (e.g. Section 2: Planning or Section 3: Teaching approaches).

1.2 Cambridge Primary

Cambridge Primary is an education programme for young learners. It combines a world-class curriculum, high-quality support for teachers and integrated assessment. The programme has been developed by Cambridge International Examinations and is used in primary schools around the world. Cambridge Primary helps schools develop learners who are confident, responsible, innovative and engaged.

Cambridge Primary covers

- English

- English as a Second Language

- Mathematics

- Science

- ICT Starters

for learners aged 5–11. It provides curriculum frameworks with integrated assessment for each subject.

Cambridge Primary provides a solid foundation for later stages of education.

It starts learners on an educational journey, focusing on what they should be able to do at each stage of primary education. It develops skills, knowledge and understanding that will prepare them for a smooth transition to Cambridge Secondary 1 and beyond.

Cambridge Primary offers optional, integrated assessment.

The assessment structure tracks learner progression through primary education. Learners taking Cambridge Primary Checkpoint receive a Statement of Achievement and detailed feedback on strengths and weaknesses.

Cambridge Primary supports teachers in providing the best teaching and learning.

Schools adopting Cambridge Primary gain access to first-class support for teachers through publications, online resources, training and professional development.

Cambridge Primary is practical and flexible.

No part of the Cambridge Primary curriculum is compulsory, giving schools the flexibility to choose the elements that are right for their learners. This means that they can use Cambridge Primary while following their school or national curriculum, or offer the entire programme.

Cambridge Primary has been developed by Cambridge International Examinations, the world's largest provider of international education programmes and qualifications for 5–19 year olds. Our programmes and qualifications are taken in over 160 countries in 10 000 schools and recognised by universities, education providers and employers across the world.

Cambridge Primary 5 to 11 years old*	**Cambridge Secondary 1** 11 to 14 years old*	**Cambridge Secondary 2** 14 to 16 years old*	**Cambridge Advanced** 16 to 19 years old*
Cambridge Primary Cambridge Primary Checkpoint Cambridge ICT Starters	Cambridge Secondary 1 Cambridge Secondary 1 Checkpoint Cambridge ICT Starters	Cambridge IGCSE® Cambridge O Level Cambridge ICE	Cambridge International AS & A Level Cambridge Pre-U Cambridge AICE

*Age ranges are for guidance only

1.3   Curriculum framework

The Cambridge Primary English Curriculum Framework provides a comprehensive set of learning objectives for English. The objectives detail what the learner should know and what they should be able to do in each year of primary education. The function of the curriculum framework is to provide a structure for teaching and learning and a reference against which learners' ability and understanding can be checked.

There are six stages. Each stage reflects the teaching targets for a year group. Broadly speaking, Stage 1 covers the first year of Primary teaching, when learners are approximately five years old. Stage 6 covers the final year of Primary teaching when learners are approximately eleven years old. It may be appropriate to introduce this framework at slightly different ages to suit your own particular circumstances.

The English framework is divided into three main areas called 'strands' which run through every stage: Reading, Writing and Speaking and listening.

Strands in the curriculum framework

ENGLISH CURRICULUM FRAMEWORK

READING

WRITING

SPEAKING AND LISTENING
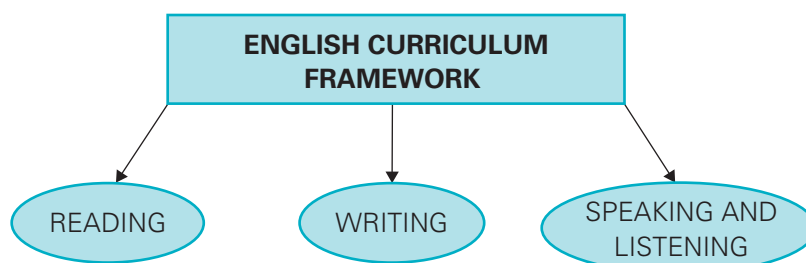
Continuity, progression and balance

The framework allows for continuity and progression both within and between the stages. You can pick any **objective** and trace its pathway through the stages of the curriculum framework. This continuity

allows the curriculum to be consistent and 'uninterrupted' between stages whilst progression ensures that learners move forward steadily. The table below shows how knowledge and skills can be traced through the curriculum framework.

Examples of progression through the curriculum framework

Stage 1	Stage 6
Reading:	**Reading:**
Enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.	Discuss and express preferences in terms of language, style and themes.
Writing:	**Writing:**
Compose and write a simple sentence, with a capital letter and a full stop.	Use paragraphs, sequencing and linking them appropriately, to support overall development of the text.
Recognise common word endings, e.g. '–s', '–ed' and '–ing'.	Continue to learn words, apply patterns and improve accuracy in spelling.
Speaking and listening:	**Speaking and listening:**
Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.	Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.

The strands of the curriculum framework have been selected in order to provide balanced coverage of the fundamental skills and knowledge of the subject at this level. They have also been designed to provide a sound foundation for Stages 7–9. Learners should be prepared at the end of Stage 6 to move on smoothly to Stage 7.

The selection of content in the curriculum framework at each level has been chosen to ensure a coherent progression for the learner. Teachers themselves are best placed to know the capabilities of their learners and can, of course, choose to supplement the framework as appropriate. The curriculum framework content can be assessed using the Cambridge Progression Tests on the Cambridge Primary support site. It is also tested in Cambridge Primary Checkpoint for which feedback reports are provided.

Unlike Mathematics and Science, the English curriculum framework necessarily includes a specified range of text types against which skills and knowledge are developed. The curriculum framework for each stage begins with a recommended list of fiction genres and non-fiction text types.

The learning objectives are arranged in three strands: Reading, Writing, Speaking and listening. Within Reading and Writing, learning objectives are grouped in sub-strands:

Reading

- Develop broad reading skills

- Demonstrate understanding of explicit meaning in texts

- Demonstrate understanding of implicit meaning in texts

- Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

Writing

- Develop broad writing skills

- Select and develop content and use register and language appropriate to genre, purpose and audience

- Structure and organise ideas coherently using sections or paragraphs

- Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- Use accurate spelling

The different strands are integral to each other, working together to create a whole. For example, Speaking and listening has been developed so that objectives are addressed alongside Reading and Writing. Skills in Speaking and listening include being able to talk to different audiences, to listen, understand and respond appropriately to others and to participate in group discussion. These skills underpin reading and writing development. Examples for reading development include sharing and discussing texts as an approach to studying a wide range of literature. In writing, development is enhanced significantly through activities where role play and drama are used as the stimulus. These examples are illustrated in the tables on the following pages.

EXAMPLE: Speaking and listening underpinning reading development

ACTIVITY		
Shared reading of a class novel / story; discussion of aspects such as character, setting, events; improved understanding of text.		
Example: Speaking and listening objective (note: this is just <u>one</u> example)	**Example: Reading objective** (note: this is just <u>one</u> example)	Integrating objectives for Speaking and listening structures the discussion.
Stage 1: Listen to others and respond appropriately	Stage 1: Talk about events in a story and make simple inferences about characters and events to show understanding.	<u>All</u> learners benefit. Differentiation can be planned by leading the discussion with questions that vary
Stage 2: Listen carefully and respond appropriately, asking questions of others.	Stage 2: Talk about what happens at the beginning, in the middle or at the end of a story.	the level of challenge. Also, discussion can be structured and organised in groups.
Stage 3: Listen and respond appropriately to others' views and opinions.	Stage 3: Begin to infer meanings beyond the literal, e.g. about motives and character.	An added and important benefit is that, through
Stage 4: Listen carefully in discussion, contributing relevant comments and questions	Stage 4: Explore implicit meanings within a text. Explore explicit meanings within a text.	shared reading and discussion, all learners can access the text especially those who
Stage 5: Describe events and convey opinions with increasing clarity and detail.	Stage 5: Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.	would be unable to read it independently. These learners are often able to present an opinion about an aspect of the text
Stage 6: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.	Stage 6: Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.	that moves a discussion on for the whole class/group.

EXAMPLE: Speaking and listening underpinning writing development

ACTIVITY **Exploring a character from literature (or history) using a variety of drama techniques; follow-up writing about that character.**			
Example: Speaking and listening objective (note: this is just <u>one</u> example)		**Example: Writing objective** (note: this is just <u>one</u> example)	Providing a good stimulus for writing is essential to support learners in reaching their potential.
Stage 1: Engage in imaginative play, enacting simple characters or situations.	⇨	Stage 1: Write a sequence of sentences retelling a familiar story or recounting an experience.	Drama involves <u>all</u> learners. It requires careful planning using a range of techniques. It may be generated from a given theme or it may be based upon a text where characters and events may be explored in depth. Learners can empathise with the subject matter and gain an insight, for example, into a character – their personality and motives
Stage 2: Extend experiences and ideas through role-play.	⇨	Stage 2: Develop stories with a setting, characters and a sequence of events.	
Stage 3: Begin to adapt movement to create a character in drama.	⇨	Stage 3: Write portraits of characters.	
Stage 4: Adapt speech and gesture to create a character in drama.	⇨	Stage 4: Write character profiles, using detail to capture the reader's imagination.	
Stage 5: Convey ideas about characters in drama through deliberate choice of speech, gesture and movement.	⇨	Stage 5: Write new scenes or characters into a story, or write from another viewpoint.	Learners will develop an enthusiasm for the subject that will become evident in follow-up written tasks.
Stage 6: Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement.	⇨	Stage 6: Develop some imaginative detail through careful use of vocabulary and style.	

Speaking and listening can be integrated further in planning where tasks may be linked in a sequence.

Section 2: Planning

2.1   Getting started

This next section will look at the process of planning, ensuring that you cover all of the content of the curriculum for Stages 1 to 6, given the teaching time you have available within each year.

We will start by identifying exactly what you need to plan:

- complete coverage of the English content for all of the stages, or those that you teach
- progression and continuity of skills and English content
- the best order in which to teach the required units
- detailed lessons, led by clear learning objectives that the learners will understand.

And why you need to plan:

- to ensure appropriate timings are given to the different aspects of the curriculum
- to be clear about what can be assessed as a result of a lesson/unit of work
- to ensure a mix of teaching and learning styles in delivery – according to your learners' needs
- to ensure that all resources are available to deliver a successful lesson.

The following section lays out a step-by-step guide to the planning process including how you can build in flexibility to allow you to adapt coverage, delivery style and timing to suit your needs.

2.2   A consistent approach

Download the curriculum framework for English from the Cambridge Primary support site **http://cambridgeprimary.cie.org.uk**, and familiarise yourself with the coverage and structure of the programme. We need to break the curriculum down and we can do this in three clear stages, but first it is worth getting all the primary teachers together to coordinate a consistent approach.

Look at the diagram below. Start by thinking about the issues in the **white box**; approach, terminology and formats.

A pathway to implementation
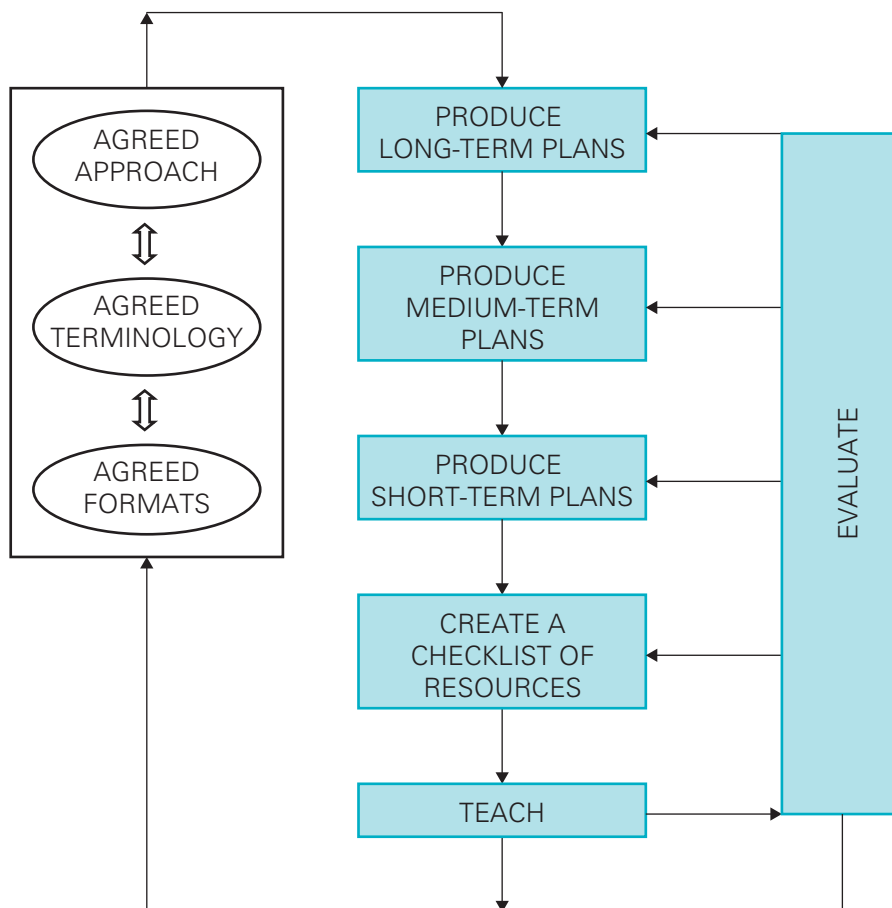
Approach: The general approach will largely be decided by colleagues in management. This, for example, may concern the whole curriculum and not just English. Some schools merge subjects across the curriculum. For the purpose of this guide we assume that English is going to be taught as a separate subject.

Terminology: Everyone involved needs to understand the terminology used so that, for example, 'long-term' plan means the same to all. This is true whatever the overall approach within a school.

Training activity: Agreeing terminology (Appendix A1)

In the appendices of this guide you will find an exercise that may be carried out by groups of teachers to reach an understanding of the planning terms:

Long-term [overview]

Medium-term [scheme of work]

Short-term [lesson plan]

It also includes other relevant terms. When the terminology has been agreed, planning can begin. A photocopiable sheet is included.

Formats: It is not vital to all use the same documentation for planning but it is very helpful for communication and common understanding. They may vary from subject to subject but it is particularly helpful if the formats used for planning are the same for each stage. Templates for all stages are provided at the back of the guide. Here it is suggested that formats for each stage of planning are used by all teachers who deliver English. These will be discussed in more detail later.

Evaluation: Perhaps the most important box is the 'Evaluate' box. It is always a good idea to check how well something works. The diagram shows that this can be for any stage. If there is a problem delivering a lesson, it is often assumed that there is something wrong with the lesson plan. This can be true but sometimes it may be because the medium- or long-term plan that is being used needs changing in some way. The **white box** issues may also need to be revisited.

2.3   Description of the planning phases

Long-term planning involves considering the curriculum for a particular stage and planning coverage of the curriculum throughout the year. This includes taking account of seasons, school events and possible visits to enhance the learning process.

It also requires pre-planning in terms of required resources, whether these are shared, limited or need buying in. The most important consideration when delivering a new unit is timing and how often skills need to be revisited throughout the year.

You will need to manage a balance in your coverage of each of the strands. Additionally, a balance between 'fiction', 'non-fiction' and 'poetry' is important: approximate recommendations of time allocations are 40% fiction, 40% non-fiction and 20% poetry.

Medium-term planning usually covers a term or unit of work. The schemes of work work on the premise of three units per term and assume that each year has three terms of 10 weeks. Term length varies around the world so we have chosen a relatively compact approach so that you should be able to add further time as necessary.

The units of work can be arranged in various ways to provide a varied and interesting approach to delivering and ensuring coverage of the English curriculum at each stage.

New teacher's tip: If you are new to teaching and unsure about the length of time it takes to deliver a particular topic, then we have provided a comprehensive plan for all stages from which you can make a start. This is not intended to be followed to the letter, it only provides an initial starting point. Do not expect your plan to be perfect first time, start with an estimate of how long you think a subject will take and adjust your long-, medium- and short-term plans as you go along so that as you are delivering it you are also fine tuning it. You are the best judge of the capabilities of your learners and how long it will take them to understand each topic given their existing knowledge.

At this point in the process, planning generally considers specific units and the **best order** in which they can be taught, building on previous learning and developing knowledge and understanding throughout the year. Depending on what you decide, this permits units to be taught in isolation, or in a cross-curricular way, particular to each school's policies. Alternatives will be provided for your consideration as a starting point. Over time, you will be able to adapt these plans according to resources and available teaching time, and in the light of your own particular teaching expertise and confidence.

Short-term planning is a lesson plan for a particular lesson, most commonly this evolves into a weekly plan. This is a *detailed, working document* and is led by the learning objectives for that session.

It provides:

*   essential information for all adults involved in the learning and considers the needs of all learners, including those with special educational needs (SEN) and/or the gifted and talented
*   continuity in the absence of regular teaching staff, e.g. in times of absence
*   an outline of resources, timings, working groups and assessment.

The real value of a short-term plan is that it influences the next steps in the light of the learner's response to the learning opportunities presented. Detailed examples and templates are provided in the appendices.

The following sections provide a step-by-step guide to the planning process including some advice about meeting the training needs of colleagues.

The steps of the planning process (1–8) outlined in the diagram overleaf are divided into three logical phases that form the sub-sections of this section of the guide:
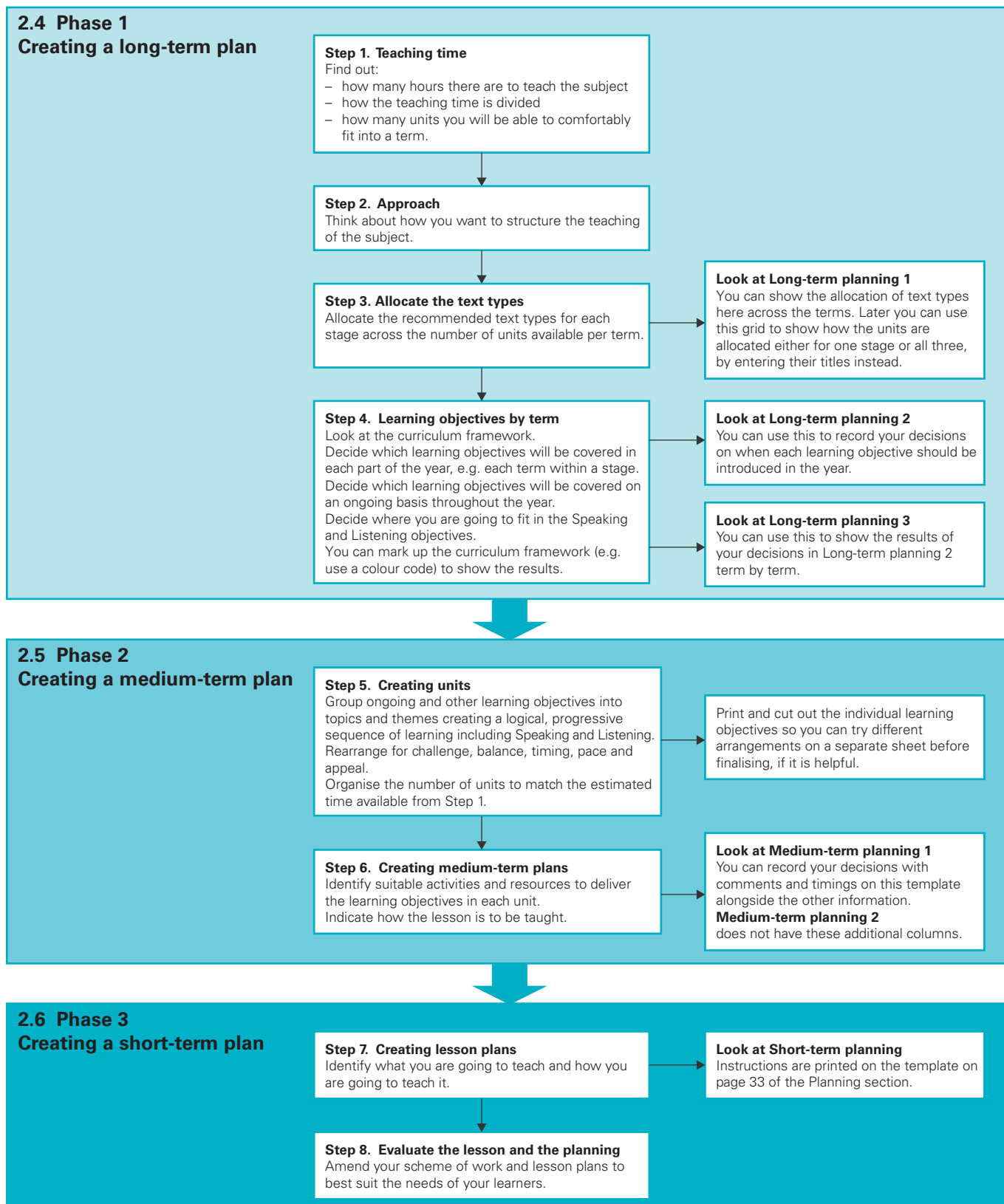
2.4 Phase 1 – Creating a long-term plan (steps 1–4)

2.5 Phase 2 – Creating a medium-term plan (steps 5–6)

2.6 Phase 3 – Creating a short-term plan (steps 7–8)

The eight steps of the process are dealt with in each related sub-section as shown above.

The planning process

2.4 Phase 1
Creating a long-term plan

Step 1. Teaching time
Find out:
– how many hours there are to teach the subject
– how the teaching time is divided
– how many units you will be able to comfortably fit into a term.

Step 2. Approach
Think about how you want to structure the teaching of the subject.

Step 3. Allocate the text types
Allocate the recommended text types for each stage across the number of units available per term.

Look at Long-term planning 1
You can show the allocation of text types here across the terms. Later you can use this grid to show how the units are allocated either for one stage or all three, by entering their titles instead.

Step 4. Learning objectives by term
Look at the curriculum framework.
Decide which learning objectives will be covered in each part of the year, e.g. each term within a stage.
Decide which learning objectives will be covered on an ongoing basis throughout the year.
Decide where you are going to fit in the Speaking and Listening objectives.
You can mark up the curriculum framework (e.g. use a colour code) to show the results.

Look at Long-term planning 2
You can use this to record your decisions on when each learning objective should be introduced in the year.

Look at Long-term planning 3
You can use this to show the results of your decisions in Long-term planning 2 term by term.

2.5 Phase 2
Creating a medium-term plan

Step 5. Creating units
Group ongoing and other learning objectives into topics and themes creating a logical, progressive sequence of learning including Speaking and Listening.
Rearrange for challenge, balance, timing, pace and appeal.
Organise the number of units to match the estimated time available from Step 1.

Print and cut out the individual learning objectives so you can try different arrangements on a separate sheet before finalising, if it is helpful.

Step 6. Creating medium-term plans
Identify suitable activities and resources to deliver the learning objectives in each unit.
Indicate how the lesson is to be taught.

Look at Medium-term planning 1
You can record your decisions with comments and timings on this template alongside the other information.
Medium-term planning 2
does not have these additional columns.

2.6 Phase 3
Creating a short-term plan

Step 7. Creating lesson plans
Identify what you are going to teach and how you are going to teach it.

Look at Short-term planning
Instructions are printed on the template on page 33 of the Planning section.

Step 8. Evaluate the lesson and the planning
Amend your scheme of work and lesson plans to best suit the needs of your learners.

2.4   Phase 1 – Creating a long-term plan

Step 1: Teaching time

First you will need to establish the number of terms available, the length of the terms and the approximate number of units you will be able to fit into each term. In this guide we will follow a structure of three units per term and three terms per stage.
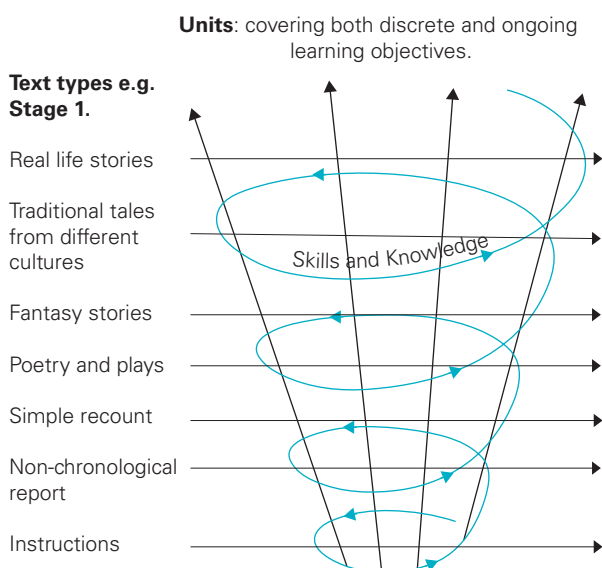
Step 2: Approach

Next, you will need to decide the overall approach you want to take to the teaching structure of the subject. Here are a few helpful prompts to get you thinking along the right lines.

- Do I have a preferred way of working?

- Do I prefer to teach a mixture of strands or concentrate on particular areas?

- What is the availability of English resources in my school (are they shared)?

- How can I ensure that I cover the whole curriculum for the stage during the year?

- How will I provide opportunities for Speaking and listening?

- How can I sensibly group learning objectives from the curriculum framework to incorporate them into meaningful units of study?

Different planning models may be useful in deciding the most effective way of meeting learners' needs. Models can be either linear (each topic delivered consecutively) or spiral (see below) or even a combination of both. In the case of English, the curriculum framework has been designed to be delivered holistically using the text types as the medium and using Speaking and listening activities to form a structure for the rest of the teaching. As this is the case, we advise the use of a spiral planning model which permits a more holistic approach to delivery.

The spiral planning model

Units: covering both discrete and ongoing learning objectives.

Text types e.g. Stage 1.

Real life stories

Traditional tales from different cultures

Skills and Knowledge

Fantasy stories

Poetry and plays

Simple recount

Non-chronological report

Instructions

The spiral model, provides a structure in which the teaching units, (covering both discrete and ongoing learning objectives), are represented by the vertical arrows,

The different text types are represented by the horizontal lines as learners cover the different genres through the course of the year, working up through the units and applying their skills and knowledge in different contexts.

The skills and knowledge taught in each unit are visited and then revisited in a continuous teaching and learning process, represented by the spiral. This creates a strong teaching and learning structure in which skills and knowledge reinforce each other with each iteration.

A decision about approaches to planning is essential so that the process is clear.

Step 3: Allocating the text types

Have a look at the curriculum framework. At each stage under the full strand heading 'Reading' you will find a box like the one below listing the recommended text types for that particular stage.

Reading

The following genres and text types are recommended at Stage 1:

Fiction and poetry: real life stories, traditional tales from different cultures, fantasy stories, poetry,

Non-fiction: non-chronological reports, simple recounts, instructions, dictionaries.

We are going to divide these text types or 'genres' roughly into nine areas that we can fit into the three-unit-per-term model. Below is a table illustrating how we can do this using our template (**Long-term planning – 1**) which is available in Appendix C at the back of this guide.

Term 1	Term 2	Term 3
Unit 1A: Stories with familiar settings	Unit 2A: Traditional stories	Unit 3A: Fantasy stories
Unit 1B: Signs, labels, instructions	Unit 2B: Non-chronological reports and dictionaries	Unit 3B: Information texts including recounts
Unit 1C: Simple rhymes	Unit 2C: Simple rhymes	Unit 3C: Poems and rhymes with similar themes

Notes:

- The current model of nine units per stage is recommended – three per term. Fewer would give too large a group of objectives to address in one unit. More would be too fragmented to give coherence to the overall scheme.
- Terminology can vary although consistency is recommended within a school.
- An audit of the learning objectives for the whole stage is recommended to ensure coverage
- Each objective may be revisited in different ways in different units to continue to develop new skills in different contexts.
- Some learning objectives will be ongoing throughout the stage – a grid to show this is recommended.
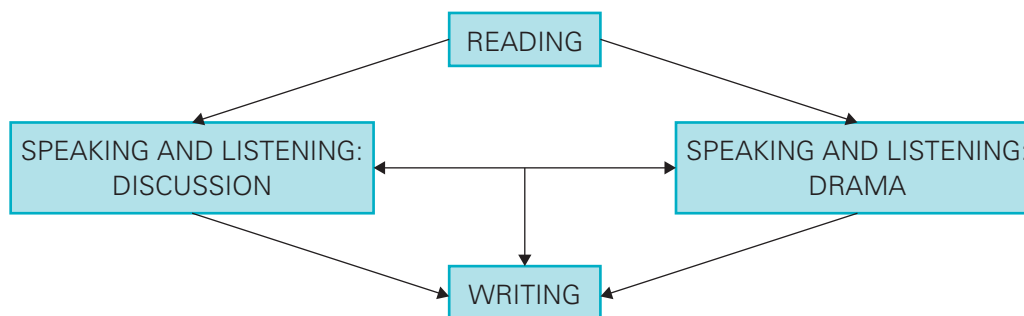- Detail of the ongoing objectives may be given in an outline plan.

Step 4: Ordering the learning objectives

Next you need to work through all the learning objectives in the order in which they appear in the curriculum framework writing alongside each one which term or terms (Term 1 (**T1**), Term 2 (**T2**) or Term 3 (**T3**)) you think each one should be delivered in. An objective may need to be revisited in subsequent terms so could appear in T1 and T3 for example. You will need to think about the order of learning difficulty in allocating the objectives. The template **Long-term planning – 2** has been produced to help you record term allocations, it has a column on the right hand side in which you can write the appropriate timing for delivery.

You will find that some learning objectives relate to skills that apply to many strands as well as across the three terms. We have called these '**Ongoing**' objectives in this guide. You will need to identify these in the curriculum framework and put an '**O**' beside them in your list. See the completed example of **Long-term planning – 2** included on pages 18–20.

Next you will need to consider the **Speaking and listening** objectives. As explained in the introduction to this guide, these are designed to be addressed alongside Reading and Writing which means that they can be fitted into units that are based around the different text types.

Integrating Speaking and listening

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                        ┌──────────────┐
                        │   READING    │
                        └──────────────┘
           ┌───────────────────┴───────────────────┐
           ▼                                         ▼
┌──────────────────────────┐          ┌──────────────────────────┐
│ SPEAKING AND LISTENING:  │◄────────►│ SPEAKING AND LISTENING:  │
│      DISCUSSION          │          │         DRAMA            │
└──────────────────────────┘          └──────────────────────────┘
           └───────────────────┐   ┌───────────────────┘
                               ▼   ▼
                        ┌──────────────┐
                        │   WRITING    │
                        └──────────────┘
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For example, a text may be read and discussed. This could then provide a theme for drama or a writing stimulus. A text may be read and used as a drama theme with a writing task as follow-up. The drama may provide a basis for discussion and then for writing. In this way multiple objectives can be covered at the same time. Whatever the links, Speaking and listening activities are an essential part of learning. (Examples of *how* the Speaking and listening objectives underpin Reading and Writing can be found on pages 8–9.)

Speaking and listening activities underpin good practice in providing the means by which active learning and assessment may take place. (This will be discussed further in Section 3: Teaching Approaches and in Section 4: Assessment).

Whilst it is important to be able to identify progression of objectives through the curriculum, it is also essential for teachers to bring the different strands together into a logical whole so that their teaching makes learning meaningful. This can be achieved through detailed planning and the continuous fine-tuning of plans as lessons are delivered.

Once you have allocated your learning objectives to a relevant term or terms, you might want to produce a document that separates these lists out into their individual terms. This way you can see when learning objectives are first introduced to learners. You can either include the relevant ongoing objectives within this list or make a separate list for them against each stage. You can use the template **Long-term planning – 3** for this. Alternatively you can also keep the list all together and simply colour-code the times of first delivery, all those first delivered in Term 1 for example, then Term 2, then Term 3. A completed example of this has been included on pages 21–23.

You are now ready to move on to creating your medium-term plans where you will need to organise your learning objectives for each term into groups based around topics and themes. We call these groups 'Units'.

A completed example of Long-term planning – 2

All of the learning objectives are listed with a reference to the terms in which they appear. The example below is from Stage 1. A blank version of the template is available in the appendices.

Framework codes	Learning objectives	Ongoing (O) Term (T1, T2, T3)
1Ro1	Hear, read and write initial letter sounds.	T1, T2, T3
1Ro2	Know the name of and most common sound associated with every letter in the English alphabet.	T1, T2, T3
1Ro3	Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. *'th'*, *'ch'*, *'sh'*.	T1, T2, T3
1Ro4	Use knowledge of sounds to read and write single syllable words with short vowels.	T1, T2, T3
1Ro5	Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. *b-l, n-d.*	T1, T2, T3
1Ro6	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.	O, T1, T2, T3
1Ro7	Demonstrate an understanding that one spoken word corresponds with one written word.	O, T1, T2, T3
1Ro8	Join in with reading familiar, simple stories and poems.	O, T1, T2, T3
1Ro9	Know that in English, print is read from left to right and top to bottom.	O
1Ro10	Read a range of common words on sight.	O, T1
1Ro11	Enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.	O, T1, T2, T3
1Ro12	Make links to own experiences.	O, T3
1Ro13	Retell stories, with some appropriate use of story language.	T1, T2, T3
1Ro14	Learn and recite simple poems.	T2, T3
1Ro15	Join in and extend rhymes and refrains, playing with language patterns.	T1, T2, T3
1Ro16	Read aloud independently from simple books.	O
1Ro17	Pause at full stops when reading.	O
1Ro18	Identify sentences in a text.	O
1Rx1	Read labels, lists and captions to find information.	T1, T2, T3

Framework codes	Learning objectives	Ongoing (O) Term (T1, T2, T3)
1Ri1	Anticipate what happens next in a story.	T1, T2, T3
1Ri2	Talk about events in a story and make simple inferences about characters and events to show understanding.	O, T1, T2, T3
1Rw1	Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.	T1, T3
1Rw2	Recognise story elements, e.g. beginning, middle and end.	T1, T2, T3
1Rv1	Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams.	T1, T2, T3
1Rv2	Know the parts of a book, e.g. title page, contents.	T1, T2
1Wo1	Develop a comfortable and efficient pencil grip.	O, T3
1Wo2	Form letters correctly.	O, T3
1Wo3	Know that a capital letter is used for *I*, for proper nouns and for the start of a sentence.	O
1Wo4	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences dictated by the teacher from memory.	T1, T2, T3
1Wo5	Read own writing aloud and talk about it.	T1, T2, T3
1Wo6	Develop strategies to build vocabulary.	O
1Wa1	Write simple storybooks with sentences to caption pictures.	T1, T2, T3
1Wa2	Use relevant vocabulary.	T3
1Wa3	Record answers to questions, e.g. as lists, charts.	T2, T3
1Wa4	Begin to use some formulaic language, e.g. *Once upon a time.*	T2, T3
1Wa5	Write for a purpose using some basic features of text type.	T3
1Wa6	Write simple information texts with labels, captions, lists, questions and instructions for a purpose.	T1, T2
1Wt1	Write a sequence of sentences retelling a familiar story or recounting an experience.	T1, T2, T3
1Wp1	Mark some sentence endings with a full stop.	T1
1Wp2	Compose and write a simple sentence with a capital letter and a full stop.	T1, T2, T3
1Wp3	Write sentence-like structures which may be joined by *and.*	T2

Framework codes	Learning objectives	Ongoing (O) Term (T1, T2, T3)
1Ws1	Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.	T3
1Ws2	Spell familiar common words accurately, drawing on sight vocabulary.	O
1Ws3	Use rhyme and relate this to spelling patterns.	T1, T2, T3
1Ws4	Recognise common word endings, e.g. -s, -ed and -ing.	T3
1SL1	Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.	T1, T2, T3
1SL2	Converse audibly with friends, teachers and other adults.	O
1SL3	Show some awareness of the listener through non-verbal communication.	O
1SL4	Answer questions and explain further when asked.	T1, T2, T3
1SL5	Speak confidently to a group to share an experience.	O, T1, T2, T3
1SL6	Take turns in speaking.	O, T1, T2, T3
1SL7	Listen to others and respond appropriately.	O
1SL8	Listen carefully to questions and instructions.	T1, T2, T3
1SL9	Engage in imaginative play, enacting simple characters or situations.	T1, T3
1SL10	Understand that people speak in different ways for different purposes and meanings.	T1, T3

A completed example of Long-term planning – 3

List of learning objectives that can be colour-coded with a highlighter to gain an overview of when they are **first** introduced:

e.g.

| **ongoing work** |
| Term 1 |
| Term 2 |
| Term 3 |

A blank template is available in the appendices. The example below is from Stage 1.

Framework codes	Learning objectives
1Ro1	Hear, read and write initial letter sounds.
1Ro2	Know the name of and most common sound associated with every letter in the English alphabet.
1Ro3	Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. *'th'*, *'ch'*, *'sh'*.
1Ro4	Use knowledge of sounds to read and write single syllable words with short vowels.
1Ro5	Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. *b-l, n-d*.
1Ro6	**Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.**
1Ro7	**Demonstrate an understanding that one spoken word corresponds with one written word.**
1Ro8	**Join in with reading familiar, simple stories and poems.**
1Ro9	**Know that in English, print is read from left to right and top to bottom.**
1Ro10	**Read a range of common words on sight.**
1Ro11	**Enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.**
1Ro12	**Make links to own experiences.**
1Ro13	Retell stories, with some appropriate use of story language.

Framework codes	Learning objectives
1Ro14	Learn and recite simple poems.
1Ro15	Join in and extend rhymes and refrains, playing with language patterns.
1Ro16	**Read aloud independently from simple books.**
1Ro17	**Pause at full stops when reading.**
1Ro18	**Identify sentences in a text.**
1Rx1	Read labels, lists and captions to find information.
1Ri1	Anticipate what happens next in a story.
1Ri2	**Talk about events in a story and make simple inferences about characters and events to show understanding.**
1Rw1	Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.
1Rw2	Recognise story elements, e.g. beginning, middle and end.
1Rv1	Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams.
1Rv2	Know the parts of a book, e.g. title page, contents.
1Wo1	**Develop a comfortable and efficient pencil grip.**
1Wo2	**Form letters correctly.**
1Wo3	**Know that a capital letter is used for *I*, for proper nouns and for the start of a sentence.**
1Wo4	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences dictated by the teacher from memory.
1Wo5	Read own writing aloud and talk about it.
1Wo6	**Develop strategies to build vocabulary.**
1Wa1	Write simple storybooks with sentences to caption pictures.
1Wa2	Use relevant vocabulary.
1Wa3	Record answers to questions, e.g. as lists, charts.
1Wa4	Begin to use some formulaic language, e.g. *Once upon a time.*
1Wa5	Write for a purpose using some basic features of text type.

Framework codes	Learning objectives
1Wa6	Write simple information texts with labels, captions, lists, questions and instructions for a purpose.
1Wt1	Write a sequence of sentences retelling a familiar story or recounting an experience.
1Wp1	Mark some sentence endings with a full stop.
1Wp2	Compose and write a simple sentence with a capital letter and a full stop.
1Wp3	Write sentence-like structures which may be joined by *and*.
1Ws1	Begin to learn common spellings of long vowel phonemes, e.g. *'ee'*, *'ai'*, *'oo'*.
1Ws2	**Spell familiar common words accurately, drawing on sight vocabulary.**
1Ws3	Use rhyme and relate this to spelling patterns.
1Ws4	Recognise common word endings, e.g. *-s*, *-ed* and *-ing*.
1SL1	Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.
1SL2	**Converse audibly with friends, teachers and other adults.**
1SL3	**Show some awareness of the listener through non-verbal communication.**
1SL4	Answer questions and explain further when asked.
1SL5	**Speak confidently to a group to share an experience.**
1SL6	**Take turns in speaking.**
1SL7	**Listen to others and respond appropriately.**
1SL8	Listen carefully to questions and instructions.
1SL9	Engage in imaginative play, enacting simple characters or situations.
1SL10	Understand that people speak in different ways for different purposes and meanings.

2.5   Phase 2 – Creating a medium-term plan

You should already have decided roughly how much time will be required on each unit as part of your long-term planning. For example it may be two weeks or it may be four depending on the length of time available in your terms.

Step 5: Creating units and Step 6: Medium-term plans

The starting point for creating a medium-term plan is the list of objectives that you have allocated to each term. You need to order these now into themes and topics so that you have:

- a logical and progressive teaching sequence that takes into account prior learning and the ascending level of demand belonging to each skill

- good timing so that the pace of learning is challenging and realistic for all learners

- identified activities to deliver the objectives and resources

- identified opportunities for ICT

- a variety of enjoyable and appealing learning opportunities for your learners.

A set of questions can help to organise ideas. The table below shows some possibilities. The information (possible answers) given in the right-hand column shows what decisions have been made for the suggested medium-term plan (scheme of work) provided on the Cambridge Primary support site.

Questions	Approach taken in this guide
What do learners already know?	A consideration of prior knowledge gained from previous stages and units
What skills do I need to teach?	Check objectives to determine and list the skills for the unit. (Include ongoing element of the stage/unit)
What knowledge do I need to teach?	As above but for knowledge
Is there a natural order of teaching for these objectives?	The above information can be ordered so that skills and knowledge build up logically
How long will my class need for learning to happen?	The time frame for the unit has already been decided. Consider the time required for teaching an objective/group of objectives. The length of lessons will help here
What resources in school are available? What purchases are required?	It is important that good quality resources are kept and used. They may need adapting. New resources may be identified and purchasing plans made. Remember ICT

To help you determine the order of learning by considering the level of difficulty of each required skill, the broad principles of Bloom's taxonomy may be helpful.

Look at the ascending hierarchy of skills indicated in the triangle and exemplified in the table. Think about the levels of skill required by the learner across and within your units. Are you asking learners to perform tasks that require a higher level of skill towards the end of the term, having built up their knowledge systematically in previous lessons? Are the skills and knowledge required by any given unit built up gradually to form a logical progression? The clearer the hierarchy of skills is in your planning and delivery, the more the learner becomes aware of the learning process as something they can command.

Blooms taxonomy

Combining parts to make a new whole — Create
Judging the value of information or ideas — Evaluate
Breaking down information into component parts — Analyze
Applying the facts, rules, concepts, and ideas — Apply
Understanding what the facts mean — Understand
Recognizing and recalling facts — Remember

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Possible questions that illustrate each level

Change an unhealthy fatty food to a 'healthy' low fat food by changing the ingredients. Explain the benefits of your choices vs. the originals.
Do you feel that a low fat yogurt is a healthy snack for children aged 8–11? Give reasons for your answer.
List three ways of serving low fat foods and explain which ones have the most health benefits. Provide evidence to support what you say.
Which kinds of fruit are best for baking a pie?
Compare the benefits of eating cheese vs. fruit.
What are the benefits of eating low fat foods?

Once you have the ordered groupings of objectives for a unit, you can then decide what activities and resources can be matched to them.

The diagram below shows how the objectives, activities and resources are linked. The direction of the arrows shows how the objectives determine both the activities **and** the resources and **not** the other way round. The link between activities and resources is clear.

An activity-led or resource-led approach can lack a proper structure that risks repetition in terms of coverage of objectives and/or omission of some objectives.
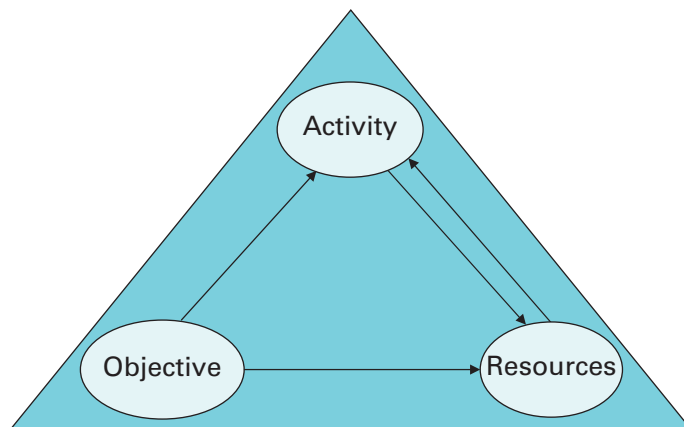
Decisions about units, activities and resources should be recorded as a medium-term plan. Two blank templates are available in the appendices for you to write your own medium-term plans.

Medium-term planning – 1 has additional columns for comments and time allocation.

Medium-term planning – 2 is without these columns.

A comprehensive set of medium-term plans (or scheme of work) is provided on the Cambridge Primary support site.

An example of a completed Medium-term planning – 2 is provided on the following pages. Please note the learning objectives column includes wording which summarises or represents the content of the group of objectives that are listed by curriculum framework codes.

A completed example of Medium-term planning – 2

Stage 1

Unit 1A: Stories with a familiar setting (Reading, retelling and writing a story in a familiar setting)

Note: The suggested time for this unit is four weeks. Learning objectives from the curriculum framework are summarised in this plan.

Framework codes	Learning objectives	Suggested activities	Resources
1Ro11	To know how to predict the contents of a book	Teach learners to use the title, front cover picture and blurb to make predictions as to what a book is likely to be about.	A range of large print story books with pictures featuring stories with familiar settings – they should all have minimal text and a strong storyline
1Ro7 1Ro8 1Ri1 1Ri2 1Rw2 1SL4 1SL5 1SL6 1SL8	To develop a sense of themselves as readers	Share large print story books with learners and enjoy the stories. Sometimes, pause before reading on to ask learners to predict what may be about to happen. Talk about: • who the characters are. Who was their character? Why? • where the book is set • the sequence of events in the story. Use the vocabulary: *beginning, middle, end* • what the author wants the reader to feel at the end of the book (happy, sad, etc.) • whether learners liked the book or not. Why / why not? What was their favourite bit?	As above
1Ro11	To increase familiarity with favourite books	Learners sit in pairs or groups and listen to audios of the story books. They follow the text in the books as they listen.	Audios of some of the books above

Framework codes	Learning objectives	Suggested activities	Resources
1Ro13 1Ri2 1Rw1 1SL1 1SL5 1SL6 1SL9 1SL10	To retell stories	When a story has been read several times, encourage learners to participate in retelling it. This can include: • straightforward retelling in groups or as a class • using puppets to retell the story • drawing a picture and using it to retell the story. As learners retell the story, encourage use of vocabulary and language from the book, especially dialogue words spoken by particular characters.	A range of picture books for reading aloud to learners Simple puppets (optional)
1Ro7 1Ro8 1Rv1 1Wo4 1Wa1 1Wt1 1Wp1 1Wp2	To write simple texts based on those that have been read together	Once learners have read, discussed and retold a story, they should attempt to write parts of it. Depending on the development of learners, this can vary between: • sequencing events using pictures from the story • writing captions for individual pictures • writing captions under a sequence of pictures to retell the story • drawing a picture of the story and writing a commentary. As learners write, encourage them to use: • known letters to represent sounds in words • high frequency words you have taught • full stops to mark the end of sentences. Always ask learners to read back what they have written soon after they have finished.	

Phonics, spelling and vocabulary for Unit 1A

Framework codes	Learning objectives	Suggested activities	Resources
1Ro1 1Ro2 1Ro3 1Ro4 1Ro5 1Ro6 1Wo4	To be able to hear, read and write all three sounds in single syllable words	Every lesson should include some phonics games and activities. For example: ask learners to say phonemes in ways that reflect a mood (e.g. bossy, scary); play rhyming bingo by taking an object/picture out of a bag and asking learners to call out if it rhymes with any of the three pictures they each have. Use regular opportunities to reinforce segmenting and blending. Say the word, the phonemes, and the word. Learners repeat the sequence. Repeat with another word and so on, e.g. (cat, c-a-t, cat; hat, h-a-t, hat; fat, f-a-t, fat). Use card/wooden cut-out letters so that learners have both an aural and a visual input for these sounds. This activity combines segmenting a word for spelling and blending the phonemes for reading. Include 'sh', 'th' and 'ch' in these activities. Although each sound is represented by two letters, they are still one phoneme so a word like shop is a single syllable word.	Resources for your chosen phonics games and activities Card/wooden cut-out letters
1Wo4 1Ws3	To develop awareness of analogy as a useful strategy for reading and writing	Use card/wooden cut-out letters to make simple, single syllable words. Ask learners to explore what happens when the first letter is replaced by another. Can they predict what will happen if the first letter is replaced with a different sound? Ask learners to make as many words as they can. Read all the words aloud. Talk about the fact that they rhyme and share spelling patterns. Repeat with different vowel-consonant (VC) combinations (rimes).	Card/wooden cut-out letters

The schemes of work available on the Cambridge Primary support site are made up of pre-populated templates like this one, but with resources for each unit listed above the tables of activities for ease of reference. There are nine units for each stage, and the suggested time for each unit is four weeks. In the schemes of work, plans for the ongoing learning objectives are recorded separately from the unit plans, but ongoing learning objectives should be embedded into your short-term plans for the units. You may want to embed the ongoing learning objectives into the unit plans to create your own medium-term plan.

2.6 Phase 3 – Creating a lesson plan (short-term plan)

Short-term plans are for teachers to use in the classroom when delivering their lessons.

A blank template that can be used for either a single or a weekly lesson plan is provided in Appendix C. Producing lesson plans for single lessons is particularly useful when first introducing the curriculum framework. However, when teachers have become confident in their teaching, have a sound knowledge of the subject matter and know the best way to deliver it in the classroom, daily plans can become weekly.

In order to introduce the template to teachers it might be helpful to run a training exercise like the one below to familiarise all staff with the format and help them understand its requirements. It would also serve to reinforce what teachers already know about planning lessons.

> **Training activity: Producing a lesson plan format (Appendix A2)**
>
> **Short-term planning (lesson plans)**
>
> This activity describes an exercise that may be carried out by groups of teachers to explore what a short-term plan (for a single lesson) should contain. They can then experiment with a format to include all that they decide would be useful. Photocopiable sheets are included.

Step 7: Creating your lesson plan

On page 32 you will find a short-term planning template with instructions for filling in each section of the plan. Spend a little time familiarising yourself with the different components.

The template is like a recipe. The quality of the ingredients will directly affect the quality of the overall outcome. In this case, good planning makes for successful teaching and an enjoyable learning experience.

Make sure that your lesson plans describe:

- what is to be taught
- how it is to be taught.

Sample short-term plans are available in the schemes of work.

An example of a completed short-term plan can be seen on page 33.

Step 8: Evaluating your planning

Remember that your plans are a working document. You will need to be responsive to your learners and adapt your teaching as required. Here are a few things to consider regarding the creation and maintenance of lesson planning:

- Teachers need to keep in touch with the learners' needs and ensure learning is of good quality and that knowledge and skills are retained.

- 'Over-planning' of a whole week's work can lead to inflexibility.

- Sometimes lessons need to speed up, on other occasions it may be necessary to revisit an aspect of learning.

- Teachers must be prepared to amend plans from lesson to lesson.

- If learners' work is poor or they have struggled during the lesson, it might be sensible to revisit the work and not rush on to the next objective.

- Plans should not just 'sit' in a neat folder. A good set of plans may have notes written all over them to show what went well and what might need adjustment for next time.

There is a need to try and keep 'on track' or keep up with planned work but teachers should not stick so firmly to their plans that they cannot follow an idea that is unplanned. Quite often, excellent lessons result when something happens to stop the planned lesson – a local or national event, an individual brings something into school – and the learners are interested. Teachers should feel that they can use these stimuli to develop talk, reading or writing. Learning takes place when learners are motivated and enthusiastic.

Whilst it is true that 'unplanned' activities should not lead the teaching, it may be possible for teachers to revisit both short- and medium-term plans to see if any objectives can be met. In this way, a certain amount of flexibility can be allowed. At the same time it should be remembered that the time allowed for a term's units is 10 weeks – therefore an unplanned activity could happen and the intended planning be followed as well.

Further advice on how to monitor the success of your teaching can be found in Section 3: Teaching approaches and Section 4: Assessment. The techniques discussed can help you work active learning and formative assessment in to your lessons which will improve the feedback on your teaching.

Short-term plan instructions

Week beginning: gives a date reference; daily plans should add the day				UNIT: The title of the unit of work		CLASS: The class to be taught	
Timing	Framework ref	Learning objectives	Success criteria	Activities (see notes below re: differentiation details, etc.)		Resources	Evidence of achievement
				Description	**W/G/I**		
Breaks the total lesson time down, showing how long is to be spent on each activity	This is the code taken from the medium term plan which is from the curriculum framework	These are selected for each lesson, there is often more than one	These are questions or statements that will be used to measure achievement (success) – See Section 4 on Assessment	Description of the activity	W = whole class; G = group; I = individual or independent work	Materials that will be needed for the activity	A code shows what kind of evidence the teacher will use to decide if the success criteria have been met and the objective has been achieved.(See Section 4: Assessment)

Organisation: details of differentiation / groups / adult role (linked to activities)

How the class will be organised; this may be just for certain activities; it should include details of differentiation / groups / adult role (linked to activities)

Notes / extension opportunities / homework

This where any comments should be made about how the lesson has been and whether the next session plans need to be amended. Before the lesson, as part of the planning, extension activities and homework can be listed here

Q&A: question/answer
D: discussion
O: observation
M: marked work

A completed example of a short-term plan for Stage 4, Unit 2B

Week beginning:				UNIT 2B: reading, analysing then planning and writing newspaper style reports			CLASS: Stage 4	
Timing	Framework ref	Learning objectives	Success criteria	Activities (see notes below re. differentiation details, etc.) W: whole class; G: group; I: individual		Resources	Evidence of achievement
				Description	W/G/I		
10 min	4Wp8	Learn the use of the apostrophe to show possession, e.g. girl's, girls'	Can I say where an apostrophe should be in a sentence? *Once rules are agreed, they can be the success criteria for a revision activity later.*	Display sentences and discuss use of apostrophe for possession.	W	Prepared sentences on flipchart or IWB.	
15 min				Learners work in pairs: a) To decide which sentences are correct b) To decide which statements are true	G	'Apostrophe' sheet	O/D
				Learners share ideas and decide upon rules.	W		
30 min	4Rv1	Identify different types of non-fiction text and their known key features	Can I find the different parts of a newspaper?	Give newspapers to pairs of learners. Ask them to find the different parts. Write labels on sticky notes next to the feature. Collect all of the ideas.	G/W	Newspapers + sticky notes Flipchart or board/chart for collating	O/D
	4Rv2	Read newspaper reports and consider how they engage the reader	Can I think what the different parts are for?	Discuss ideas including where found in the newspaper and why.	G/W	Paper for recording ideas. [Word banks of features for support.]	O/D
5 min				Set homework.			

Organisation: details of differentiation / groups / adult role (linked to activities)

Most of lesson will be closely led by teacher to keep on track. Learners who need support with writing can number sticky notes and write later when word banks of newspaper features can be made available.

Notes / extension opportunities / homework

Homework: look for newspapers at home; try to identify different parts; bring to school for next lesson.

Extension work: ask learners to investigate another newspaper to see if the parts (features) they have found are also in another newspaper – are they common to all newspapers? If not, which ones are?

Q&A: question/answer
D: discussion
O: observation
M: marked work

Section 3: Teaching approaches

This section considers some of the different ways that you may choose to deliver particular activities throughout the year.

There are as many ways to teach as there are teachers! We all have our own preferences and ways in which we feel most comfortable teaching. However, it is important to remember that learners have different learning styles and we need to appeal to all of them in our teaching.

> **Training activity: Preparing and delivering a lesson (Appendix A3)**
>
> In the appendices you will find a useful training exercise that helps to draw out just how many of these approaches teaching staff already practise and simply do not notice from familiarity.

3.1   Sharing the learning intention

Making learning objectives clear to learners is an essential part of giving them power over (and responsibility for) their own learning. Knowing how the objectives link together over time as an articulated whole in the medium- and long-term provides a kind of learning landscape, a route along which learners are travelling. The short-term plan will have selected objectives for the lesson. When delivering the lesson, the objectives need to be shared with the learners. It is at this stage that a further breakdown and rephrasing of the objective is needed to create a learning intention.

When learning intentions are shared learners become more involved, have a better understanding of what they have to do and can comment on their own learning.

*   Knowing what it is you are meant to be learning is vital for learners.
*   It takes very little time and is said at the same time as learners are told what to do and how to do it – usually at the end of the instructions.
*   This can be displayed and read together.
*   It needs to be made clear – conversion to 'child speak' may be necessary.

> **Training activity: Sharing learning intentions (Appendix A4)**
>
> In the appendices you will find a suggested training activity that has some details about how this might be done with different groups of learners.

The curriculum framework makes the objectives clear to teachers at each stage.

To make learning objectives clear to learners, the words need to be changed.

The table on the next page gives examples of verbs that could be used when rewording objectives. Please note that they are *only* examples with some alternatives listed too.

'knowledge' = to know ...	'concepts' = to understand ...
– **to spell** – **to recall** – **to recognise** – **to identify**	– **to explain** – **to realise**
'skills' = to be able to ...	'attitude' = to be aware of ...
– **to explore** – **to use** – **to talk about** – **to discuss** – **to know how to**	– **to identify** – **to know about**

Example of breaking down and rewording a Stage 1 learning objective

Learning objective: Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.

Words used: If you can't read a word, can you say the beginning sound? This will help you guess the word or find it in the picture.

Explaining the learning intention takes very little time. Finding the right words will improve with practice and need not be written in the lesson plan. A sheet of notes may be useful though. It is easier provided the learning intentions in the medium-term plan are clear. The words used will also relate closely to the success criteria. (See Section 4: Assessment)

Making the wording of the objectives accessible to learners will need to be done by individual teachers as they know their learners best.

Creating success criteria

The learners' understanding of the learning intention is developed much more fully if it is followed by an invitation to them to create **success criteria**. These success criteria provide a way for teachers and learners to know at what point a learning objective has been achieved.

There are many ways that this can be done.

- whole-class discussion
- group discussion followed by feedback to whole class
- group discussion where the task is differentiated and learners work with an adult on their own task
- using talk partners.

One of the best ways to generate the success criteria with learners is to use samples of work from, for example, the previous year:

- Select two pieces of work – one that has most, if not all of the requirements, and one that does not quite include all of them
- Ask learners to discuss with, for example, their talk partners what they like about the work and what could be improved
- Feedback comments can be collected and the learners can decide which are the most important things to think about when doing the task. In this way 'success criteria' are produced.

The learning intention and the success criteria should be displayed throughout the lesson. The success criteria may be in the form of 'steps' so that learners can check their 'success' by following the pathway created by the 'steps'.

Learners work independently on the lesson task. Before finishing they can be asked to say how far they have met the success criteria and record this on their work. This could also be a shared activity with their talk partner (if learners have been arranged in pairs).

Example activity to create success criteria

The following is a list of success criteria for writing instructions produced by Stage 4 learners.

Instructional writing

Remember:

- title
- what you need
- how to make
- numbers / bullet points
- verbs
- time connectives
- diagrams if needed

This list was generated by asking the learners to compare two pieces of work from the previous year. The list was discussed, agreed and displayed as separate stages. The learners began their independent work. At the end, they were able to clearly identify how many of the criteria had been met.

Once learners are used to the routine of producing success criteria, it can happen often – not necessarily for all tasks. You may be concerned that there will not be enough time in lessons to do this. However, you will quickly discover that time is no longer wasted on repeating the task instructions because the learners now all understand what they have to do and are keen to get on and complete the task.

Giving success criteria a central role in lessons and allowing learners to produce them:

- helps learners to gain a deeper understanding of what to do
- gives learners ownership of the criteria so that they can create a successful 'product'
- gives learners a basis for self-evaluation and peer evaluation
- enables learners to become active learners.

See Section 4: Assessment for how the creation of success criteria fits into formative assessment techniques.

> **Training activity: Creating success criteria with learners (Appendix A5)**
> In the appendices you will find a training activity on how to create success criteria with your learners. Teachers will find their own ways of doing this as their expertise develops.

Talk partners

Using talk partners can create a very positive atmosphere in the classroom as learners find themselves working with different people – people who they do not know that well. Teachers can decide how to organise talk partners in either a structured or a random way. Partners can be changed around at certain intervals to vary the experience.

Talk partners:

- are all-inclusive
- result in increased tolerance and respect
- are excited by new partners
- result in improved behaviour
- have benefits for learners with special educational needs
- result in increased self-esteem.

3.2   Active learning

The following description of an activity, (which is not a full lesson plan), illustrates how learners can be actively involved in their learning. This activity will begin to show how a different approach to presenting a topic can impact upon learning.

Learning activity

Stage 4: Reading This activity assumes that learners have read a wide selection of poems.

Learning objective: (4Rw10) Compare and contrast poems and investigate poetic features

Activity: Identifying poetic features

The activity is designed to link assessment and learning.

Learners are asked to work together to sort a set of cards into three piles:

AGREE / DISAGREE / IT DEPENDS ON (we need to find out more)

The cards might look like this:

rhyme	have an ending
follow rules	involve feelings
have punctuation	tell a story
are written in lines	have verses
contain verbs	are written in sentences

The cards are designed to challenge the learners' ideas. The discussion may lead to some disagreement. Learners will have to justify their ideas and this might challenge their thinking.

Cards can be created by teachers to explore learners' ideas in relation to other topics – e.g. punctuation, sentence structure. They are also appropriate for issues found in stories like characterisation and figurative language. The cards should include some 'incorrect' ideas or ideas that often cause confusion. Using blank cards can be a good idea so that learners can add their own ideas – more able learners may do a slightly different task where they are given blank cards and asked to do the same task by filling in the cards themselves. Less able learners may be given fewer cards.

Follow up:

Groups can be asked to present their ideas. Areas of disagreement can become a focus for further learning.

Learners can be given a range of poetry books and asked to check their ideas. They may find that they can produce a list of features for particular types of poems from their cards.

This type of activity shows the strengths and weaknesses of learners by engaging them in a positive way. Asking learners to write a list of features common to all poems would not result in such good quality learning. This type of formative assessment can inform whether the objective has been met or whether further work is required – this may affect the next lesson or form part of a plan for a later follow-up lesson.

Active learning recognises that the focus in teaching is getting learners to 'do' rather than 'listen'. This emphasises the practical nature of teaching at the primary phase. Learning by doing attaches real meaning to whatever related knowledge is being taught. Being told how to swim is after all not the same as being able to do it and as thought is an action too, we need to put it into a context, connect it to our emotions as we discover its applications. Understanding requires belief and these three simple points are a neat reminder of how that deeper learning is accessed through activity.

- I listen   – I forget

- I see   – I believe

- I do   – I understand

It is clear that a range of different teaching strategies will be needed to provide the correct environment in which learners can develop their skills, knowledge and understanding. Included in these are methods that encourage active learning, thinking skills and independent work. The role of the teacher in planning, providing and adapting learning experiences to cover a range of learning abilities (differentiation) is central to promoting skills and knowledge development. Good differentiation is the key (see Section 3.4).

3.3   Suggested activities and strategies for developing thinking skills

Classification and sequencing

Sorting short pieces of text, photographs, and diagrams into groups with similar characteristics, justifying groupings and explaining them.

Selecting the odd one out in a group of spellings with similar patterns, and justifying the choice made.

Purposeful talk

This can be achieved through the use of talk partners or by arranging structured small group tasks with supportive peers.

In working on a common task learners will interpret given information, ask questions for clarification, speculate and give reasons. Through sharing their knowledge, ideas and perspectives learners arrive at a fuller understanding than they might have done working alone.

Roles can be designated – manager, scribe, time keeper – and the skills of collaboration and discussion helped through the use of question stem cards, for example, '*I agree with you, but … can you tell me more about?' 'Why have you said that?'* A well-briefed chairperson can ensure that all learners contribute equally. The assistance of a wide range of peers helps the development of the thought of the individual.

Drama techniques

Thought tracking is when learners act as a character in a play, pause and step out of role and say how they are feeling. It is an effective way to explore sub-text and implicit meaning. Learners can be asked to thought track a character's innermost feelings in a poem or a novel.

Hot seating is when a learner takes on the role of a character and is asked questions about their background, behaviour and motivation. Characters may be hot-seated individually, in pairs or small groups. The technique is useful for developing questioning skills with the rest of the group. The traditional approach is for the learner playing the character to sit on a chair in front of the group (arranged in a semi-circle), although characters may be hot-seated in pairs or groups. It is helpful if the teacher takes on the role of facilitator to guide the questioning in constructive directions.

Conscience alley. This is a useful technique for exploring any kind of dilemma faced by a character. The class forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the protagonist reaches the end of the alley, they make their decision.

Still images and freeze frame are both a form of tableau. With freeze frame, the action in a play or scene is frozen, as in a photograph or video frame. Still images, on the other hand, require individuals or groups to invent body shapes or postures, rather than freeze existing action. Groups can be asked to tell a story through a series of prepared, still images, 'flashbacks' and 'flashforwards'.

'Flashforwards' are points in time before a still image and 'flashbacks' are points in time after a still image. Learners could be asked to move silently in slow motion to where their character was a few moments before. When they are frozen still in the new image, they can then move 'flashforwards' – that is, in slow motion to indicate where their characters might be a short time after this moment.

Questioning

Questioning is fundamental to good teaching and learning. Teachers ask questions for a number of reasons, the most common of which are to:

- engage and challenge learners

- check on prior knowledge and understanding

- stimulate recall

- mobilise existing knowledge

- focus learners' thinking on key concepts and issues

- help learners extend their thinking from the concrete and factual to the analytical and evaluative

- promote reasoning, problem solving, evaluation.

Closed questions are useful to check understanding of explanations and straightforward recall. For example, *'What do we call this type of text?'* However, if you want learners to develop higher order thinking skills, more open questions will need to be asked. For example, *'Why was that text extract most useful in helping you with your suspense writing?'* Many teachers overuse closed questions, and devote their questioning to a small group of learners – usually those with their hands up, or who are very likely to give the right answer! Some learners are very reluctant to answer questions.

Some methods for extending questioning techniques are as follows:

- Target particular learners each lesson or throughout a week at specific points.

- Operate a 'no hands' rule. This allows teachers to direct questions where they want, and to pitch a question at the appropriate level to extend a learner.

- Display key questions at the start of a lesson.

- Pitch questions appropriately so that every learner is able to respond and encourage learners to explain their reasoning.

- Base higher level questioning on Bloom's taxonomy.

- Display question stems, and encourage learners to use these when asking questions, e.g. *What if? Why? How? Where?*

- Build in a wait time.

- Reinforce suggestions from learners, *'I really liked what x said because …'*

- Invite learners to elaborate, e.g. *'Would you say a little more about that … I'm not sure what you mean'.*

- Encourage learners to take risks and put forward a wrong answer. Learners could write an answer on small whiteboards, and everyone holds them up.

- Encourage learners to ask questions to clarify understanding.

- A 'question time' slot built into lessons.

- Pair learners A and B, and switch between the two in the course of a lesson when asking questions, e.g. *'This question is directed at the As …'*

- Allow learners to 'pass' a question and recommend a friend.

- Allow learners to discuss answers with another learner first.

3.4 Differentiation

Differentiation is when a teacher reflects on learners' needs and matches the teaching methods, learning tasks, resources or environment to individual learners or groups of learners. There is a variety of reasons for the range in learners' needs, but the key principle is that through differentiation all learners can become successful learners.

The main reasons for the need for differentiation in the primary classroom are:

- **the learners' level of ability,** this is both for supporting as well as challenging learners

- **personal styles of learning** or pace of work.

How to differentiate

There are many ways in which teachers can create or adapt teaching methods or materials to give every child the opportunity for challenge and success. Some ways of differentiating are:

- **By using ability groups.** This is where learners are placed in high, average or low ability groups for some subjects. It can be an effective way to help the teacher match the work to the different levels, but it sometimes causes the less able learners to develop a poor self-image, especially if groupings are rarely reviewed

- **By using mixed-ability groups.** An alternative to this method might be to group learners according to gender, age, friendship, or other criteria. This prevents stigmatisation and research has shown that less able learners work better in mixed-ability groups. However, more able learners may not reach their potential and will not necessarily be as challenged as they are in same ability groups

- **By varying the task.** This is when learners cover the same work or meet the same objectives but in different ways. For example, when learners are working on 'clauses', some might use sets of 'clause cards' to create sentences to identify different kinds of clauses whilst others might be able to work directly from a book activity or worksheet. The most able might work on manipulating clauses to create different effects

- **By varying the outcome.** This is when learners are expected to reach different standards by learning through adapted learning styles or resources. For example, if the class task is to write a short story about an animal, some learners with developing writing skills might draw pictures with captions; others, whose writing skills are good, might write a longer story or include dialogue

- **By varying learner support.** This is when learners receive additional adult help from the teacher, a classroom assistant or even a more able learner. For example, when a class is undertaking a group reading activity, the teacher might work with a group of learners who need more support and lead the discussion but allow the other learners to work in unsupported groups with a summary sheet of questions / challenges to focus their discussion

The following page illustrates how a lesson plan can include differentiated tasks. A commentary follows.

Example of incorporating differentiation into a short-term plan

Week beginning:		Learning objectives	Success criteria	Activities (see notes below re. differentiation details.) W: whole class; G: group; I: individual		Resources	Evidence of achievement
Timing	Framework ref			Description	W/G/I	CLASS: Stage 5 / UNIT 1A: reading and analysing stories by significant children's writers then planning and writing stories	
30 min	5Rv7	Consider how a writer expresses their own point of view, e.g. how characters are presented.	Can I describe the perspective of a character? Can I identify differences in different characters' points of view?	Read Chapter 1 of 'Stig of the Dump'; Discuss Chapter 1 in summary; Question: How would I feel if I were Barney? OR How would I feel if I were Stig?* Discuss: responses	W / I / W	Copies of book: 'Stig of the Dump' by Clive King; PowerPoint summary of Chapter 1	D Q&A / D
25 min	5Wp2	Explore ways of combining simple sentences and re-ordering clauses to make compound and complex sentences.	Can I rewrite simple sentences using connectives to create compound sentences? (groups 1 & 2); Can I rewrite simple sentences using connectives to create complex sentences? (group 3)	Discuss: sentences on worksheet, identify clauses and suggest ways of rewriting by combining simple sentences; Write: Rewrite simple sentences as compound (group 1 and 2) or complex sentences (group 3).**	W / I	Worksheet: 'Sentences' (simple sentences); Worksheets: 'Sentences 1 and 2'; (as above but sheet 2 has more challenging sentences)	M / M
5 min	5Wa8	Write from another viewpoint.	Can I write from a character's viewpoint?	Set homework.	W	'Postcard' sheet like a template	

Organisation: details of differentiation / groups / adult role (linked to activities)

* Class in two groups: half answer one question half the other.
** Group 1: Worksheet 'Sentences 1' – simple sentences + given connectives;
Group 2: Worksheet 'Sentences 1' – no given connectives
Group 3: Worksheet 'Sentences 2' – complex sentences

Teacher: work with Group 3
Helper: support Group 1

Notes / extension opportunities / homework

Extension for Group 3: Find different ways of ordering clauses without affecting meaning;
Homework: Imagine you are Barney. Write a postcard to a friend describing what happened to you today.
Next time: Planning – ways of planning to create a new scene based upon the story

Q&A: question/answer
D: discussion
O: observation
M: marked work

Commentary on example lesson plan:

This lesson introduces the text 'Stig of the Dump' by Clive King. The intention is to continue working with this text in subsequent lessons. After a discussion of the story, all learners will have an understanding of the events as the plot, at first reading, is easy to follow – the role of the illustrations is important here. (See sub-section 1.3 which describes how Speaking and listening activities can enable all children to access a text.)

Groups 1, 2 and 3 are ability groups with 3 being the most able.

The tasks are differentiated – they both focus upon sentences.

The roles of adults are indicated – on this occasion, the teacher is working with more able learners. The helper (classroom assistant) will have been briefed and have planning to hand so that the objective is clear – he/she will report back to the teacher at the end. Ideally this should be verbal but if time is a constraint, written notes on the plan will be sufficient. These notes will describe what has been done and give a clear idea of how each learner has achieved the objective.

There is a further challenge for group 3 – at this point the teacher could leave them to work independently and monitor work in the other groups.

The homework task is not differentiated. The outcome will be a useful way for the teacher to judge each learner's work.

The task for the next lesson is written in bold at the bottom right of the plan:

'Next time: – ways of planning to create a new scene based upon the story'

This will be a whole class stimulus followed by partner/group work. Support will be determined in the light of 'today's lesson' and added in as a written note as required. Opportunities for active assessment can also be highlighted together with details of groupings.

In summary, there are several ways in which the needs of learners can be met. Planning needs to include opportunities for:

- differentiated group work
- differentiated open-ended tasks
- differentiated questioning, which is particularly important when using 'closed' questions (see Section 4: Assessment)
- open questions, which allow all learners to take part, encouraging learners to discuss their answers either in pairs or small groups before giving a response
- targeted questions, which is when pairs or small groups are asked specific questions related to the main learning outcome.

It is important that all learners have the opportunity to take part in a discussion, and can respond orally or through specially adapted or specialised resources or with the support of an adult.

Some learners may need extension activities. These can be based on the same learning objective as the rest of the class and need to be very high but with realistic expectations.

Challenge learners to take responsibility and be independent and active and to question and evaluate their learning. At the end of the lesson they can be asked to share experiences and ideas, so that all of the class can see and hear higher level work. In some cases these able learners may be able to use their experiences with active learning to set their own success criteria.

Written work or homework can be adapted to suit particular needs if a learner needs more help with understanding the written word. Enlarged print, illustrations which provide clues to the meaning of the words or an audio recording can be used. Simplifying the vocabulary or breaking the task down into simpler steps, with more guidance can also help. Appropriate resources, which are manageable, should be provided. Learners who need extra support can be encouraged to choose their own support materials.

Differentiation does not set out to enable all learners to achieve the same standard. It aims to promote learning so that all reach their potential – the best that they as individuals are able to achieve. Your skills as a teacher will be to encourage learners on their journey to reach their own personal goals through carefully planned provision of exciting and stimulating learning experiences.

Section 4: Assessment

4.1   What is assessment?

As with planning, it is useful to think of assessment as three connected levels: short-term assessments which are an informal part of every lesson; medium-term assessments which are used to review and record the progress learners are making over time in relation to the key outcomes; and long-term assessments which are used at the end of the school year in order to track progress and attainment against school and external targets.

Types of assessment

Formative: to establish whether learners have met the learning outcome or are on track to do so.

Summative: to 'sum up' what learners have achieved.

Functions

Formative diagnosis: to identify why learners do not understand or have difficulty with some topic or idea and to use this information to take appropriate action to correct mistakes or misconceptions
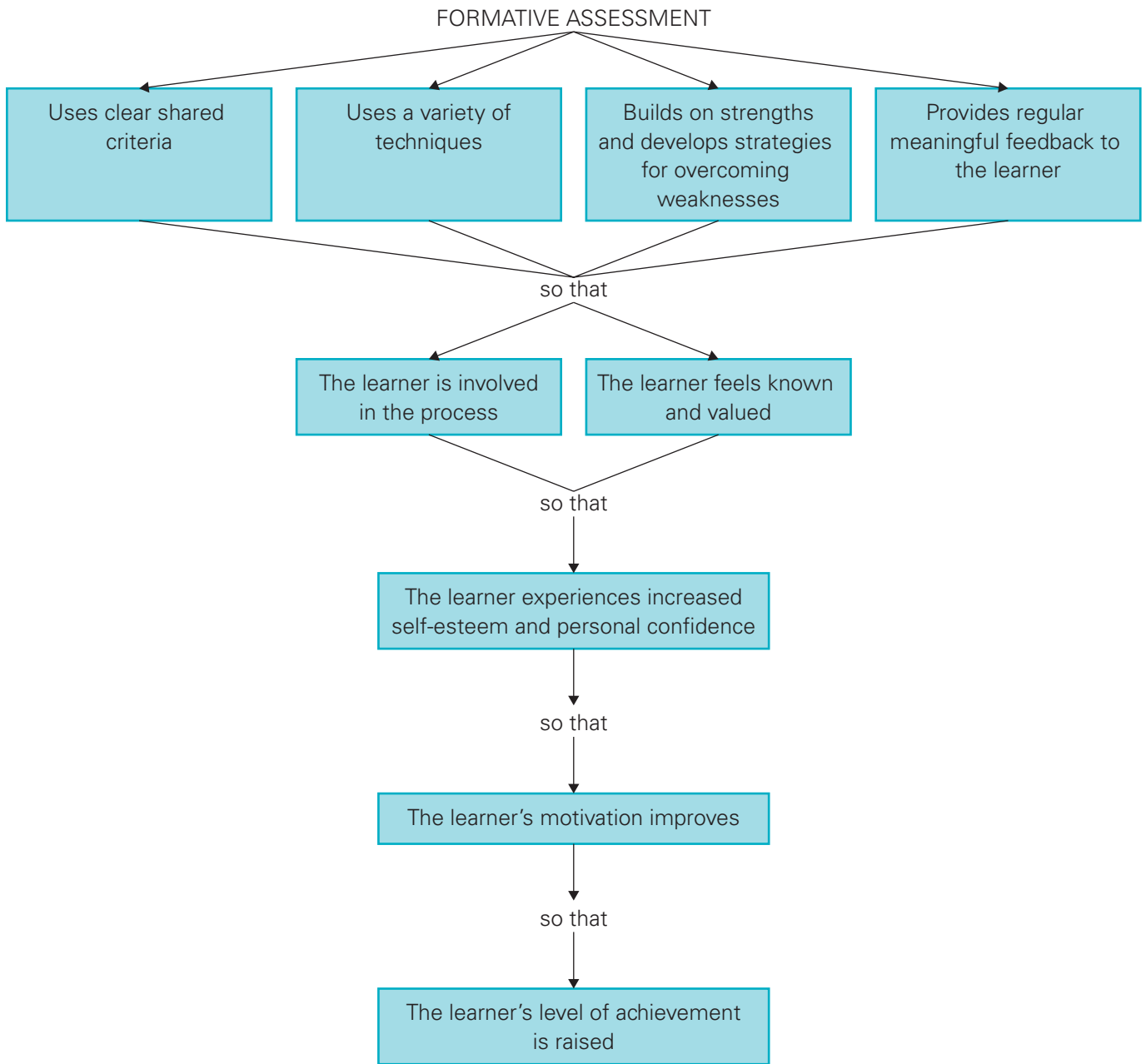
Formative evaluation: to determine whether the action following the diagnosis has resolved the learner's difficulties

Summative evaluation: to establish what general level of ability the learner has attained in terms of understanding, selecting and applying the knowledge and skills they have been taught. This kind of assessment is used as a means of reporting to other establishments and to parents on the actual attainments of learners

Formative assessment is the process by which we analyse and review what a learner has learned and how they have learned it. For most teachers this process is inseparable from the actual teaching process in which everyday observations in the classroom can help build up a fully rounded picture of an individual's progress over time. Effective formative assessment involves evaluating learners' progress and making decisions about the next steps that will be required to address their development needs.

4.2 Using formative assessment to raise achievement

A summary of what has been said so far about formative assessment.

FORMATIVE ASSESSMENT

| Uses clear shared criteria | Uses a variety of techniques | Builds on strengths and develops strategies for overcoming weaknesses | Provides regular meaningful feedback to the learner |

so that

| The learner is involved in the process | The learner feels known and valued |

so that

The learner experiences increased self-esteem and personal confidence

so that

The learner's motivation improves

so that

The learner's level of achievement is raised

Assessment makes a difference to learning. Furthermore, it can make a positive difference when learners are *actively* involved with their learning.

The influence of assessment

In English, thinking, learning and assessment can be linked together in a creative and integrated (combined) way. The diagram below attempts to show this relationship.
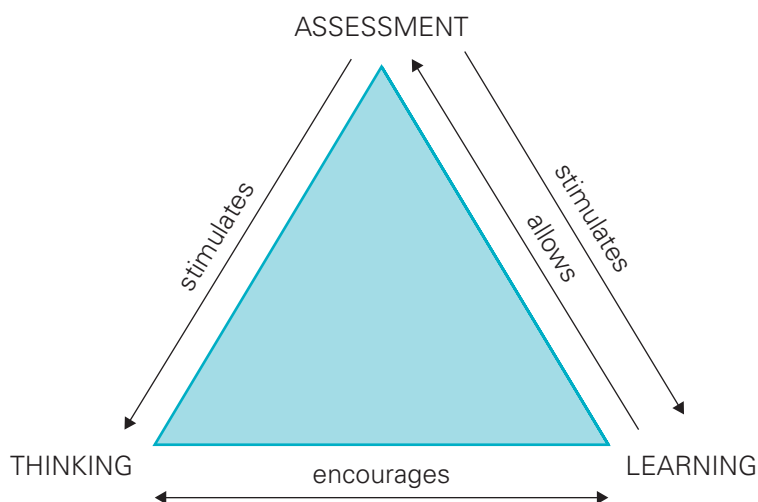
Thinking encourages learning which allows assessment to take place. In turn, assessment stimulates both thinking and learning.

Think back to the earlier sections of this guide and consider how some of the things we have talked about, such as involving learners in their own learning, sharing learning outcomes and creating success criteria, making use of learner-centred learning etc. can be combined with the general and informal kinds of assessment you use in the classroom.

One of the purposes of assessment is to provide information for a variety of audiences.

Below is a summary of when and how assessment can take place.

- During a lesson: direct questioning
                     interaction/discussion
                     observation
- End of a lesson: quick revision test (yes/no, etc.)
- After lesson: marking work
                     homework task
- End of unit: test or focused task (homework)
- End of year: progress tests / achievement tests

Formative assessment is therefore an integral part of teaching and learning and should not be 'bolted on' to activities. It helps to give the curriculum meaning for each learner. Furthermore, it enables each learner's learning to progress at the optimum rate.

Assessment results, whether in the short-, medium- or long-term view, should give direct information about learners' achievements in relation to objectives. Whether you are considering the steps required to reach a single objective or achievement of objectives over time, they should be **criterion referenced**. (An agreed measurement or standard that needs to be reached – such as the 'success criteria' discussed earlier.)

Such criteria should be clear and well established. The ways in which criteria are set up and used should reflect traceable routes of educational development which offer continuity to a learner's assessment at different ages: assessments should relate to **progression**. At the informal level, for example, you might want to measure how well individuals have grasped the content of a unit or lesson.

At a larger scale, say end of year tests, assessment results should be capable of comparison between classes and schools so that colleagues may share a common language and agree standards: assessments should be **moderated**.

Perhaps most importantly, learners should have a role in their own assessment. They should know exactly what is expected of them and also be able to offer a personal view of their performance – this involvement of learners is described fully in sub-section 3.2.

Learners need to know:

- where they are in their learning
- where they are going
- how to get there.

Core principles of formative assessment:

- Share learning goals and success criteria, both long term and short term.
- Activities must match the learning intentions.
- Develop success criteria with learners.
- Make the focus of the success criteria how they will achieve the learning intention.
- Effective questioning needs to fit the purpose, giving learners thinking time.
- Learners should be actively involved in self-evaluation.

Assessment for learning

'Assessment for learning' brings all of the ideas above together as a conceptual approach:

- The provision of effective feedback to learners.
- The active involvement of learners in their own learning.
- Adjustment of teaching to take account of the results of assessment.
- Recognition of the profound influence assessment has on the motivation and self-esteem of learners, both of which are critical influences on learning.
- The need for learners to be able to assess themselves and understand how to improve.

4.3   Developing assessment in the classroom

So how might we go about developing strategies for assessment in the classroom? The diagram below shows the essential properties of a functioning classroom assessment.
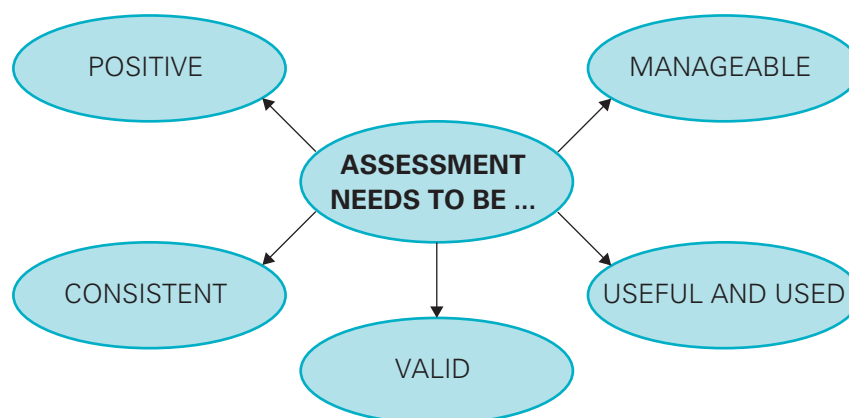
To support development of assessment in the classroom, teachers need to build their own skills and knowledge so that it becomes an integral part of classroom practice. The following training activity enables you to identify the extent to which formative assessment is already being practised in your school.

Training activity: Taking stock of formative assessment skills (Appendix A6)

- Take stock of what formative assessment skills already exist amongst staff – this gives everyone a chance to consider the elements of formative assessment. It is a valuable audit tool.

- You can then complete a summary sheet to show which areas you feel you need to support. (At the same time, the audit also provides an opportunity for you to celebrate the skills that staff have developed already.)

- Finally, school managers can use the resulting information from the audit of skills to plan training needs for the whole school. Some of these may be met by expertise already in school (shown on the individual summary sheets) or by the provision of an external trainer.

4.4   Assessment techniques

There are many ways to approach formative assessment. You can identify the most appropriate ways at the planning stage and indicate them on your plans.

The amount of assessment that can realistically be carried out will be partially dependent upon the **assessment techniques** chosen and the suitability of the task for assessment. You will need to know that key aspects of the learning have been grasped in order to move on to the next lesson or unit and you will have to decide on the best techniques for assessing these. Here are some pointers.

Assessment techniques generally fall into two broad categories:

Product   The learner must work alone for *effective* assessment to be made and the assessment is made after the task has been completed.

Process   The learner works alone but the **process** of learning is assessed and therefore the assessments must be done at the time that learning is taking place.

or   The learner works in a collaborative group. Issues arise concerning how to identify the contribution of one learner, especially when the exercise depends on a co-operative effort by all.

We shall look at assessing the *process* first.

1 Question and answer

Open and closed questions

(a) OPEN   – e.g. discussion where the learner is encourage to talk freely:

'Tell me about …'

'How do you feel about …'

(b) CLOSED – e.g. questions requiring short specific answers.

In considering questions, the following points must be addressed:

- Is the wording clear?

- Do they get the desired information?

- Do they flow from easy to difficult?

- How are the responses used?

> **Training activity: Using questions effectively (Appendix A7)**
>
> This exercise may be carried out by groups of teachers to explore the different kinds of questions that teachers might ask. It also helps teachers decide about the kinds of questions they may wish to ask in the classroom. The activity aims to promote discussion between colleagues to improve their expertise.

2 Observation

Think about what we have said concerning active learning and how it gives meaning to knowledge by placing it in the context of a rounded experience. Think also about how this experience and knowledge can be linked to a wider continuum of knowledge by allowing learners to understand where they are on their learning journey.

Learners have different learning styles and active/experiential learning gives you, as the teacher, the opportunity to approach a topic in many different ways at once. It also gives you the opportunity to observe how individual learners learn, which topics they learn best and in what particular way they learn best. This can inform your planning in terms of their development and also in terms of improving your own delivery over time.

Think what makes an impact on a young learner's mind:

<p align="center">* seeing? * thinking? * hearing? * feeling? *</p>

These might translate approximately into:

- practical activity

- investigation

- problem solving

- game

- drama / role play.

You will need to consider *how* any observation is to take place such as:

The physical location of the teacher

- The teacher sitting with a group of learners where any participatory role is 'outside' the assessment to be made.

- The teacher sitting with a group of learners where the role is passive and understood by the learners – should any intervention be necessary to extend explanations etc., then it must take place because assessment is not about creating a threatening situation that may prove intimidating for a young mind. It is about being a part of a positive learning experience. (The assessment may continue even if adjustments have to be made to the main objective and anticipated outcomes.)

- The teacher sitting away from the learners but in a situation that can fulfil the requirements of the assessment.

The learners being assessed

- Learners must be involved, as with all assessments, with the relevant criteria at the outset of the activity.

- Issues concerning collaboration must be addressed positively. As a means of promoting learning, learners need to interact and this should not be dismissed in terms of making valid assessments. Attention may be focused so that these issues are not perceived as a problem but as a positive contribution to the learning process. In this respect, the professional judgement of the teacher plays a crucial role in determining what each learner has achieved.

Techniques 1 and 2 (open and closed questions, and observation) are of the PROCESS type where concentration on a single learner or small group is required for a short time. The number of assessment decisions is restricted to one or a small number of objectives.

Technique 3 below is of the PRODUCT type. Much of it can take place outside the classroom. This allows recording of decisions away from the restrictions of the classroom. A larger number of objectives may be tackled. At the same time it must be emphasised that marking work **with** the learner can be an example of excellent practice.

3 Giving feedback

Feedback may be oral or written. All feedback should be positive and meaningful to learners. Teachers are constantly giving learners feedback. A response to their contributions in questioning sessions or discussions may be oral but it can also be non-verbal – a smile or a gesture. There are countless examples of when we do this – a smile at the beginning of a lesson, a nod of the head. Below are listed a number of different techniques for giving feedback.

a Oral feedback

Oral feedback is potentially the most effective form of feedback. Getting learners to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for learners. The language of the classroom has an enormous impact on the learners, and should create an ethos where speaking freely about learning is positive. Teachers' oral feedback needs to be focused mainly around the learning outcome of the lesson, and is therefore focused. Feedback can be given to an individual, to a group or to the whole class. Where verbal feedback has been used to give a response to written work the task could be annotated V.F. (verbal feedback) and initialled by the marker.

b Distance marking

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and learners, and the outcomes need to be fed back into planning (formative assessment). Most effective

marking occurs when the work is marked together face-to-face, but if this does not occur and the work is marked away from the learner, the following should be considered:

- Can the learners read your comments?
- Can the learners understand your comments?
- Do you allow them time to read your marking?

Do you allow time for some improvement on the work to be made before moving on to the next activity, or do you expect the learner to be able to transfer your improvement suggestions to another piece of work in a new context?

c Acknowledgement marking

This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had an impact on the learner's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

d Closed exercise marking

This is where the work is marked together, and therefore fewer examples of the work have been given. Learning is the priority, and misconceptions or errors are shared, and not reinforced. Answer cards may be given to the learners to mark their own work, if it has been differentiated. Where this method has been used in class time the learner marking the work will annotate and initial.

e Motivational marking

Some learners seek confirmation from the teacher that they are achieving. We need to encourage intrinsic motivation where the learner can identify their own successes first, then celebrate them. As a general rule this marking should be as positive as possible.

f Response partners

This is when two learners discuss their findings, thoughts, ideas or answers together before giving a response to the class or the teacher. They can be paired, in mixed ability or same ability groups. It engages all learners in the lesson, develops collaborative and active learning, clarifies thoughts, and it makes it a 'safe to talk' environment. It can occur in the introduction, independent work and plenary. A response partner helps you with your work, offers you a reflection on your work and helps you to make your work better.

g Quality marking

This is when success and improvement needs are highlighted against the learning outcome. Asking for some small improvement is rich in its impact on a learner's work and their attitude to improvement and learning. This would not take place for every piece of work, and with training and modelling by the teacher, learners can be encouraged to mark their own, and each other's work using this approach. This approach can be done orally, especially with younger learners, as well as written.

h Self and peer assessment

Learners should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage learners to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.

Peer assessment and self assessment is much more than learners marking their own or each other's work. To improve learning, it must be an activity that engages learners with the quality of their work and helps them reflect on how to improve it. Peer assessment enables learners to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables learners to achieve beyond what they can learn unaided.

Peer assessment helps develop self assessment, which promotes independent learning, helping learners to take increasing responsibility for their own progress.

Self assessment and monitoring can involve learners directly if they have a homework journal. Teachers can add comments providing informal feedback to parents at the same time. The same is true for a reading journal which keeps track of a learner's reading experience both at school and at home. Spelling logs are useful as a means of tracking learning with different headings for known words and for new words to be learnt.

Further advice on marking

Time spent marking must lead to improving learners' work. Sometimes a frustrating aspect can be when learners keep repeating the same errors all the time. Marking strategies need to make marking quicker and more effective.

Marking has other key functions.

- It can show what needs to be taught next. Often, the same error may be identified – perhaps this can form the basis of a whole class discussion. Feedback from marking should be planned into the next session. Learners need to become used to feedback as a way of learning. They can often make improvements straight away to their work.

- It also shows teachers how successful their teaching has been – it is easy to identify when a lesson or activity has not contributed to the learning.

- A positive outcome is the way that plans for the next lesson will be amended.

When marking writing:

- A highlighter pen can show where the writing has been particularly successful.

- If the learning intention has been written, pages of work can become more meaningful both for the learner and for the teacher when reviewing the work at a later date. A brief comment can be written against the learning intention to say whether it has been *very well achieved* or *achieved*. Not achieved is a very negative comment. *Needs more help* or *partly achieved* sound much better. A system of codes could work just as well. At the same time, a comment directed to the learner is important, for example, *This is a very entertaining story, Anna, I have enjoyed reading it. Thank you.*

- Where the learning intention is not written down, a marking comment at the end of the work needs to be written that includes the wording of the learning intention, for example, *You have managed to use full stops very well*. If sticky labels are used for learners who are not fluent writers, the words suggested above may be used.

- To save time-consuming record keeping, a triangular corner of the page may be folded and coloured to show that the piece of work shows achievement of the particular objective. (The word version can be written at the beginning by older learners. For younger learners a code, for example, 2Ws2, could be written by the teacher when marking the work.) Schools and teachers will have their own systems of record keeping – it is worth remembering that marking the learners' work as suggested saves a lot of paperwork!

This leads to the next sub-section as many of the strategies described above, especially in self and peer assessment, are examples of where active learning and assessment can happen.

4.5 Assessment available from Cambridge

As part of Cambridge Primary, end of stage tests (Progression Tests) are provided for Stages 3–6. These are available from the Cambridge Primary support site.

Progression Tests

These are for use within the classroom to measure the *progress* of learners and identify *strengths and weaknesses*.

The tests are designed to be flexible and can be used to:

Assess the performance of learners against the learning objectives in the curriculum framework. The progression tests are produced to precise specifications to ensure a representative coverage of skills and knowledge. The tests assess learning objectives from the entire stage and so should be used when they have all been covered. However, it is preferable that they are used when there is still time left in the term to provide learners with feedback and help them reflect on their achievements and consolidate the year's work.

Diagnose strengths and weaknesses. The results of the progression tests should be fed back to the learners. It is important that they know their strengths as well as being aware of the areas where they are weak. Feedback should always be constructive and should include practical advice on how to improve areas of weakness.

Examine progress from one year to the next. The progression tests can help you see whether learners are progressing at a steady rate or better, or worse, than expected. The comparison against an external standard means that even the weakest learners can show progress, which may have been overlooked if these learners were always compared with their stronger peers. Similarly, lower than expected performance in an able learner can be identified and investigated.

Inform planning. The results of the progression tests can be used to reflect on their teaching over the year and prompt changes for subsequent years. If there are areas where the entire class appears to be strong or weak, the teacher should consider the strategies used for those areas and adapt them as necessary. The data from the tests will also be of value to the following year's teachers to provide them with information about prior knowledge of the learners entering their classes. Alternatively, it is possible to give the test for the previous stage at the beginning of the next stage to determine the 'starting point' of the learners and identify any areas of weakness that need to be addressed.

Aid reporting to parents. The results of the progression tests can be combined with the teacher's own observations to produce informative reports to parents. Parents want to know how their child is doing and the results of the tests provide quantitative evidence of this. Reports should include areas of strength as well as areas where improvement is needed.

Administering the Progression Tests

You can administer the progression tests through the Cambridge Primary support site (**https://cambridgeprimary.cie.org.uk**). The site allows you to:

- organise your learners into groups, making it easier to administer the tests and run reports for each group
- access the progression tests and store learners' marks
- use the reports to track learners' progress by comparing individual results against the rest of the class, the school or other schools around the world

- compare results on a year-by-year basis

- analyse the reports to reflect on your teaching and then focus your efforts where they are needed most

- download, print or email your reports to share with other staff and parents

- access your account on different devices.

Making use of the reports

These are useful analyses to gain an overview of the strengths and weaknesses in the whole group. They enable teachers to consider factors that might affect this. It is always a good idea to begin by reviewing the planning for the objectives where the weakness was shown, for example:

- Was a reasonable amount of time allowed for delivering the objectives?

- What do the notes say on the planning following the lessons?

- Was a balance achieved between whole class and differentiated tasks?

- Were there any activities which could be described as favouring either boys or girls (gender bias)?

It may be that the planning check alone does not directly reveal the possible reasons for any weaknesses shown in the reports. If this is the case, we need to consider the response of the learners and their performance in class. This could still lead back to planning.

It is possible that the content of a lesson was too difficult for some learners. If so, some amendments should be made to the original plans. Doing this does increase pressure on 'finishing' the set of lessons for the objectives in question. However, time spent revising materials can save time when new objectives are introduced because they will be delivered on a firmer base of understanding.

It is also important to check the areas that were strengths because some 'extra' time could be gained by reducing the input for these areas. This has to be carefully judged as you do not want to reduce the standard in those areas.

A content review for areas of weakness may show that the chosen activities were not as stimulating as others. This will affect learners' responses quite significantly.

All of this analysis will provide information that can help you improve the planning and teaching for the following year. Although groups of learners will vary from year to year – the review process needs to be ongoing to allow learners to gain a firm grasp of concepts and methods and should not be seen as a procedure that simply follows the tests.

The progression tests assess learning objectives from the entire stage and so should be used when they have all been covered. Lessons following the test period will need careful planning so that learners can target the particular weaknesses identified in the reports. Differentiation is the key to the success of these lessons. The reports may show similar problems for groups of learners which will help with organisation – groupings created for this may change from lesson to lesson. Using adult support is essential.

More able learners can have a set of lessons prepared that extend their skills and understanding whilst ensuring that their areas of weakness are picked up as well.

Learners can have their own set of targets. These should be set up as part of regular practice in class. Setting up success criteria will support this as well as other self assessment tools so that learners are involved at all times.

For target-setting to be successful targets should be **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-related (i.e. SMART). They also need to focus upon key priorities.

Cambridge Primary Checkpoint

Cambridge Primary Checkpoint are additional (end of Primary) tests available to Cambridge Primary schools.

These are intended for learners at the end of their final year of primary education, when they are around 11 years old. They provide an assessment for learning objectives from Stages 4–6 of the curriculum framework.

They provide a form of detailed, diagnostic feedback that is a central feature of Cambridge Primary Checkpoint.

Feedback is provided at the level of individual learners, teaching groups and whole school.

Details about Cambridge Primary Checkpoint (including past papers) are available from **http://cambridgeprimary.cie.org.uk**. Here there is also a link to the Cambridge International Examinations website where you can find specimen papers.

Section 5: Information Communication Technology (ICT) and English

ICT is a valuable resource which should be used appropriately to help develop learners' knowledge and understanding in their study of English. It is important, however, to consider where ICT may add value to the learning over other non-ICT resources.

Planning

As with all planning, start with the objectives. Do not ask the question, 'Where can I use ICT in the curriculum?' Instead questions about ICT linked to the objective might be as follows:

- Will using ICT develop the activity?
- What software is available that can be matched to the objective?
- Is it age-appropriate?
- How will using ICT affect the pace of learning?
- Will I use it for the whole class?
- What about differentiation?
- Will it be better for groups or individuals to work on differentiated tasks?
- Do I need to be involved with a group working on an activity on the computer?

These are just examples of the questions you may think of. The answer to the final one is an interesting one as learners need support with all assignments – careful planning should show how your movements during the lesson can include this for some or all of the participants just like any non-ICT activity.

Your answers will reflect what is available in terms of hardware – one computer per class? An interactive whiteboard? A computer suite?

5.1   ICT and digital technology

Since they are increasingly part of learners' everyday experience, digital technology and e-texts need to be included in the curriculum in order to make the most of learners' potential for literacy and learning.

Learners bring a wide experience of texts to their school work, expecting to read images as well as print and, increasingly, expecting to use computers in seeking information and composing their own texts.

The increasing number of texts which include words, images and sound are often categorised according to the method (or mode) of communication, for example:

- the computer – internet information and PowerPoint™ presentations
- paper – picture books, magazines, novels, information books
- sound and visual media – radio, television, videos and DVDs.

When learners come to express ideas in the classroom, they readily draw on their experience to create texts using more than one mode: words, diagrams, pictures, sound and layout. The texts learners read on screen influence their writing, acting as models and examples of possible ways to express ideas and information.

The digital texts that young learners are familiar with – including computer games and hypertext – often follow a different structure from the forms of narrative, instruction or explanation familiar to teachers.

Presentational software and databases extend possibilities for composition. Mixed mode texts can be constructed on paper, but digital technology, with its facility for importing pictures and manipulating text, means that presentation of writing can be more varied, involving design features which paper-based writing does not allow.

[For the remainder of this section, ICT is used to mean all kinds of digital technology.]

Speaking and listening

Speaking

ICT offers greater opportunities for sustained forms of talk, asking and answering questions. Software such as PowerPoint™ means greater classroom emphasis on presentation, explanation and discussion. The use of webcams extends interactivity, allowing for instant feedback and time to reflect on the processes of talk – both in groups and individually. Interactive whiteboard technology puts greater emphasis on shared and public talk.

Listening

Sound recording: it is now much easier to use sound recording transportable equipment. At the same time, since gesture, posture and facial expression are integral elements of spoken expression, digital cameras are likely to develop the ability to reflect and comment on language use.

Discussion

Interactive whiteboards, presentational software, digital video cameras and sound recording equipment increase opportunities for pupils to present ideas in groups. Smaller group sessions make it more possible for learners to take an active part in group work as well as in teacher-learner and learner-learner dialogue.

Drama

Drama allows learners to be experimental. ICT offers a chance to reflect on learning and to re-shape ideas. Digital cameras, capturing moving and still images, can greatly aid drama processes, particularly the development of dialogue. Recording drama moments – freeze frames, for example – on camera and displaying the images on the interactive whiteboard allows for ease of sharing, evaluating and extending understanding.

Reading

Basic skills and strategies

Digital technology can support the development of early reading skills. Interactive whiteboard technology allows programmes to be imported which identify and highlight phonic elements. The essential discussion of sentence and word structure is greatly enhanced by the flexible uses of the interactive whiteboard. Not only can texts be highlighted and marked, created and amended, they can be saved and returned to as learning is built from session to session.

Understand, analyse and interpret texts

Books will remain central to the reading experience. However, digital technology has meant greater access to information sources, particularly through the internet. Web-reading is now an essential part of the reading repertoire and learners need the research skills to read, select, and use information from digital texts.

NB: It is *essential* that these texts are read critically as there is such an immense number of texts available on the web often produced by multiple authors and constantly being updated.

Deduction, inference and interpretation become even more essential when learners use digital sources of information.

Picture books have a role in developing skills to navigate through texts where the written word is not the only source of information. The skills and expertise of teachers and learners in reading books like these can be readily used to help learners become discriminating navigators and readers of on-screen texts.

Using digital photographs of drama presentations of episodes of a story can help learners understand sequencing and paragraphing.

The interactive whiteboard can help the process of identifying and commenting on text features, whether on paper or on screen. Using the interactive whiteboard means that shared and guided reading can be more easily managed, allowing the teacher to model text marking and highlighting to comment on the writer's use of vocabulary, grammatical and literary features. In individual work, learners can similarly use the mouse to identify literary features.

Read and respond to texts

Reading on the computer is now part of learners' regular independent reading experience. Imaginative response may include making computer-based texts to present reading preferences to the rest of the class.

DVD and video texts are increasingly being seen as part of the reading repertoire and offer good opportunities for evaluating purposes and viewpoints. Discussion of the ways that film texts are put together, for example, decisions made by the director about camera angles etc., can help the evaluation of the effect of a text on the reader or viewer. DVDs can be easily paused and re-viewed to see how directors (and so writers) construct narratives. Discussions like these, based on film, transfer very easily to discussions about authors' intentions and points of view.

Writing

Creating and shaping texts

On-screen writing is now an essential part of the writing curriculum. The composing, editing and revising process helps learners see themselves as authors, with the responsibility to proofread and craft their writing. Word banks can be easily stored – either as part of whole class work or individually – to support stylistic choices. Completed work is more likely to include image, digitally produced and imported from the internet, and variations in font, colour and design as part of composing effective texts.

Text structure and organisation

Reorganising texts on screen, moving sections, sentences and paragraphs, is becoming an everyday part of classroom writing experience. Drafts can be stored and returned to as part of the writing process. Planning and sequencing narrative and non-narrative can be even more effectively learned through interactive whiteboard software which allows for quick and easy changes in structure. Sentence structure and punctuation can be edited quickly and easily.

Small, handheld digital video cameras can be used to create short film narratives developing understanding about narrative structure, setting and characterisation. Adding sound means understanding how to create atmosphere or use dialogue to move a story forward.

Word structure and spelling

Spell checkers and grammar checkers mean that accuracy can be part of the drafting process. Web-based dictionaries and thesauruses allow the extension of vocabulary. Personal word banks and dictionaries can be made.

Presentation

Typing on a keyboard needs to be balanced with the development of fluent handwriting as there will continue to be times when handwriting is more appropriate.

It is essential to remember that ICT should only be used for specific purposes. Speaking and listening, reading and writing can be supported and extended through the use of ICT but there will always be occasions where more traditional forms of literacy are appropriate. The teacher's role is vital in planning ICT opportunities into their lessons.

Opportunities for ICT in the Primary English Curriculum Framework

Appendix B of this teacher guide lists specific ICT opportunities across the whole English curriculum framework.

Section 6: The learning environment

6.1   Classroom organisation

There are many different ways of organising the classroom when teaching English. Over time, a mix of all the approaches outlined below will prove suitable – depending on the nature of the work being undertaken, available resources (including time), the abilities of the learners, and the teacher's personal preference.

Strategies for the effective management of learning

Classroom organisation	Advantages	Limitations
Whole class teaching Discussion Demonstration Watching DVD/TV	Easy to organise. Economical in terms of resources required.	No opportunities for first-hand experience. Not matched to the learners' abilities. Difficult to involve the whole class.
Developmental work Learners work in small groups doing similar tasks. Resource demands are known.	Easy to plan ahead. Provides opportunities for first-hand experiences. Can be matched to the learners' abilities. Easy to compare observations between groups. Facilitates easy record keeping.	Follow-up may prove difficult.
Circus of activities Small groups of learners rotate around the classroom during the lesson, trying out a variety of activities.	Easy to plan ahead. Offers range of differentiated activities. Less demanding in terms of resources.	Activities cannot be sequential. Assumes equal time for all activities and all groups. Makes record keeping more difficult.
Thematic approach Small groups work independently to contribute to the whole theme or topic.	Learners work at their own pace. Provides opportunities for first-hand experience. Leads to good communication.	Difficult to arrange a balanced experience of English. Difficult to ensure coherence. Difficult to ensure that the rest of the class understand.
Individual topics Individuals or small groups work on items selected by themselves.	High motivation. First-hand experience. Learners work to own potential. Good for a drama club.	Demanding on teacher. Structured framework necessary. Difficult for lower ability learners with the exception of drama.

It is at the teacher's discretion to choose which of the above approaches will best suit the learning situation for the lesson planned. This will enable the classroom to be managed, with learning opportunities facilitated in different ways – according to desired outcome.

Once the organisational method has been chosen, it is important for the teacher to then decide how they will support, guide and assess during the session and to identify this in the lesson plan for each session.

How can I support learners during an activity?

This needs to form the basis of your lesson plan.

Here is a list of things to think about when planning.

Can I support and guide by:

- working 1:1 with an individual

- working with a small ability group and asking relevant questions to scaffold their thinking

- differentiating work by giving different groups different outcomes to work to

- organising them to work in mixed ability groups, where more able learners help less able learners

- providing appropriate worksheets/recording sheets to facilitate easier recording

- giving them different activities

- using any other available adults to work alongside particular individuals/groups

- moving between groups and acting as facilitator

- challenging more able learners to extend their thinking?

Can I assess by:

- observing and recording individual responses

- questioning a particular group, e.g. boys, middle ability learners

- giving immediate verbal feedback

- giving written feedback on their work

- setting questions in the same context and asking them to apply what they have learned in a new situation

- giving a formal test?

These decisions need to be included in your lesson plan so that any other adult who needs to be involved in the lesson can be included and is aware of their role.

6.2   Creating a positive atmosphere

All of the above should set the classroom scene. The role of the teacher in creating the atmosphere in the classroom is central to everything that happens to promote teaching and learning.

Teaching approaches should be consistent. Learners will struggle to engage in active learning where they work with talk partners and groups if they are usually discouraged from talking. Creative thinking would be difficult in a classroom where this is not encouraged. Working in a group is not easy if learners are used to working individually.

Excellent active learning activities resulting in such positive assessment practices will not take place in a 'non-productive' atmosphere.

The best assessment for learning will happen where the teacher creates an environment where everyone is comfortable and familiar with routines. Learners will respond to all kinds of activities if the atmosphere is one that encourages them to participate fully in developing their learning.

The role of the teacher will be to:

- ensure that learners take an active role in the learning process
- show appreciation of everyone's ideas
- encourage learners to give good reasons for their ideas
- involve everyone in discussions
- inspire confidence in learners to test their own ideas
- make sure learners have enough time to explore ideas properly
- help learners to work together and share their ideas with others and to appreciate the ideas of others
- encourage learners to make their own decisions
- use varied questioning techniques and encourage learners to think of their own questions
- make learning English enjoyable and fun.

Section 7: Support and resources

7.1   Resources from Cambridge

Cambridge Primary centres receive access to a range of resources when they register. The Cambridge Primary support site (**https://cambridgeprimary.cie.org.uk**) is a password protected website that is the source of the majority of Cambridge-produced resources for the programme. Included on this website are:

- Curriculum Framework

- Progression tests and analysis tools (see Section 4: Assessment)

- Schemes of work – these give a recommended course outline where teaching objectives are organised into a recommended teaching order. A brief outline of activities to achieve these objectives is provided. Some resources are recommended here

- editable versions of the planning templates in this guide.

7.2   Training available from Cambridge

Online training opportunities

An online introductory course is available free to Cambridge Primary centres. Details including the enrolment key and instructions on how to access the course are sent to the main Cambridge Primary Co-ordinator at your centre upon registration and are also available from the Cambridge Primary support site. The course is self-study and as such can be completed at any time when you first register for Cambridge Primary. It provides an introduction to Cambridge Primary, its educational philosophy and the services and resources available to Cambridge Primary centres.

Additional online tutor-led courses are also available. These courses will be advertised on the events page of the Cambridge public website at **www.cie.org.uk** as they become available through the year.

Face-to-face training opportunities

Face-to-face training is available in the form of workshops and lectures covering structure, planning and teaching strategies. To see what training courses are currently available in your region go to **www.cie.org.uk/events**.

You can email Customer Services via **info@cie.org.uk** or call us on +44 1223 553554 or on 01223 553554 if you are in the UK.

If you would like to discuss bespoke training please contact our Training Services Team at **trainingservices@cie.org.uk**. Face-to-face training can be arranged to meet your individual school's requirements. This bespoke training will be tailored to the particular training needs of your staff.

7.3   Support with administration for Primary Checkpoint

There are three key documents that will be sent to your Cambridge Primary Administrator on an annual basis:

- Handbook for Centres

- Cambridge Primary Checkpoint Admin Guide

- Procedures for the Submission of Entries booklet.

These documents are made available on CIE Direct.

CIE Direct **https://direct.cie.org.uk** is the online tool for Cambridge Exams Officers and Administrators and can be used to submit and amend Cambridge Primary Checkpoint entries.

7.4   Enquiries

Ask CIE

Ask CIE is an online bank of answers to frequently asked questions about Cambridge examinations and services. The next time you have a question about administering Cambridge examinations, just go to Ask CIE. Simply type your question into the search box, or use the menu to guide you. There is also a 'Noticeboard' on the Ask CIE homepage to alert you to important announcements. You can find Ask CIE on our website at **www.cie.org.uk**, or go direct to **ask.cie.org.uk**.

Customer Services

You can also email us via **info@cie.org.uk** or call us on +44 1223 553554 or on 01223 553554 if you are in the UK.

7.5   Resources recommended by Cambridge

The Cambridge Primary support site gives details of materials currently endorsed or recommended by Cambridge. These materials have been approved to support the delivery of the English framework and their content has been checked against the framework. Recommended schemes are useful as a set of resources from which teachers can select appropriate activities. Endorsed schemes are able to support Cambridge Primary comprehensively in all aspects. As publishers create new or updated materials, we review them and list these items on the website. Please note these items must be bought direct from the publisher or from a bookseller.

7.6   Your resources

It may be that you do not have to create completely new materials because the main stimulus material already exists in your school. With the minimum of work, a whole new set of activities can be generated.

Teachers are creative people and it can be a rewarding exercise to create new or revised materials. In a large school where there is more than one teacher at each stage, this work can be shared.

The activities listed below were created because it was a favourite book of the teacher. The initial task was to find ways of using it with the equivalent of a Stage 2 class. Additional ideas showed that the text was 'an all-age text' and could be used throughout the primary age range.

SUGGESTIONS FOR ACTIVITIES BASED UPON:

WHERE THE WILD THINGS ARE by MAURICE SENDAK

The following are broad ideas – details need to be worked out by teachers themselves. Whole class, group or individual? All are possible by careful, selective thinking:

- Sentence strips to recount story
- 'What I already know about monsters' / 'What I learned about monsters'
- Sentence summaries of scenes
- Thought bubbles: Mum, Max and a Wild Thing
- Sequencing
- Exploring vocabulary
- Make and describe a monster
- 'If I were a king (queen) for a day, I would …'
- A postcard from Max
- A letter from Max
- A retelling of the story from a Wild Thing's point of view
- 'On a boat like Max': needs and wants for journey
- Instruction writing: make a Wild Thing mask
- Write a playscript / role play
- An invitation to a rumpus
- Planning and writing a story based upon the main theme
- Write a further adventure of Max
- Exploring feelings when in trouble; how to move on?
- Creating an imaginary place with characters / events, etc.
- Visiting a strange place
- ICT: Producing a PowerPoint summary; making a short film
- Drama: still images, conscience alleys, etc.
- Exploring different ways of planning: mind maps, bullet points, flow diagrams, etc.

The possibilities seem to be endless but a favourite text can be used in any number of ways and does not need 'throwing out'.

The main thing for you to consider when buying new or using 'old' resources is 'fitness for purpose': Will it achieve the objective in an appropriate and stimulating way for our learners?

Appendix A: Teacher training activities

The following pages include training activities referred to throughout the guide.

A1 Agreeing terminology

A2 Producing a lesson plan format

A3 Preparing and delivering a lesson

A4 Sharing learning intentions

A5 Creating success criteria with learners

A6 Taking stock of formative assessment skills

A7 Using questions effectively

Training activity A1: Agreeing terminology

A workshop session to agree terminology.

This is a very short activity which should lead towards a discussion that reaches an understanding of the different levels of planning.

Objectives:

To identify different levels of planning

To identify their purpose

To obtain an oversight of different terminology

Instructions:

Explain activity using Training activity A1: Handout (photocopiable overleaf)

- Consider all of the terms used in planning and display them.
  e.g. long term
        medium term
        short term
        scheme of work
        unit of work
        framework
        lesson plan

- Individuals or groups use the handout to make notes identifying different planning levels and terminology and what they mean.

- Discuss at end to reach agreement.

The value of this activity is in working through the task and not so much the outcome. The discussion will make the levels of planning clearer.

At the end, leaders of the activity may wish to share the definitions as given in this guide. A shared understanding will make the guide easier to follow.

Training activity A1: Handout

Objectives:

- To identify different levels of planning

- To identify their purpose

- To obtain an oversight of different terminology

Long-term planning

Medium-term planning

Short-term planning

Training activity A2: Producing a lesson plan format

Objective:

To produce a format for lesson plans

Instructions:

- Handout 1: invite colleagues to list as many of the areas they think should be included on a lesson plan as possible.

- Collate ideas on flip chart to gain some kind of consensus.

- On A4 paper work out a possible format to include all of vital material.

- Distribute Handout 2 with more details either during activity or as part of plenary.

- Distribute Handout 3 as a sample format following discussion.

Possible inclusions that may be suggested:

Objective(s)

Success criteria – statements that support assessment (whether or not an objective has been achieved – see Section 4: Assessment)

Activity/activities

Organisation

Any special arrangements/groups

Roles of different adults (including teacher)

Resources, etc.

Training activity A2: Handout 1

Objective:

To produce a format for lesson plans

LESSON PLAN FORMAT

WHAT SHOULD IT INCLUDE?
•
•
•
•
•
•
•
•

What could it look like?

Design a format for lesson plans. Include all of the appropriate headings and spaces for completion.

Training activity A2: Handout 2

Information for formatting short-term plans

Activity/lesson plans (for a single lesson or related lessons in a subject, taught over the course of a week) should show:

- detail of the planned activity, including points to be covered by the teacher in introducing tasks and supporting the learners' learning during and after each lesson

- key questions to be covered/addressed during each activity

- a breakdown of specific tasks in detail (steps the learners need to go through, rather than the overall activity)

- differentiation and grouping of the learners, and any relevant staffing details

- details showing how the lesson(s) will link to existing provision for special educational needs, such as learning support assistants or individual education plans

- information about time needed for the activity

- resources needed for the activity

- learning objectives

- expected learning outcomes

- success criteria – descriptions/statements to measure whether the learning objective has been achieved

- assessment opportunities

- space for notes about specific group or individual performances.

Annotating the short-term plan should also support the teacher in preparing subsequent activities in the medium-term plan, in response to the learners' performances or the outcomes of tasks.

Training activity A2: Handout 3

Short-term plan template

Week beginning:			UNIT:		CLASS:	
Timing	**Framework ref**	**Learning objectives**	**Success Criteria (Details provided in sub-section 3.1)**	**Activities (see notes below re. differentiation details, etc.) W: whole class; G: group; I: individual**	**Resources**	**Evidence of achievement**
				Description	**W/G/I**		

Organisation: details of differentiation / groups / adult role (linked to activities)

Notes / extension opportunities / homework

Q&A: question/answer
D: discussion
O: observation
M: marked work

Training activity A3: Preparing and delivering a lesson

Objective:

This is a motivational exercise to share experience and build confidence.

Instructions:

Distribute sticky notes. Ask colleagues to think of all of the different things they do when preparing and delivering a lesson. Invite them to write each one on a separate label or note and stick it on a large sheet of paper displayed for all to see. The following discussion can be very entertaining but it has a serious side too in recognising all of the skills that a teacher has to practise in the classroom.

The list below is just a sample that might come from Activity 3.

They are **not** presented in order of importance:

- prepare lessons/resources

- instruct a class

- let learners talk

- make tasks accessible to all

- share achievements

- give praise and rewards

- ask questions

- set tasks

- mark work

- lead discussions

- share learning intentions (objectives)

- set homework

- set targets

- let learners take the lead

- observe learners

- discuss with groups

- discuss with individuals

- help an individual

- explain things

- answer questions

- offer reassurance.

The list can go on and on.

It is possible that all of the above could occur during one lesson. Good management of time, resources and, most important of all, the learners can make it all happen!

Training activity A4: Sharing learning intentions

Objectives:

- To learn how to convert a range of learning objectives into child-friendly language

- To learn how to write appropriate success criteria

- To be made aware of the many ways in which learning intentions can be presented to learners
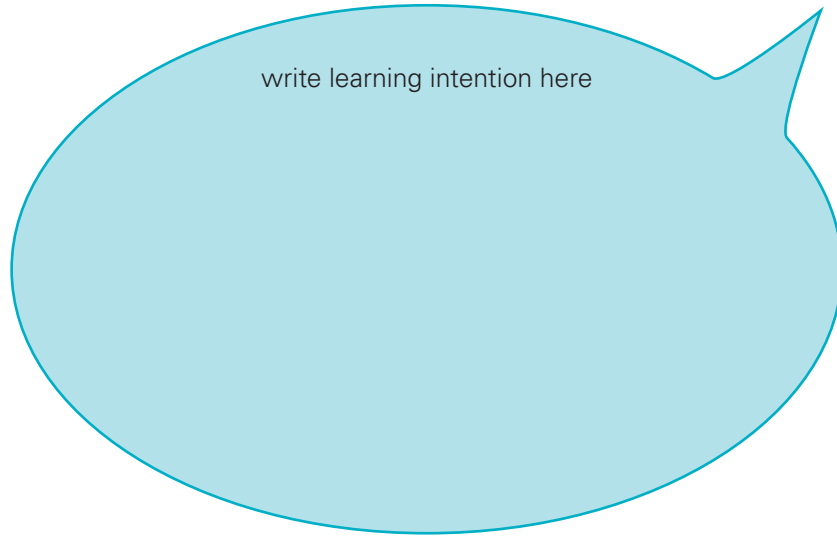
Instructions:

1   Refer back to Section 3: Teaching approaches. Select a range of learning objectives from the curriculum framework that clearly represent the following categories of activity:

- to know

- to understand

- to be able to

- to be aware of

2   Ask teachers to reword these objectives using child-friendly terms.

3   Refer back to Section 3: Teaching approaches and ask teachers to suggest appropriate success criteria for each objective.

4   Give out Handouts 1 and 2. Ask teachers to suggest a range of methods in which learning intentions can be presented to a whole class, differentiated groups, etc. A list of possible methods can be found below.

- verbally – not always as successful as a visual method which remains available throughout the session

- writing on a black/whiteboard/flipchart – the simplest way

- completing a chart and displaying for all to see

- saving it on a computer for display on an interactive whiteboard

- having a set of pre-printed sticky labels for each learner's book

- writing on an individual or group sheet to display on the desk (good where tasks are differentiated and objectives are different).

Charts or posters might look like something like those suggested in Handouts 1 and 2.

Training activity A4: Handout 1

Today we are learning to

write learning intention here

We'll know we've done this because

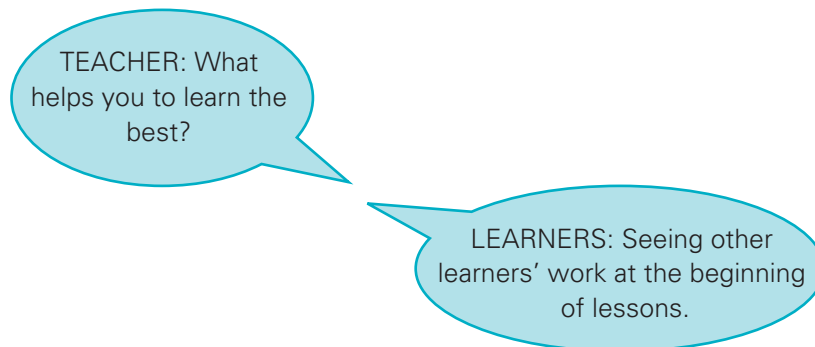list success criteria here

Training activity A4: Handout 2

Learning intention

A more formal approach may appeal to older learners

We will know we have achieved this because …

Success criteria

Training activity A5: Creating success criteria with learners

> TEACHER: What helps you to learn the best?

> LEARNERS: Seeing other learners' work at the beginning of lessons.

Objective:

To plan and deliver a lesson in which learners write their own success criteria

Instructions:

Step 1: Planning

- Select learning objectives

- Create own estimation of success criteria

- Prepare samples of previous work – good and not so good
  e.g. writing; artwork; photographs; 3D objects; video clips of P.E., games, drama

- Plan good (open) questions that will get learners (in talk partners) thinking and discussing the subject matter of the learning intention. (Responses may reveal some misconceptions).

Step 2: Lesson delivery

- Introduce lesson

- Give task instructions

- Share learning intention

- Ask questions to promote discussion – record success criteria

- Share work samples: what can you see? compare and check against list … this may add or subtract items

- Display the agreed list in ways already described

- Learners work on task referring to criteria as they work

- Invite learners to share work with class/talk partner

- Learners make improvements

- … and finally:
  Plan a discussion at the end that:

  – summarises the learning

  – selects examples where improvements have been made

  – refers to the next step/learning focus.

Training activity A6: Taking stock of formative assessment skills

- Take stock of what formative assessment skills already exist amongst staff – this gives everyone a chance to consider the elements of formative assessment. It is a valuable audit tool. You will find the elements listed in a document below.

- You can then complete a summary sheet to show which areas you feel you need to support. (At the same time the audit also provides an opportunity for you to celebrate the skills that staff have developed already.)

- Finally, school managers can use the resulting information from the audit of skills to plan training needs for the whole school – some of these may be met by expertise already in school (shown on the individual summary sheets) or some of these may be met by the provision of an external trainer.

Notes on the survey form.

- This form is to enable teachers and schools to consider which elements of formative assessment they feel most comfortable with and also to help identify where further training would be helpful.

- The prompts are generic to suit teachers of all grades and some may not be relevant to Grade 1, for example. If this is the case, please put "not applicable" in the comments box.

Formative assessment	Always	Sometimes	Never	Comments
I write clear learning intentions in my medium-term planning.				
I write clear learning intentions for each literacy and numeracy lesson on my weekly plans.				
I write clear learning intentions for every lesson or activity I plan to do.				
I share my learning intentions with the learners both verbally and in writing.				
My learning intentions are put into "child speak" so they can be understood.				
I identify the success criteria for the lesson and share them with the learners.				
The learners identify the success criteria when the learning intentions have been shared.				
Learning intentions and success criteria are clearly displayed.				
Sharing learning intentions has become an expectation for the learners in the class.				
I tell the learners the reason for doing the activity (the aside).				
Learners write the learning intentions in their books (where appropriate).				

Formative assessment	Always	Sometimes	Never	Comments
Learners are able to say the learning intention to each other or the teacher.				
I am using the learning intentions and success criteria as part of my marking strategy.				
I take time to teach learners to be self-evaluative.				
Learners are involved regularly in evaluating their own success.				
I give oral feedback during the lesson based specifically on the learning intention.				
In my marking, I indicate where the learner has met the success criteria.				
I show where some improvement can be made.				
I write a 'closing the gap' prompt to help learners make the improvement.				
Learners are given time to identify their own improvement.				
I give learners specific time to read my marking and respond to it.				
All the learners in my class have writing targets.				
The learners are involved in setting and discussing their own targets.				
Targets are visual, e.g. using target cards, on display or in books.				
Targets are SMART so that learners know when they have met them.				
Targets are shared with parents.				
When a target has been met, a new target is agreed and recorded.				

Your view	Yes	No	Unsure	Comments
I think that sharing learning intentions has had a positive impact on learners' learning.				
I think that giving oral and written feedback based on success criteria has had a positive impact on learners' learning.				
I think the use of individual writing targets has had a positive impact on learners' learning.				
I think that parents understand our approach to providing feedback and marking.				

TEACHER SUMMARY SHEET

Your name: .... School: ....

Stage taught: ....

I feel really confident about these aspects of using formative assessment:

✓

✓

✓

I'd like further support with these aspects:

✓

✓

✓

Support to be given by –

SCHOOL SUMMARY SHEET: to be completed from the teacher summary sheets.

School name: ....

Staff at this school feel really confident about –

✓

✓

✓

We would like further support with –

✓

✓

✓

We can offer expertise to other schools in ……................

✓

✓

✓

✓

Agreed action points following discussion:

Training activity A7: Using questions effectively

EFFECTIVE QUESTIONS

A RANGE OF ANSWERS

AN OPPOSING STANDPOINT

A STATEMENT

RIGHT OR WRONG

STARTING FROM THE ANSWER OR END
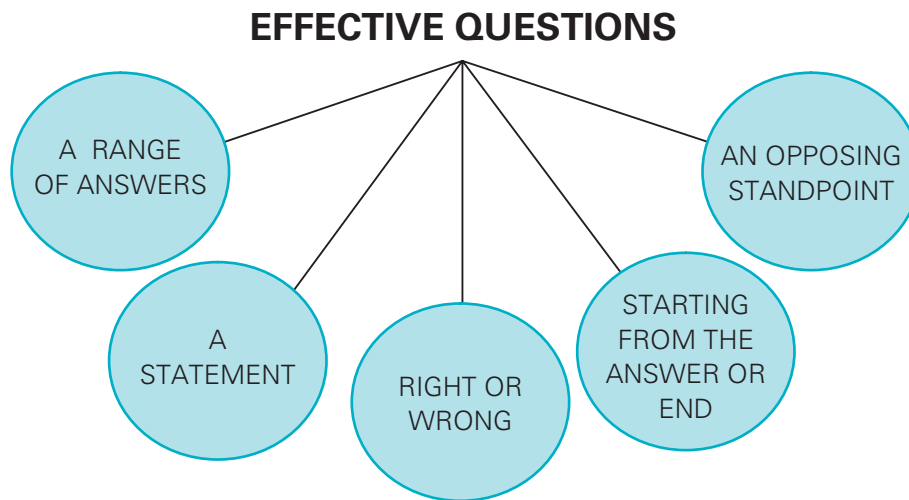
Instructions

Work with your talk partner.

Discuss each question and decide what type of question it is. Record the number in the appropriate circle. Can you do this for all of them?

1   Everything is alive. Agree or disagree?

2   Why does this toy move and this one does not?

3   Bricks are the best material for building a house. Why?

4   How could Cinderella have helped her stepmother to become a better person?

5   The answer is square. What might the question have been?

6   (On reading the poem 'The Train Ride' and omitting the title) What is the setting for this poem? Is it a bus, train, bike, car, plane or boat?

7   This picture shows a Viking. Do you agree or disagree?

8   Should only girls be nurses?

9   What would you find in a healthy meal?

10 Glass is an excellent material for making a shelter. Agree or disagree?

Appendix B: Opportunities for ICT in the Primary English Curriculum Framework

ICT is a valuable resource which should be used appropriately to help develop learners' knowledge, skills and understanding in their study of English.

The following suggestions are not exhaustive. They are designed to be illustrative and demonstrate a range of opportunities where ICT can be used in the teaching of English.

There is potential for the use of ICT throughout the English curriculum and the ideas presented in this section can be applied to most areas. In addition, where an approach is particularly relevant to the aspect being studied, it is listed against that aspect.

Interactive whiteboard hardware and software: This resource is available in many educational settings and has huge potential which is not always tapped. The software can be installed and used on learners' computers, used away from the board to support teaching and learning. Even where the physical board is not installed, there are often "lite" or open-source versions of the software, which can be installed and used.

- The interactive whiteboard provides a very useful way of displaying letters, words, sentences and texts. The tools can be used to highlight elements in text, and it is simple to drag a word or letter from a block of text to use in another area of the board. This is useful for grammar as well as for such activities as exploring vocabulary and developing poetry from a piece of text.

- The interactive whiteboard is an excellent tool for practising handwriting. Learners can use the pens to follow the teacher's modelled handwriting and in most software they can then see if the board software can "recognise" the words they have written and change them into typed text.

- Most interactive whiteboard software has many resources, and these can be used to support the curriculum. These range from still images and text to animations and sound files. As the software can normally be installed on learners' computers as well as the teacher's machine, these can be used with teaching and learning and developed further for learner activities. Teachers are strongly advised to explore these before looking elsewhere.

- All interactive whiteboard software has the potential to combine text, graphics and sound in a simple way, allowing learners to match words to pictures and/or sounds by dragging and dropping. Such activities can be used to support teaching but also used as independent activities by learners to practise their learning.

- As the software allows hyperlinks to be included, this can be used to guide learners to a specific site for an activity or further study, using the software to capture any resources they have been using online.

- As interactive whiteboard is very simple to use, learners can develop their own games and activities to support an area of learning and then use these with their peers. As learners have to understand the teaching point to develop the activity, this can be an excellent approach to help consolidate learning.

- Sound files (normally mp3) can easily be attached to writing or an image using interactive whiteboard software. This can be used to support learners in reading words they find difficult, as well as learning sounds. It can also be used to help test and develop spelling skills.

- As interactive whiteboard software is an effective word processor and multimedia tool, it can be used by learners to develop class books, and complex text and presentations targeted to different audiences. Music and sound files, images and film can be easily included.

Handheld devices/tablets: There are an increasing number of handheld devices and tablets on the market, which either have their own bespoke software or can run apps, which can be downloaded for free or for a small charge from the internet. There is a huge quantity of such apps, some of which provide excellent support for learners and their learning, although there are many which are not so appropriate and time needs to be taken to ensure quality. The management of handheld devices in a classroom would also need to be considered carefully, with potential issues around charging and syncing the devices.

Class response systems: If the educational setting has such hardware, it will normally be linked to the interactive whiteboard and the software can be used by teachers and learners to create open discussion topics as well as closed quizzes to test understanding. There are now software options which use the learners own handheld devices, which could provide an alternative to dedicated hardware.

Visualisers: Where these are available, they can be used to share work, model writing and capture still and moving images in the class as a focus for discussion, story development, etc.

Word processing / publishing software: Most word processors have potential for learners use of ICT, especially in cases where the organisation has no interactive whiteboard hardware or software. Possible uses include:

- Letters, sounds, words and texts can be produced and learners can use highlighting and formatting tools to select and work with elements of the text as in 1. above

- Find and replace can be used to locate elements within a text and correct/improve them (for example to correct regular mistakes, change punctuation, detect use of less interesting words etc.)

- Spelling, grammar and thesaurus tools can be used to improve texts and can provide potential for exploring and discussing vocabulary and grammar

- The software can be used to create texts and publications for stated purposes or targeted to specific audiences

Organisational tools: Table tools within word processing software, spreadsheet worksheets and IWB software can be used to organise information and comment on texts. Mind mapping software can be used to develop ideas and plan for the creation of texts. (Some mind mapping software allows the mind map to be used as a word bank to support the writing process.)

Databases: This software can be used to organise information, so that it can be searched and sorted. It can be used to support the creation of information texts and to create databases around certain topics, for example, books and authors (library systems), characters in fiction, etc.

Cartoons: Creating cartoons can help pupils explore spelling rules, present ideas and create reports, accounts and stories.

Sound recording: Use of sound can be both motivational and supportive for English learners. Much standard software, MS Windows, Apple, etc., has the capability to record sound direct to a computer. Alternatively mp3 player/recorders, able to capture and playback sound as well as download to the computer, are generally available. There are also many quick capture devices able to record a few seconds of sound, which are useful for short activities. See resources list for open-source sound editing software. Recorders, microphones, etc. can be sourced from general electronics suppliers.

- Listen to simple letter sounds and sound blends. Try writing them down. Record their own version of the letter/sound blends. Compare with an original.

- Write down a recorded sentence, edit and improve/extend it. Record the new version. Ask another learner to repeat the process. Could also be used to develop stories or accounts round a class.

- Listen to commercially available sound recordings, including news reports, advertisements, short stories, etc. Comment on narration and style or presentation, as well as the content. Learners could then script, rehearse and record their own advertisements, report and stories and upload them to an online space as podcasts (a series of recordings on a theme or topic).

- Listen to a play or news interchange. Consider how the actors/participants use their voices to develop atmosphere, etc. Script and record a short play or news interview designed for a specific audience. Use emphasis, expression, pitch, etc. to vary the piece and support the piece. Review and evaluate.

- Set up a simple recording station in the educational setting, run and scripted by learners. This can range from a computer and microphone linked to a simple loudspeaker system, through the same set up with a simple mixer desk to commercially-produced school radio systems. This provides a concrete reason for writing and editing and improving as well as good opportunities for speaking and presenting.

- Any recordings can be shared locally within the school, but can also be placed on the school website or online learning space. Learners should be encouraged to think about copyright, ownership, permission and other eSafety issues as part of this process.

Film: Learners begin to appreciate the need for drafting and scripting when using film and use of such technology can be highly motivational. There are many digital film cameras on the market. The device will be supplied with simple film editing software or alternatively most computer operating software includes a free utility to edit film. When watching film in an educational setting it is important to ensure that the setting has the correct licensing in place. When creating stop animation, it is advisable to investigate specific educational software for this purpose, although it is possible to create stop animation using a standard camera and film editing software.

- Watch short film extracts, including news reports and advertisements for commercially released films. Comment on the use of image and sound, atmosphere, etc.

- Use film to rehearse a specific area of learning. Use with peer groups and discuss how this helps to recall and remember facts about language.

- Create a short film story without scripting. Add titles and sound effects. Review with others and consider how it could be developed.

- Create a stop animation film to promote an idea or concept. Add titles and sound effects. Review and develop further.

- Script, rehearse and film a short film for a specific audience. Review and comment on effectiveness of the result. Edit and improve and/or adapt for a different audience.

- Films created by the learners can be shown within the educational setting or shared through the school website and online spaces. Learners should be encouraged to think about copyright, ownership, permission and other eSafety issues as part of this process.

Image animation software: Animating images, avatars and vokis and writing and recording scripts for them supports learners' listening, writing for a purpose and considering audience, etc. Bespoke software is normally needed for this.

Other multimedia software: Generic and/or open-source resources exist to combine pictures into slide shows, and/or to animate the picture and graphic elements. These normally allow for scripting and the addition of narration, sound effects and music. These can be used to support learners in making presentations or creating a standalone production, which can be used in the same way as film clips. Exploring, reviewing the effectiveness and creating such materials can support the development of learners' reading, writing and critical skills, as well as being used by both teachers and learners to create resources to support learning.

Online spaces: There are many generally available online spaces for saving, sharing and commenting on materials. The educational setting may have its own learning platform or Virtual Learning Environment (VLE). If this is not the case, teachers will need to ensure that the space is safe and reliable before encouraging learners to use it. Learners should also be taught to respect others' work online, understanding the rules for copyright, ownership and safe and responsible use. Learners' activity on the site/s should be monitored to ensure the rules for safe and responsible use are being applied.

- Learners can be encouraged to save and share work online, providing the opportunity to discuss, review and improve their work.

- Learners and teachers can create blogs to explore and develop ideas around a topic or theme.

- Groups of learners can create wikis, after exploring and commenting on existing wikis.

- Learners can engage in online discussion around a topic or idea, or use a discussion board to develop a story or information text.

Opportunities for ICT in STAGE 1

Reading		
		Learners should
Stage 1	1Ro1	Hear, read and write initial letter sounds. • Use bespoke software or online resources to support acquisition of early phonic skills. • Record the learners sounding each phonic. The sounds can be linked to an image of the letter sound on the interactive whiteboard or computer screen. • Use simple recordable buttons/postcards to try writing the letter and then recording it.
Stage 1	1Ro2	Know the name and most common sound associated with every letter in the English alphabet. • Use bespoke software or online resources to support reading and hearing letter sounds. • Use interactive whiteboard software to match objects with letters on screen.
Stage 1	1Ro3	Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. *'th', 'ch', 'sh'*. • Match phonemes and their sounds using interactive whiteboard software. • Use simple recording devices to record and play back sounds; match to on-screen physical phonemes cards. • Drag and drop phonemes to match to objects on screen (interactive whiteboard activity).
Stage 1	1Ro4	Use knowledge of sounds to read and write single syllable words with short vowels. • Use talking word processor software to write and listen to single syllable words. • Write and read single syllable words on screen and match to objects.

Reading		
		Learners should
Stage 1	1Ro7	Demonstrate an understanding that one spoken word corresponds with one written word. • Listen to phonic e-texts together. • Read words displayed on the interactive whiteboard, dragging each word away once it has been read. • Use simple sound recording devices to record words and match sounds to on-screen/physical word cards.
Stage 1	1Ro13	Retell stories, with some appropriate use of story language. • Use e-texts, digital photographs of learners' puppet shows or scanned pictures. Sequence them and use them to retell a story. • Review a linked sequence of pictures or photographs, which tell a simple story. Use simple recording devices or utilities within the software to record a narration for the story.
Stage 1	1Ro14	Learn and recite simple poems. • Find simple poems online and listen to them. Review the performances and discuss their effectiveness. • Use simple sound recording / filming to make recordings of different poems. Review and edit to improve.
Stage 1	1Ro15	Join in with and extend rhymes and refrains, playing with language patterns. • Listen to on-screen/recorded poems and rhymes and join in. • Play on-screen language games extending rhyme and word patterns.
Stage 1	1Ro18	Identify sentences in a text. • Show learners an on-screen text they can read. Where are the sentence boundaries? How do they know? Change the line length so full stops are in a different place in the line. Where are the sentence boundaries now? • Use a word processor / interactive whiteboard highlighter tool to mark sentences. • Use a talking word processor to read simple texts with no punctuation.
Stage 1	1Rx1	Read labels, lists and captions to find information. • Access and use on-screen non-fiction texts to find information, using pictures and other detail to support them.
Stage 1	1Rv2	Know the parts of a book, e.g. title page, contents. • Explore on-screen/interactive books and practise navigating through them using the different parts of the book.

Writing			
		Learners should	
Stage 1	1Wa1	Write simple storybooks with sentences to caption pictures. • Use bespoke software to build simple on-screen books with pictures and caption sentences. • Use word banks to build sentences to accompany pictures in simple digital books.	
Stage 1	1Wa3	Record answers to questions, e.g. as lists, charts. • Use editing software to produce lists to answer questions.	
Stage 1	1Wa5	Write for a purpose using some basic features of text type. • Use supporting software (including word banks and/or talking word processing capability) to create a simple non-fiction text.	
Stage 1	1Wa6	Write simple information texts with labels, captions, lists, questions and instructions for a purpose. • Locate an image related to an idea or theme (checking your educational setting has permission to use the resource). Import the image into an interactive whiteboard page. Ask learners to annotate it with labels. • Use simple software to add captions to images produced by other learners.	
Stage 1	1Wt1	Write a sequence of sentences retelling a familiar story or recounting an experience. • Capture a whole-class experience using digital photographs. Ask learners to select from the photographs and write a sentence for each. • Ensuring you have all the learners' permission to do so, post the learners' book on a safe online space and invite comment from other learners.	
Stage 1	1Wp1	Mark some sentence endings with a full stop. • Use shared writing to create a simple text. Model deciding where to put the full stops. Gradually, hand the responsibility to the learners. • Review on-screen texts with no full stops. Edit to add full stops and read back with support of talking word processor.	
Stage 1	1Wp2	Compose and write a simple sentence with a capital letter and a full stop. • Use bespoke software aimed at young learners which allows the use of spoken text, picture and word banks to facilitate development of early writing skills.	
Stage 1	1Wp3	Write sentence-like structures which may be joined by *and*. • Review a series of short sentences on screen and use drag and drop / editing tools to choose those which could be linked by *and*.	
Stage 1	1Ws2	Spell familiar common words accurately, drawing on sight vocabulary. • Use on-screen look/cover/write activities to support learning spelling.	

Writing		
	Learners should	
Stage 1	1Ws4	Recognise common word endings, e.g. *-s, -ed* and *-ing* • Use highlighting tools on the interactive whiteboard to identify common word endings. • Write words and endings separately on the interactive whiteboard and use these to explore the shape of the word with and without its ending. • Use drag and drop activities created using interactive whiteboard software to reinforce understanding of common word endings.

Speaking and listening		
	Learners should	
Stage 1	1SL1	Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest. • Plan a spoken sentence relating to a feeling or idea; use a simple audio recording device to capture; playback and review.
Stage 1	1SL10	Understand that people speak in different ways for different purposes and meanings. • Listen to recorded stories and note the different characters' voices and the ways they speak.

Opportunities for ICT in STAGE 2

Reading		
	Learners should	
Stage 2	2Ro4	Extend the range of common words recognised on sight. • Access an e-text and use highlighting or masking devices on the interactive whiteboard to highlight individual words and read them.
Stage 2	2Ro6	Read aloud with increased accuracy, fluency and expression. • Record reading aloud using a mp3 player recorder or digital microphone. Play back and self-assess what needs to be improved.
Stage 2	2Ro8	Explore a variety of non-fiction texts on screen. • Find simple web pages for learners online. Learn how to 'read' a web page: – Watch what happens to the cursor as it moves onto a hyperlink. – Learn how to move from page to page. – Look at size and colour of writing and speculate on what you should read first. – Look at the use of images with text. • Compare digital and paper texts.

Reading			
		Learners should	
Stage 2	2Rx1	Read and respond to question words, e.g. *what, where, when, who, why*. • Read a short e-text together. Share some simple questions about the text. Identify how they can identify questions. Underline the question words. Collaborate to find the required information. • Add the question words around an image on an interactive whiteboard and work with learners to develop responses to the questions.	
Stage 2	2Ri2	Identify and describe story settings and characters, recognising that they may be from different times and places. • Use an online image library (which your educational setting has permission to use) to source landscapes to be used as story settings. Import images into an interactive whiteboard page. Surround it with adjectives and adverbs.	

Writing			
		Learners should	
Stage 2	2Wa2	Choose interesting words and phrases, e.g. in describing people and places. • Import images of interesting looking people and places (ensuring your educational setting has the right to use the images). Ask learners to produce a brief description in electronic form (word processed or recorded) of one of the people or places. Ask learners to match each description with its place. • Use mind-mapping software to build words and phrases related to people and places. Use to support related writing.	
Stage 2	2Wa3	Build and use collections of interesting and significant words. • Use programs with word banks to encourage the use of a more adventurous vocabulary. These are available in bespoke software and online. • Use an electronic/online thesaurus to find word alternatives.	
Stage 2	2Wt1	Structure a story with a beginning, middle and end. • Make puppets to retell a story. Record the puppet show with a digital camera. Use Photostory/PowerPoint or a slideshow presenter to sequence the images in the correct order. Learners can then retell the story and use images as a memory aid.	
Stage 2	2Wt2	Use the language of time, e.g. *suddenly, after that*. • Create shared email stories either within the class or with another class or school using the educational setting's approved utility. Each email should end with a time adverbial for the next author to pick up and continue. Remind learners of the need to use email safely and responsibly.	

Writing			
		Learners should	
Stage 2	2Wp1	Write in clear sentences using capital letters, full stops and question marks. • Use shared or guided writing to model 'the thought processes of an author'. Model making decisions about punctuation. Allow learners to put in some of the punctuation marks. • Provide an e-text with different symbols instead of punctuation and ask learners to use find/replace to substitute the appropriate punctuation.	
Stage 2	2Wp5	Begin to vary sentence openings, e.g. with simple adverbs. • Write some simple instructions, beginning each with an imperative verb. Work with the learners to edit the text, inserting some adverbs (*first, next, then,* etc.). • Build an electronic resource of different sentence openings with learners. Provide to support learners in their writing.	
Stage 2	2Ws1	Learn the different common spellings of long vowel phonemes. • Use an internet search engine to make sets of images that could represent words with the same sound but different spellings. • Use the images within interactive whiteboard software to create simple matching and drag and drop activities to support matching of words with the same sounds but different spellings to the images.	

Speaking and listening			
		Learners should	
Stage 2	2SL6	Attempt to express ideas precisely, using a growing vocabulary. • Plan a short presentation around a theme or topic. Record and then play back to review.	
Stage 2	2SL7	Listen carefully and respond appropriately, asking questions of others. • Listen carefully to recorded presentations by other learners. Ask relevant questions.	

Opportunities for ICT in STAGE 3

Reading			
		Learners should	
Stage 3	3Ro2	Read a range of story, poetry and information books and begin to make links between them. • Use a table format within word processing software to record themes, information about characters, etc. related to a range of books. Sort the table to identify patterns and common themes.	

Reading		
		Learners should
Stage 3	3Ro9	Use ICT sources to locate simple information. • Use a simple search/find tool with appropriate key words within e-texts and internet search engines to search for and locate specific information related to a theme or topic. Refine the search to locate precise materials.
Stage 3	3Rx2	Scan a passage to find specific information and answer questions. • Use a highlighting tool within word processing / interactive whiteboard software to highlight information in a text, which may be useful to respond to different questions. • Scan some information found on the internet and draw out the main points.
Stage 3	3Rw2	Consider words that make an impact, e.g. adjectives and powerful verbs. • Use highlighting tools on e-texts or learners' own texts, to identify and replace 'common' words with more interesting and exciting ones. • Identify and highlight exciting words and replace them with 'common' words. Consider how that impacts on the text.
Stage 3	3Rv1	Identify the main purpose of a text. • Scan an information text on the internet. Copy the key words and use these to produce a short sentence providing the purpose of the text.

Writing		
		Learners should
Stage 3	3Wo10	Make a record of information drawn from a text, e.g. by completing a chart. • Create a spreadsheet or table to record information found in a text. If appropriate, produce a graph and annotate it to present the data in a different way.
Stage 3	3Wa7	Write first-person accounts and descriptions based on observation. • Film a science or other lesson outside, zooming in on some aspects of the natural world. Edit the film adding text and narration with detailed observation and recount.
Stage 3	3Wa9	Write and perform poems, attending to the sound of words. • As a group, visit a suitable online resource and watch a poet reading a poem. Practise performing the poem in different ways. • Film or sound record each other's performance, then play the recordings and evaluate them considering which approaches best help the audience to understand and enjoy the poem.

Writing		
		Learners should
Stage 3	3Wt2	Begin to organise writing in sections or paragraphs in extended stories. • Create multimodal texts with images, sound effects, narration and some writing. Each section of the text should be presented in a different way.
Stage 3	3Wp2	Use a wider variety of sentence types including simple, compound and some complex sentences. • Play interactive grammar games to join simple sentences in different ways. Make a list of known connectives (e.g. *and, but, so, because*) that learners can drag into place to join two sentences. • Explore compound sentences and complex sentences. Use editing software to return them to simple sentences, highlighting and saving the words made redundant by this exercise. • Begin to build an electronic bank of words used to build compound and complex sentences.
Stage 3	3Wp8	Collect example of nouns, verbs and adjectives, and use the terms appropriately. • Show the learners an appropriate e-text. Read the text together and ensure they understand it. Let learners use different colours to highlight the different word classes. • Use interactive games and quizzes to confirm word classes.
Stage 3	3Wp9	Identify pronouns and understand their function in a sentence. • Share and discuss an appropriate e-text. On the interactive whiteboard highlight the pronouns, then ask learners to draw linking lines to join the pronouns to their noun or noun phrase.
Stage 3	3Wp12	Know irregular forms of common verbs. • Contribute irregular verb forms to classroom displays, making choices of font, size and colour before printing the word. • Check verb forms online.
Stage 3	3Wp13	Ensure grammatical agreement of pronouns and verbs in using standard using English. • Use interactive whiteboard software to create several half sentences, which have the noun phrases in one half and the verb phrases in the other. Ask learners to join both halves of the sentence together. Ask learners to use the software to generate their own half sentence puzzles.
Stage 3	3Ws3	Learn rules for adding *-ing, -ed, -s* to verbs. • Use interactive whiteboard software to create an activity for other learners to sort verbs according to the rules for adding *–ing*, *-ed* and *-s*. Extend the activity to make it more challenging. • Carry out activities created by other learners around this focus.

Writing		
	Learners should	
Stage 3	3Ws6	Organise words or information alphabetically using first two letters. • Use interactive whiteboard tools to generate lists of words for learners to sort into alphabetical order. • Use bespoke software and online activities to support alphabetical sorting.

Speaking and listening		
	Learners should	
Stage 3	3SL2	Adapt tone of voice, use of vocabulary and non-verbal features for different audiences. • Make a short film, presenting the same idea/argument to three different audiences, varying voice, vocabulary, etc. Play back and review, considering the effectiveness for each audience.
Stage 3	3SL6	Practise to improve performance when reading aloud. • Learners record different poems and stories, building a bank of audio recordings to be used by younger learners.

Opportunities for ICT in STAGE 4

Reading		
	Learners should	
Stage 4	4Ro5	Identify all the punctuation marks and respond to them when reading. • Read short stories online and model using punctuation to read with expression and appropriate intonation. Give learners the opportunity to copy and assess each other. • Create correctly punctuated scripts and record own short recordings.
Stage 4	4Rx2	Note key words and phrases to identify the main points in a passage. • Use highlighting tools to identify key words and phrases in story and information e-texts.
Stage 4	4Rx3	Distinguish between 'fact' and 'opinion' in print and ICT sources. • Read articles and advertisements in online magazines and newspapers and use different colours to highlight facts, opinions and 'not sure'. Copy into tables in a Word document. • Analyse the mix of fact and opinion.

Reading		
		Learners should
Stage 4	4Rx4	Explore explicit meanings in a text. • Use texts/stories with information within word processing / interactive whiteboard software. Use the comment tools within the software to annotate texts and identify explicit information.
Stage 4	4Ri1	Investigate how settings and characters are built up from details and identify key words and phrases. • Scan, draw or photograph pictures or characters. Create multimodal texts, including keywords, visuals, music, etc.
Stage 4	4Ri2	Explore implicit meanings in a text. • Use texts/stories with information within word processing / interactive whiteboard software. Use the comment tools within the software to annotate texts and identify implicit information
Stage 4	4Rw5	Understand the use of connectives to structure an argument, e.g. *if, although*. • Find a suitable article arguing a specific case in an online local newspaper, or on the website of a pressure group. Read and discuss the article. Highlight the connectives used and try to find alternatives.

Writing		
		Learners should
Stage 4	4Wo7	Re-read own writing to check punctuation and grammatical sense. • Use grammar and punctuation checking tools to review a piece of word-processed text. Consider whether the guidance offered is always appropriate. Re-read to check if there are mistakes, which were not detected by the software.
Stage 4	4Wa2	Adopt a viewpoint as a writer, expressing opinions about characters or places. • Read online reviews of selected books, places, objects, etc. Evaluate the language used. Consider how to use what you found out in your own writing.
Stage 4	4Wa4	Use more powerful verbs, e.g. *rushed* instead of *went*. • Use voting tools to agree which is the best word to replace less interesting words. • Highlight less interesting words in text in word processor or interactive whiteboard software. Provide other alternatives. • Use electronic/online dictionary and thesaurus to explore verb alternatives.
Stage 4	4Wa5	Explore degrees of intensity in adjectives, e.g. *cold, tepid, warm, hot*. • Use sets of adjectives varying in intensity on the interactive whiteboard and sort them along an intensity line. Use formatting to show increased intensity. Share as a class display/resource.

Writing			
		Learners should	

Stage 4	4Wa7	Write newspaper-style reports, instructions and non-chronological reports.
		
		 • Read online newspapers and consider the structure, approaches and layouts of different pages and articles. Use appropriate software to create a class newspaper, allocating different jobs to different members of the group.
		
		     – Reporters can use digital cameras and sound recording devices (or digital filming equipment) to capture information before writing it up (alternatively use these approaches to create an online/electronic newspaper).
		
		     – Columnists can use the internet to browse for ideas for their columns.
		
		     – Designers can make decisions about layout.
		
		     – Proofreaders can check written copy.	

Stage 4	4Wa11	Summarise a sentence or a paragraph in a limited number of words. • Play with the word count in a word processor. Begin with a paragraph of writing. Gradually cut it down, editing or replacing words, until the desired number of words is left. Keep check using the word count tool.	
Stage 4	4Wt1	Explore different ways of planning stories, and write longer stories from plans. • Read and write stories electronically/online. • Use different ways in which ICT can support planning, e.g. using photographs, mind mapping, using word processing / bespoke software, making film or sound recordings, etc.	
Stage 4	4Wp1	Use a wider variety of connectives in an increasing range of sentences. • Use online and electronic grammar activities or make a simple interactive whiteboard game, combining clauses with different connectives and discuss the results.	
Stage 4	4Ws7	Match spelling to meaning when words sound the same (homophones) e.g. *to/two/too, right/write*. • Create drag and drop activities using interactive whiteboard or other software. Learners drag the correct words into prepared sentences. • Explore homophones in online activities and build electronic banks of homophones to use in class activities.	

Speaking and listening			
		Learners should	
Stage 4	4SL7	Adapt speech and gesture to create a character in drama. • Script a speech for a character in drama. Make a short film or animation of the speech, using language and gesture to support the characterisation. Play back and review with other learners.	

Opportunities for ICT in STAGE 5

Reading		
		Learners should
Stage 5	5Ro2	Compare and evaluate the print and film versions of a novel or play. • Use DVD/online film resources, including online film trailers, to compare versions of novels or plays. Compare character, setting and plot. • Focus on dialogue and consider the role of dialogue in printed and dramatised versions of novels.
Stage 5	5Ro4	Read and perform narrative poems. • Use online poetry libraries to see poems being performed. Critique these, then use ideas in your own performance.
Stage 5	5Ri1	Provide accurate textual reference from more than one point in a story to support answers to questions. • Download an e-text; cut and paste evidence to support answers to questions into a table created in another document. Analyse the evidence and draw conclusions.
Stage 5	5Rw7	Learn how dialogue is set out and punctuated. • Read online or electronic versions of traditional stories. Use highlighting tools to identify dialogue. Develop rules for setting out dialogue. Test rules by accessing stories on different websites.
Stage 5	5Rw10	Understand conventions of standard English, e.g. agreement of verbs. • Use e-texts and focus on identifying noun/verb agreement. Mask some verb endings and ask learners to suggest what is behind the mask.
Stage 5	5Rv4	Note the use of persuasive devices, words and phrases in print and other media. • Review different advertisements (electronic/online/broadcast media). Focus on the range of persuasive devices, including animation and music.

Writing		
		Learners should
Stage 5	5Wa1	Use imagery and figurative language to evoke imaginative response. • Use multimedia software / online tools to add images, animations, sounds, etc to a piece of writing.
Stage 5	5Wa8	Write new scenes or characters into a story, or write from another viewpoint. • Create a group version of a well known story, using a safe email or an online blog. Ask different members of the group to make their own contribution. Evaluate it together.

Writing			
		Learners should	
Stage 5	5Wa9	Draft and write letters for real purposes. • Use the internet to find additional information for your letters: research your subject matter; find names and postal addresses for the companies/authorities to whom you wish to write. • Find models of the type of letter you intend to write and example layout. Use these to support you in designing and writing your letter.	
Stage 5	5Wa11	Write a playscript, including production notes to guide performance. • Read online/electronic playscripts and discuss the layout. • Use word processing tools to create a script, adding hyperlinks to your playscript linking to support files for the actors (could include audio files of 'notes' for the actors, video clips showing models for what you want to be done, or images and web links for background reference).	
Stage 5	5Wp2	Combine simple sentences and re-order clauses to make compound and complex sentences. • Explore sentences from learners' own writing. Cut and paste clauses to reorder them. What are the implications for punctuation and for meaning?	
Stage 5	5Wp3	Begin to use the comma to separate clauses within sentences and clarify meaning in complex sentences. • Cut and paste 'drop-in clauses', selecting the location in the sentence for the clause and marking the clause with parenthetical commas.	
Stage 5	5Wp6	Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue. • Find pictures and film clips online and review using interactive whiteboard or other software. Capture stills/parts of images and annotate with adverbs and powerful verbs to describe how characters are feeling, talking, acting, etc. • Create cartoon strips to extend vocabulary in dialogue (use interactive whiteboard software and/or bespoke software or online tools).	
Stage 5	5Ws5	Use effective strategies for learning new spellings and misspelt words. • Play online games like Scrabble and Shannon's game (see **https://www.youtube.com/watch?v=oN3879nq7vk** for a demonstration) in order to practise and apply spelling rules. • Develop interactive whiteboard games and resources for peers involving correct and incorrect spellings. • Get learners to use a sound recorder to record and practise tricky spellings.	

Speaking and listening		
	Learners should	
Stage 5	5SL1	Shape and organise ideas clearly when speaking to aid listener. • Use ICT (mind-mapping/word processing, etc.) to support the planning and structuring of a short presentation. Present using the resulting notes.

Opportunities for ICT in STAGE 6

Reading		
	Learners should	
Stage 6	6Ro1	Articulate personal responses to reading, with close reference to the text. • Keep reading journals in blogs, articulating personal responses and adding quotations in different colours. Use blogs in safe/approved online spaces to share ideas with classmates.
Stage 6	6Rw4	Begin to show awareness of the impact of writers' choices of sentence length and structure. • Use online or electronic traditional stories to compare the types of sentences used by different authors, and by the same authors at different points in the text. Discuss choices and the impact.
Stage 6	6Rw7	Understand aspects of narrative structure, e.g. the handling of time. • Reorganise events in digital texts using different colour formatting orders – exploring chronological and narrative sequence. Consider what needs to change if the order of events is changed.
Stage 6	6Rw9	Read and interpret poems in which meanings are implied or multi-layered. • Read and interpret online/electronic poetry, considering how the reader might deliver the lines to the best effect. • Prepare a poem for broadcast and record it. Include the recording in a podcast in an online space. Invite others to share and comment on the recording.
Stage 6	6Rw11	Explore the use of active and passive verbs within a sentence. • Look at newspaper websites for topics/stories of interest to learners. Use a highlighting tool to identify passive voice. Cut and paste the text and change to the active voice. Discuss why the author elected to use the passive voice in the piece.
Stage 6	6Rw12	Understand changes over time in words and expressions and their use. • Access older texts in museums and libraries or websites. Analyse with the help of etymological dictionaries. Learners work together to create presentations (PowerPoint, Photostory, podcast, film, interactive whiteboard resource, etc) containing at least three texts from different periods with annotations explaining how language has changed.

Reading		
		Learners should
Stage 6	6Rv4	Compare the language, style and impact of a range of non-fiction writing. • Search the web for examples of different text types. Import samples of each one into an interactive whiteboard page or word processing document. Compare and critique the samples, using tools within the software to support the process.

Writing		
		Learners should
Stage 6	6Wo2	Use handwriting and ICT effectively, making appropriate choices of presentation, to prepare writing for publication. • Choose and use appropriate software from a range to prepare writing for publication. Increasingly exploit the features of the chosen ICT resource to write, edit, reorganise and design your text, using those which are most useful to you.
Stage 6	6Wa9	Write non-chronological reports linked to work in other subjects. • Use appropriate software to produce a hyperlinked document, combining images and text. Allow the reader to move freely around your text, from section to section.
Stage 6	6Wt2	Use paragraphs, sequencing and linking them appropriately to support overall development of the text. • Develop editing skills using word processing software. Cut and paste to reorder ideas and paragraphs; edit as you go to improve word choices and improve style and structure.
Stage 6	6Wp1	Use a wide range of connectives to clarify relationships between ideas, e.g. *however, therefore, although.* • Create own electronic thesaurus of connectives, complete with sample sentences where the connective is well used. Encourage learners to use a thesaurus when writing.
Stage 6	6Wp2	Develop grammatical control of complex sentences, manipulating them for effect. • Use online or electronic stories to identify and discuss authors' use of complex sentences. Transcribe sentences from some of the stories. Ask learners to suggest alternative sentences by changing connectives, order or clauses, or by transforming simple and complex sentences. Explore the impact on the meaning.
Stage 6	6Ws3	Further investigate spelling rules and exceptions, including representing unstressed vowels. • Upload a piece of text onto an online space or into a shared area. Ask learners to identify words with unstressed vowels and to find another word with the same spelling for the same unstressed vowel. (Use an electronic dictionary and spelling lists to support activity.) • Get learners to create simple games (drag and drop, matching, etc.) to test other learners' understanding of a spelling rule. (An interactive whiteboard software works well for this.)

Speaking and listening		
	Learners should	
Stage 6	6SL2	Use spoken language well to persuade, instruct or make a case, e.g. in a debate. • Review sound and film clips of debates and analyse their features. • Plan and record contributions to a class debate. Review considering which features were particularly effective in persuading the audience.

Appendix C: Planning templates

This contains planning templates with accompanying notes as referred to in Section 2 of the guide.

- Long-term planning – 1

- Long-term planning – 2

- Long-term planning – 3

- Medium-term planning – 1

- Medium-term planning – 2

- Short-term planning

Long-term planning template 1

Scheme of work – An overview

STAGE

TERM 1	TERM 2	TERM 3
1A	2A	3A
1B	2B	3B
1C	2C	3C

Notes:

- *The current model of nine units per stage is recommended – three per term. Fewer would give too large a group of objectives to address in one unit. More would be too fragmented to give coherence to the overall scheme.*

- *Terminology can vary although consistency is recommended within a school.*

- *An audit of the learning objectives for the whole stage is recommended to ensure coverage.[1]*

- *Each objective may be revisited in different ways in different units to continue to develop new skills in different contexts.*

- *Some learning objectives will be ongoing throughout the stage – a grid to show this is recommended.[2]*

- *Detail of the ongoing objectives may be given in an outline plan.[3]*

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[1] See audit tool.
[2] See table of ongoing objectives.
[3] See table of ongoing work.

Long-term planning template 2

Learning objectives – An audit tool

Framework codes	Learning objectives	Ongoing (O) Term ref (T1, T2, T3)

Long-term planning template 2

Notes for completing the audit (check) of objectives:

How to complete the sheets:

- *The number of lines in the table will match the total number of learning objectives for the stage. Several pages will be required.*

- *Objectives and framework codes will be entered in the order that they appear in the framework.*

- *Learning objectives will appear in full.*

- *The final column will give a clear overview of coverage. Where an objective is addressed in more than one unit, all of the relevant units will be listed. If it is an ongoing objective then it will appear as 'O'.*

How to use the information collected on the sheets:

- *The right hand column will show how often an objective appears in the whole scheme.*

- *If an objective is ongoing then 'O' must be recorded. It will be assumed that work linked to the objective is taught in several (or maybe all) units.*

- *For other objectives, how often each one appears in the whole scheme will be recorded. Some objectives will be taught more than once (but not as often as 'ongoing' ones!)*

- *The whole audit will help to achieve a balance, ensuring that coverage is sufficient and/or not too frequent at the expense of others.*

- *A final adjustment may be required to make sure that all objectives are taught for, and at, an appropriate time.*

- *Also, by doing this alongside the long-term planning of units, the grouping of objectives can be changed before too much work has been done on medium-term plans.*

Long-term planning template 3

Learning objectives – An overview

Framework codes	Learning objectives

Long-term planning template 3

Notes for completing the overview sheets:

How to complete the sheets:

• *The number of lines in the table will match the total number of learning objectives for the stage. Several sheets may be required.*

• *Objectives and framework codes will be entered in the order that they appear.*

• *Learning objectives will appear in full.*

• *The learning objectives can be colour coded:*

    – *Ongoing*

    – *A different colour for each term – <u>once only</u> when it is first introduced:*
    Term 1
    Term 2
    Term 3

How to use the information collected on the sheets:

• *The resulting overview is another kind of checklist to ensure coverage. It also shows whether too much is being introduced in the first term which may not be a balanced way of delivering the curriculum framework.*

• *By doing this alongside the long term planning of units, the grouping of objectives can be changed before too much work has been done on medium-term plans.*

Medium-term planning template 1

STAGE:

Unit: Title:

Framework codes	Learning objectives	Activities	Resources	Comments	Time

Notes:

- *There may be more than one framework code in each block, e.g. if scheme considers weekly blocks within the whole unit. Objectives will be listed to match the first column.*

- *The activities are given in outline only.*

- *Main resource needs are required to enable strategic planning, e.g. spending.*

- *This plan will require a statement in the opening rationale regarding prior knowledge.*

- *Comments will highlight specific details:*

  – *where something requires advance preparation*

  – *where different assessment strategies may be in place, e.g. opportunities for active assessment (details will be in short-term (lesson) plans).*

Medium-term planning template 2

STAGE:

Unit: Title:

Framework codes	Learning objectives	Activities	Resources

Notes:

- *There may be more than one framework code in each block. It may make sense to address certain objectives together.*

- *The activities are given in outline only.*

- *Main resource needs are required to enable strategic planning, e.g. spending.*

- *No time budget is given for obvious reasons.*

- *This plan will require a statement in the opening rationale regarding prior knowledge.*

Short-term planning template

Week beginning:			UNIT:			CLASS:	
Timing	**Framework ref**	**Learning objectives**	**Success Criteria (Details provided in sub-section 3.1)**	**Activities (see notes below re: differentiation details, etc.) W: whole class; G: group; I: individual**		**Resources**	**Evidence of achievement**
				Description	**W/G/I**		

Organisation: details of differentiation / groups / adult role (linked to activities)

Notes / extension opportunities / homework

Q&A: question/ answer
D: discussion
O: observation
M: marked work

Notes:

- *The plan can be formatted to view a week at a time and not every lesson – **this is important to support manageability.***

- *Most of the plan is self-explanatory. It seeks to include most of the desirable elements. It is possible to expand the format to A3 but this risks the planning process taking too long for the time frame – also sometimes the detail required will be brief.*

- *Class organisation is crucial to the plan working properly including differentiation and the role of additional adults. Plans can be shared to make expectations clear.*

SUCCESS CRITERIA:

- *These are an essential part of planning and should be clear and manageable.*

- *These may be part of active assessment activities where students determine the criteria. In planning, teachers need to write a broad outline of anticipated suggestions.*

Version 1