

# WEBSITE RESOURCE W1.2

## Planning and teaching format

***NB. Although we suggest using the flexible planning format in Figure 02.1, the process aligns with any other approach to medium-term planning and teaching.***

The format in Figure W02.1 shows the flow of any given teaching sequence in English planned for anything between one and four weeks (and sometimes longer). This model of planning and teaching longer-term sequences of lessons ensures that:

- reading and writing objectives are linked
- spoken language is planned into the teaching sequence at every stage
- texts are carefully selected to fit the objectives and intended outcomes
- there is an outcome(s) which links clearly to the specific objectives identified for each teaching sequence.

This process allows preparation for a range of outcomes (writing/multimodal/digital composition/talk), integrating spoken language, reading comprehension, grammar and the writing process in order to build towards a chosen outcome.

The circles in the diagram indicate three overlapping phases. They are interlinked to emphasise that the process may not be entirely linear, but that certain aspects of the sequence may be revisited, for example, it may be useful to capture more ideas during the shared and supported writing phases, or for more explicit language/grammar teaching and modelling to take place at later stages in the sequence. Similarly, there may be discussion and experimentation whilst capturing ideas.

### The planning process:

Identify what the children already know.

Select the aspect of the range/text type to be taught and the chosen outcomes of the sequence.

Choose texts from a range of traditions and genres which will familiarise the class with text features to be covered. This should include whole texts: novels, short stories, picture-books, poetry, DVDs, information texts . . .

## Website Resource W1.2

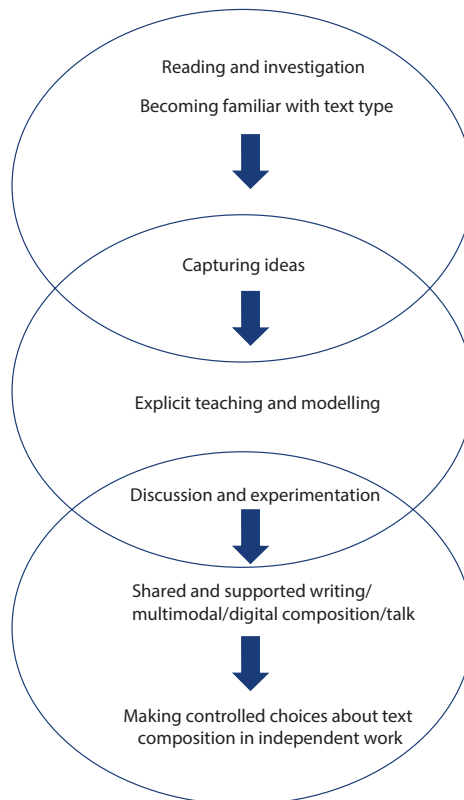
Using the relevant curriculum documents and ongoing assessment of children's achievements:

- identify the key learning objectives to be covered
- select the grammar focus for the work
- link these with key writing/composition objectives
- note the aspects of spoken language that will be covered throughout the sequence.

### The teaching process:

The teaching process consists of three overlapping phases. The overlap indicates that teaching may not proceed in a straight line, but may revisit certain parts of the process, for example, a teacher may still be capturing ideas well into the final, supported writing phase.

The first phase involves **reading, investigating**, teaching comprehension skills, exploring and discussing the characteristics of the chosen text type. This might include viewing and analysing extracts from screen texts, reading novels, picturebooks or information in



**Figure W02.1** Planning and teaching sequence

digital or book form. The idea is that children should become **familiar** with the features of the text, and how to make sense of it, for example, by studying the writer's craft.

Ideas for writing/composition may be **captured** in different ways but in the second phase the class will particularly benefit from responding to the text through spoken language, drama or role play activities and through writing, for example, through writing in role. The text should be chosen to provide the model for the skills being taught. In exploring the features of the text, the teacher will **explicitly teach** the grammar/language focus, **modelling** its use, **discussing** the effect of the specific grammatical feature on writing/ composition, drawing on examples from the chosen text(s), and giving the children chances to **experiment** with its use to enhance their writing.

Talk, investigation and reflection will be important at this stage, allowing the children the space to explore how to make their writing more effective.

**Shared** and **supported** writing/multimodal/digital composition/talk will then help children in **making controlled choices** as they compose their own texts (spoken, written or designed). Throughout the sequence, but specifically in this phase, the teacher will model different ways to plan; support children as they draft their ideas; teach the skills of editing and proofreading; provide children with real audiences for their writing/composition/talk and opportunities to publish or share (in the classroom and beyond).

(This planning and teaching sequence builds on Bearne's (2002) Expanded Process for Teaching Writing; Unit planning for literacy – an integrated model by the United Kingdom Literacy Association/PNS (2004) and Reedy and Bearne's (2013) REDM model for teaching grammar in context.)