

## *Planning English Lessons at St Botolph's*

*Look at your Long -Term English plan. What is the genre for the next sequence of lessons? Use the phases to plan your lessons. Remember, a cycle of English could range from 7-14 lessons. This depends on the genre you are teaching.*

### Phase One - The Reading Phase

- Getting into the territory of the text- What do the children need to know or experience before reading the text?
- Vocabulary- Which words will you choose to challenge the children and provide for use in writing?
- Fluency techniques will be delivered depending on the level of the children.
- Is the text age appropriate? Will it hold the interest of the children and offer an appropriate amount of challenge?
- Reading skills will be developed according to the reading rope.

Consider- even though this is the reading phase, how will you ensure that reading continues throughout the remaining phases? Will you continue to echo/ choral read the text before a SPAG lesson, for example?

### Phase 2 - The Explicit Teaching Phase

- Are you offering opportunities to develop the children's speaking and listening skills?
- How will you demonstrate the features of the text?
- Which elements of SPAG will you teach to meet the genre criteria?
- How will you scaffold and model writing?

### Phase 3 - The Writing Phase

- Are the children ready to write? Have they had all of the teaching ingredients needed?
- Which level of independence will be provided and for which groups? Will your HAP children benefit from adult support, for example, to model 'greater depth' elements of writing? The levels of independence include:

Teacher model (children watch)

Shared write (children offer suggestions for a model of writing)

Guided write (teacher offering support in order for the children to write their ideas)

Independently (no help or support from an adult)

#### Phase 4 - The Editing Phase

- Using notes from marking, plan a lesson to address misconceptions, challenge or for the children to self-correct.
- This phase could be delivered as a whole class or through differentiated activities or editing 'stations'. The focus of the stations could be based on SPaG, vocabulary choices, handwriting, intervention or sentence structure.
- Consider how to teach the skills of editing or to build on the skills. This does not always come naturally.

#### Phase 5 - The Publishing Phase

- This phase gives the children the opportunity to write up their edited writing and make it something to be proud of. Think beautiful page borders, illustrations and tremendous handwriting!
- Following the publishing activity, the teacher will then mark the writing using a marking ladder.