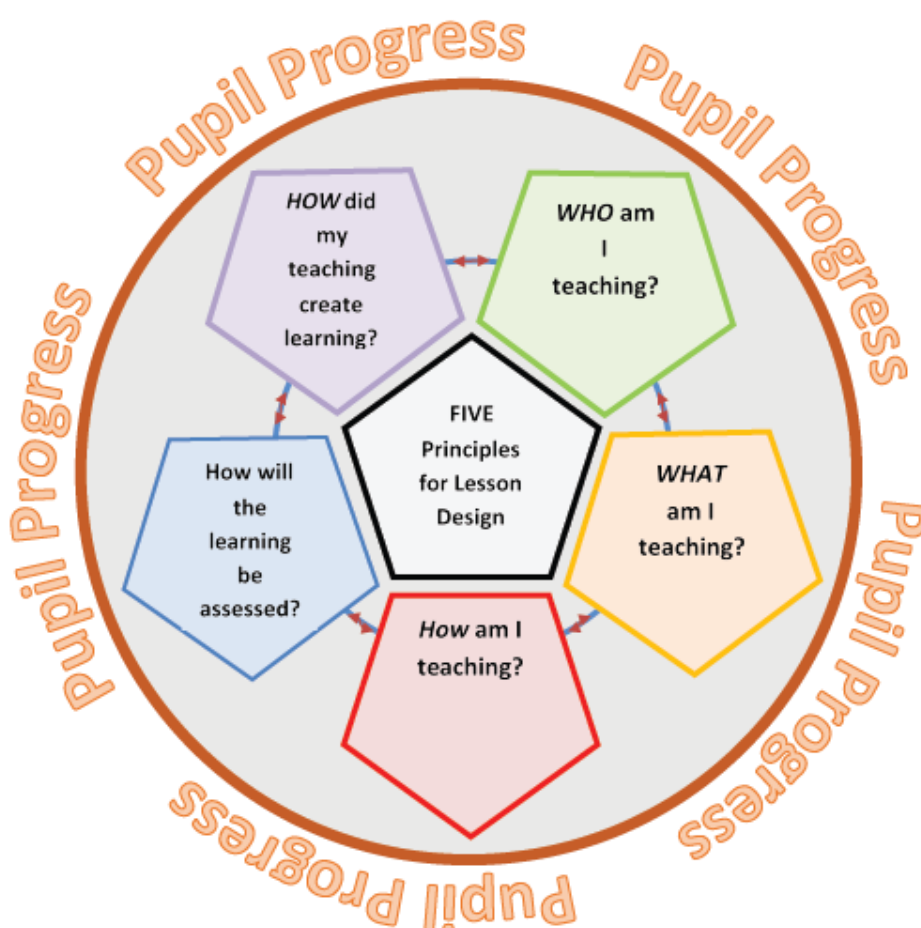


Principles for Lesson Design

Overview

Designing lessons should be considered as a **process** rather than a **product**. Much of this complex, layered process is inherently invisible as it requires hard thinking. Individual lesson plans are the product of this thinking and design process – they provide a useful tool that can be used as an aide-memoire by you and as the basis for professional discussion between you and your mentors. As you become more experienced you will find the process develops in terms of the speed with which you can design a lesson (or sequence of lessons). Additionally, your understanding of how to incorporate the different facets of planning (e.g. adaptive teaching, inclusion, conceptual understanding etc.) will become more holistic.

The **Five Principles for Lesson Design** are framed as questions that you ask yourself as you move around the design process.



The **Guidance for Lesson Design** that follows is posed in a question format to prompt the hard thinking required. Although this is written sequentially there is no suggestion that lesson planning is a linear process – far from it. Choose your starting point and move between the sections as required.

Guidance for Lesson Design

Who am I teaching? (BM2) (HPL2)

- What do I know about my pupils? Consider age, SEND, Most Able, Pupil Premium, EAL, and pupil level assessment data.
- What do my pupils already know (prior knowledge)? How do I find this out?



Evidence of your impact on pupil progress over time

Collect pupil data prior to the lesson to show the starting point. This data needs to reflect the skills, knowledge and understanding that the pupils currently have related to the intended learning outcomes of the lessons you are planning. Examples of where to access this data are: via department tracking systems, through discussions with class teachers and/or TAs, by looking through pupils' exercise books, using your own observations of the class, discussions with the pupils themselves or via previous formative assessments.

What am I teaching? (HPL7) (SKP1) (SKP2)

- Have I read the long term and medium-term plans used by my school?

The **long-term plan** could be the National Curriculum Programme of Study, a GCSE specification or a departmental overview of the curriculum.

The **medium-term plan** could be the departmental '**schemes of work**'.

Some schools may also have short term plans which are a '**unit of work**' or a sequence of lessons.

- What do I know and what do I need to know about the topic I will be teaching? Can I script a basic "I do" that models the task as a core part of the lesson? How will the pupils' learning be assessed (summatively)?

This is about your own subject knowledge – i.e. do I need to go and research/read/learn an aspect of the curriculum before I can continue planning?

- How do I apply my new or expert subject knowledge to help me interpret the scheme of work? What do we mean by *interpreting* the scheme of work.....

What do I
need to
teach Year 9
this week?

What am I
teaching
Year 9 on
Tuesday?

What do I
want them
to learn?

How do I
frame a
suitable
*learning
objective*?

For more guidance on framing **Learning Objectives** and **Learning Outcomes** see Wright, T. (2017) Chapter 5 and Unit 1: Structuring Learning in Pedagogy and Practice: Teaching and Learning in Secondary Schools.



Evidence of your impact on pupil progress over time

Your planning documents should show clearly what you want the pupils to learn. Sometimes there may be gaps in your own knowledge – this is absolutely normal. Subject Knowledge Audits can demonstrate how you have improved your own subject knowledge in preparation for teaching. Lesson observation feedback can focus on how your subject knowledge has impacted upon pupils' engagement and enjoyment leading to them meeting the learning outcomes.

How am I teaching? (HPL4) (HPL6) (HPL10)

- What teaching models and/or strategies do I think will work best? These may be subject specific.
- What learning tasks match my chosen model/strategy?
- Are these tasks appropriate for my pupils (go back to **Who am I teaching?** if needed).
- How can I break the structure into chunks -starter, modelling, explanations, scaffolds?



It is important to stand back at several points during the lesson design process – this is a good point to do that. Have a break and then reassess what you have done so far.

- How does my chosen structure ensure a clear purpose and process for learning?
- What do I need to plan to do or say in between tasks to make the learning explicit? *Thinking this through and even drafting a script will support you with assessing learning later.*
- Do I really understand why I am asking the pupils to do these tasks?



Evidence of your impact on pupil progress over time

Collect samples of pupils' work, including homework, and annotate to show how your teaching has helped pupils achieve the learning outcomes. Include examples of any interventions you made, for example, changing seating plans, providing revision sessions, use of praise, contact with parents etc. It is useful to take photographs of this 'evidence' to share with your mentor.

How will the learning be assessed? (HPL3, HPL8)

- What are your key questions? Will these questions target specific pupils?
- What responses do you expect pupils to give to your questions and tasks?
- Can you, by considering possible responses, pre-empt possible misconceptions and how you will deal with them?
- As pupils engage with the tasks how do you manage your teacher presence in order to: eavesdrop, circulate between groups, live mark and intervene etc. all of which will allow you to gauge understanding and progress?

- How will you seek feedback on the tasks set e.g brief final mini-assessment, an exit task, plenary or targeted questions linked to the lesson objectives?

As you become more experienced you will, at this point in your lessons, be able to react flexibly to unforeseen responses. This is 'Reflection **IN** Action' – see Cowan, J. (2006) & Brockbank, A. and McGill, I. (2007).



Evidence of your impact on pupil progress over time

Your annotated and amended planning will demonstrate how you have responded to the pupils' needs identified via formative assessments. Examples of your marking of pupils' work and how this was acted on by pupils showing improvements demonstrates the impact of your written feedback. Pupils' self and peer assessment can be used to compare with your view of their progress. Again, keep photographic evidence to share with your mentor.

How did my teaching create learning? (HPL9)

- Did pupils achieve the intended learning through the tasks set?
- How do I know? What evidence do I have?
- Think about the pupils learning behaviours – how did your teaching enable this?
- Relate back to your personal targets (from your Weekly Review or otherwise) and consider to what extent you have met or evidenced them.



Time for another coffee....

By rehearsing your explanation of your progress with your personal teaching targets you are developing the reflective behaviours required to move forward in time for your next Weekly Review meeting with your mentor and to plan your next lesson. This is 'Reflection **ON** Action' – see Cowan, J. (2006) & Brockbank, A. and McGill, I. (2007).

Evidence of your impact on pupil progress over time

Your own lesson evaluation is an essential part of your evidence here. Also, the lesson observation notes from formal observations and the post lesson conversation. Evidence of pupils reflecting on their own learning can be included. Over time test/exam results will support your impact on pupil progress (however, tests are 'noisy' measures of attainment and should not be the only evidence offered). Video clips of a lesson, or lessons, can show individual pupils at the start, middle and end of a sequence of lessons. You could also use audio recordings to 'voice' your evidence.

Recording the Planning Process



Who am I teaching?

The set number indicates the way students are grouped and possible prior attainment. Clear links are also made to prior learning and to future learning.

What am I teaching?

Learning Objectives are taken from the Scheme of Work. Intended Learning Outcomes are what students are expected to be able to do when the tasks are completed.

LESSON PLAN OUTLINE (Mathematics)

Date	Year/Class	Time	Title of lesson/theme	
	Year 7 Set 3A	2.30-3.30	Calculating Angles	
Learning Objectives			Intended learning outcomes:	
<ul style="list-style-type: none">Continue to estimate angles and use a protractor to measure them;Distinguish between acute and obtuse angles;Use the sum of angles at a point and on a straight line			<ul style="list-style-type: none">Recall definitions of angles learnt so far in this topic.Apply previous knowledge learnt to find unknown angles in right angles, straight lines and around a point	
Lesson Objectives for Trainee (with reference to the Progression Booklet)				
<ul style="list-style-type: none">Have clear rules and routines for behaviour in classrooms with a focus on timings during the lesson. (BM4)Formatively assess students' progress in the lesson through the use of whiteboards and self-assessment. (A2)				
Links to previous lesson/prior learning:			Links to next lesson/future learning:	
Students have already learnt all the knowledge they will need for this lesson, such as how many degrees are in a right angle, straight line, whether an angle is acute or obtuse and should know how to measure angles.			In the next lessons students will be recalling triangle properties and finding unknown angles in a triangle. They will apply their knowledge of angles to compass turns. Future learning after this topic will include knowledge of alternate and corresponding angles, identifying quadrilaterals, find the sum or interior angles, bearings and trigonometry.	

How did my teaching create learning?

Trainee's targets are clear and specific. A 'best fit' approach is taken to link targets to the progression booklet.

How am I teaching?

The lesson has been clearly structured into timed stages. Tasks are clearly related to the learning outcomes and include paired and solo working.

Timing	Teacher Activity	Pupil Activity	Assessment for Learning	Challenge and Support
2.30-2.45	Starter (15 minutes): Students given a card sort and directed to the example on the board. They will be told they must estimate the angle first, before deciding which angle measurement to apply. Homework notice: Students will be reminded that the homework for this week is to revise for their test on the 11 th March. They will be told that their books will be collected today and will be available for them to collect tomorrow.	Students will need to find an angle and match it to its name (acute, obtuse, etc), record an estimate of the angle and finally match the actual measurement of the angle. They will work in pairs for this activity.	The angles will be on the board for students to offer what other cards they matched it with.	Students have definition in their books to refer back to. Extension: How much further does the angle need to turn to produce a full turn?
2.45-2.55	Whiteboard assessment (10 minutes): 2 questions of estimating angles, multiple choice answers followed by one of each of the following, calculating at a point, in a straight line and in a right angle.	Students will keep answers to themselves until asked to show. Students will offer the reasoning behind why they choose answers.	Teacher formatively assessing as students offer answers on their boards.	Students may offer blank boards if unsure of the answer. Those able will extend by offering their reasoning.
2.55-2.15	Consolidation (20 minutes): Who has the smallest slice of cake? Students will be given nine problems and will need to find out which is the smallest angle from all of their answers. Extension: Wedges of cheese problem. Students will be shown 7 different sized wedges of cheese. They will need to	Students must also show their workings on this worksheet so that the teacher can understand what methods they are using when marking this. Once marked this sheet will be stuck into books.	Answers will be given for students to self-assess. They must decide which problems they want to be discussed as a whole class in the plenary.	The teacher will be available to assist students. There is usually a classroom assistant in this lesson who is not available today. Particular students will be

How will the learning be assessed?

3 points have been identified in the lesson when learning will be assessed. Using mini whiteboards allows the teacher to gauge understanding and students also self assess via marking their own work.

Who am I teaching?

This column clearly details how different students can be supported and challenged.

How will the learning be assessed?

Students are given a choice to ensure motivation remains high. This choice is linked to the plenary task.

Timing	Teacher Activity	Pupil Activity	Assessment for Learning	Challenge and Support
2.15-2.25	find two wedges that they can use to make new angles of cheese. Plenary (10 minutes): Students will be told that three of the consolidation questions may be gone through as a class. Once this is completed all students will be asked who had the smallest slice of cake.	Students will highlight questions which were found difficult. If no students offer a question to go through the teacher will highlight the last one and ask for a student's		highlighted for assistance first. If there are still no questions which students wish to go through then the extension activity given previously will be used as a class.
2.25-2.30	Packing away (5 minutes) students will then be asked questions such as 'How much do I need to add to 30 to get 90', etc.	Students will need to hand in their books, return protractors, white boards, glue, etc. Once they are packed away they are to sit down quietly.		
<div> <div> <p>How will the learning be assessed?</p> <p>The Plenary task allows misunderstandings to be discussed and the final 'answer' to be revealed.</p> </div> <div> <p>How did my teaching create learning?</p> <p>Linking Teacher Activity in parallel to Pupil Activity helps the teacher to consider how the tasks and their explanations, questioning etc. have supported learning.</p> </div> </div>				
Resources				
Resources assumed to be in the classroom:				
White boards, pens and cloths, card sort, cake worksheet, cheese extension, glue.				
Homework/Independent Learning <i>(as applicable and in line with school/department policy)</i>				
Collected in and reminder of revision homework set.				

Lesson Plan (MFL) – on this lesson plan the mentor and trainee have colour coded the principles of lesson design. This is a useful training activity, especially in phase 1.

Section 1 – Lesson Information			
Subject: Spanish	Date: 16th June	Time of Lesson: 13:55	Duration of Lesson: 50 mins
Unit of Work: ¡Diviértete!	Class/Group/level of ability: 9GSp mixed	Number of Pupils: 25	Lesson specifics: OS6 / DSH (location/usual teacher)
Title/Focus of Lesson: ¡Destino Barcelona! – Students are revising the preterite tense by using it in the context of a trip to Barcelona			
Section 2 –Action points:			
Focus areas and reference to the Progression Booklet	How will you achieve them? (Trainee teacher to complete)		
AT1 – using adaptive teaching in response to assessment data	I have used the recent end of year assessments to decide where my adaptive teaching might need to change for this specific group. For example, Dan S has made a lot of progress and can now be challenged more, whereas Alex and Dylan need more support and scaffolding as they did not perform as well in the end of year assessment.		
SKP1 – using real-life contexts to aid motivation	This is the second lesson of a Barcelona-themed set of lessons, in which students are learning about places in town and the preterite tense in the context of Barcelona. Students will go on to research Barcelona as a tourist destination in subsequent lessons and learn more about cultural aspects of a city in Spain.		
Action Points/building on prior learning from last lesson: <ul style="list-style-type: none"> Students completed listening and reading activities last lesson which introduced them to Barcelona as a tourist destination and which helped them revise the places in town and the recognition of the preterite tense. 			
Section 3 – Intended learning			
<ul style="list-style-type: none"> To be able to discuss places in town To be able to discuss what you did on a holiday 			
Section 4 – Adaptive teaching			
Alex, Dylan, Olivia, Pavan, Jessamine, Dan B, Brandon and Maya will have adapted worksheets which will provide them with additional scaffolding to help support them in completing the same activities as the rest of the class.			
Section 5 – Homework / Independent Learning:		Section 6 - Resources	
No homework to be set		<ul style="list-style-type: none"> PowerPoint Handout for listening activity 	

			<ul style="list-style-type: none"> • Reading texts for gallery reading exercise • Reading grid for students (differentiated) • A3 paper • Post it notes
Section 7 – Lesson plan			
Lesson Stage	Timings	Intended Learning	Teaching / Learning activity
Starter	13:55	Word recognition	<ul style="list-style-type: none"> • Students write date / title in books • Starter activity: vocabulary recall from last lesson • AFL: Go through words in TL, elicit sentences using the word(s).
Activity	14:00	Listening starter activity	<ul style="list-style-type: none"> • Students had some difficulty with statistics in a previous lesson, so this activity aims to quickly revise numbers and letters in a travelling context. • Students have a list of flights at an airport and have to fill in the missing gaps with times/flight numbers/destinations etc. • Two separate sheets. For lower ability pupils, there are fewer gaps allowing them to focus more on the gaps they have. • AFL: 1 minute to compare, answers displayed on board, check any words not understood
Activity	14:10	Gallery reading	<ul style="list-style-type: none"> • Present question “¿Qué hizo Señor Smith?” (what did Mr Smith do?). Present task in TL. • 5 texts are displayed around the board giving information about a holiday I spent in Barcelona with pictures. Students are to walk around and use the information from the texts to fill in a grid, requiring them to translate the information into English and record it. • 2 handout grids are given. For lower ability students, there are more vocabulary prompts and question prompts in the ‘other details’ section to encourage them to engage with the text more closely. Higher ability pupils have a more basic grid requiring them to select and translate information more independently. • Students should also note down any vocabulary they are unsure about in the space provided at the bottom
Activity	14:25	Reading round-up + writing brief	<ul style="list-style-type: none"> • Students return to their seats and have the chance to ask any questions about unfamiliar vocabulary they encountered during the exercise. • Explain the writing task: • Students will work in groups of 4 – 5 to recount my trip to Barcelona in Spanish using the information they have recorded in their groups. Groups are mixed with a more able student given the ‘capital’ role and responsible for organising the group and checking accuracy of work produced. • Success criteria are differentiated in three stages

			<ul style="list-style-type: none"> Students are required to use the 3rd person singular form. This task will then form not only the Assessment for Learning strategy for the reading task (have students recorded and written up the correct information?), but will also serve as a chance for me to assess their writing (I will take these in and mark – quick 10 minute DIRT next lesson).
Plenary	14:40	Post-it plenary	<ul style="list-style-type: none"> Students have the opportunity to go around the other groups' work and assess their writing. They should write one WWW/EBI on a post-it and stick it to the A3 sheet another group has been working on.

Who am I teaching?

What do I know about my students? Consider SEND, Most Able, PP, EAL, and student level and assessment data.

- This group is a high ability group. Students are all dual-linguists and have chosen to do Spanish as an *ab initio* course in Year 9. They are already working at GCSE level, despite having studied Spanish only for around 7 months. Plenty of opportunities need to be provided for the more able and some support for students who are working slightly behind the more able. There are 3 PP students, all of whom will have more support this lesson.

What do my students already know (prior knowledge)? How do I find this out?

- I have taught the group for all their lessons since February. We have covered the preterite tense, vocabulary for places in town and already looked at Barcelona as a tourist destination last lesson. This lesson will consolidate these areas as well as the starter activity which will work with numbers, something the students struggled with when reading a text with percentages a few lessons ago.
- We are following the Viva GCSE Higher scheme of work, and this fits into the ¡Destino Barcelona! section which I have adapted to be more authentic and engaging.

What am I teaching?

Have I read the long term and medium term plans used by my school?

- Yes. At the start of the holidays topic in the scheme of work, I planned long-term to incorporate the structures and language I wanted students to cover with this topic.

What do I know and what do I need to know? (Subject knowledge)

- Preterite tense verbs, plenty of vocabulary which might be quite new to students (teleférico, colina, montaña rusa, artista callejero).
- This is themed on my trip to Barcelona, so will be motivating for students

How do I apply my new subject knowledge to help me interpret the scheme of work?

- I have used my knowledge of Barcelona as a tourist destination to develop a task which provides real-life context and motivates students. The textbook only uses Barcelona superficially to contextualise. By using my own photos and personal experiences to talk about Barcelona, this will help students engage with the topic more and hopefully the language side of things too.

What do we mean by *interpreting the scheme of work*?

- Taken key learning objectives from scheme of work and used them to plan lessons.
- Looked at objectives, decided on the language to be taught and then contexts in which that language could be taught.
- Plan for opportunities to repeat new structures in subsequent lessons as students get plenty of practice and exposure.

How am I teaching?

What teaching models and/or strategies do I think will work best?

- As this is Friday Period 5 I wanted students to be active and work in groups.
- After completing the first activity independently, the reading gallery exercise will allow students to move around and engage better, whilst working in groups will help keep them motivated whilst still doing the work in a more relaxed way.

What learning tasks match my chosen model / strategy?

- Listening activity – settler at the start of the lesson to immediately engage students and get them on task before doing more 'stir' activity
- Reading gallery activity – more active allowing students to move around and discuss answers.
- Group writing activity – students will be more engaged and motivated by the group work but will also have the chance to discuss ideas and talk about using previous/new language to come to an agreement about their writing piece.

Are these tasks appropriate for my students?

- Tasks allow for adaptive teaching and learning, by providing extra support to my students who might find the reading activity difficult in terms of vocabulary.
- The group work will be led by 'captains', who are the more able students, allowing them to help those who need more support, whilst also giving them the role of checking group work thoroughly.
- The tasks are appropriate given the time of day also, this group would not work well silently on a Friday afternoon.

How can I structure my lesson appropriately to match the needs of my students?

- Some students in this class mainly require extra support with vocabulary, as they have not had great exposure to new words in Spanish having only learned it for 7 months.

- Less able students have more support in terms of vocabulary for the gallery reading exercise, allowing them to access the same texts but with the aid of vocabulary to do this. They also have prompt questions for the 'extra details' section, allowing them to focus more on what they are looking for in terms of extra detail.

How does my chosen structure ensure a clear purpose and process for learning?

- The listening activity shows that I have considered an area to work on for my students (numbers) and thus I am providing practice for this in class and consolidation.
- The reading activity also shows consolidation by bringing together words on town, places in Barcelona and structures in the preterite tense to consolidate all of these areas which have been taught in previous learning.
- The final writing task has a dual-function: it serves as an assessment of the students' understanding of the reading task – are they able to recount what was said in the text? But it also serves as a creative opportunity for them to demonstrate how well they write and their ability to use the preterite tense in writing.

What do I need to plan to do or say in between tasks to make the learning explicit?

- Make sure each task is clearly explained in the context of the previous task. Explain well how the writing task will lead on from the reading.
- Be sure to model all activities.
- Recap at the start what we did last lesson and mention at the end how we will use the writing next lesson (DIRT and an activity in which students plan a trip to Barcelona)

Do I really understand why I am asking the students to do these tasks?

- Tasks follow scheme of work and consolidate previous learnt language
- All activities serve to consolidate a variety of tenses/structures we have learned as a class. Also revises preterite tense because this is where most students struggled in the end-of-year assessment they have just completed.

How will the lesson be assessed?

- Listening task – answers displayed on board and I will ask students which particular gaps they found difficult.
- Reading will be assessed with the writing task, but also by engaging with students as they go around reading the texts. The writing task will be assessed by peers to see how well they understood the text. I will also mark the texts at home and use them as a base for a DIRT activity in the subsequent lesson, which will focus on language.

How did my teaching create learning?

- Students were fully engaged with all the tasks – most of them found some challenge in the texts, as they asked questions and discussed points on the texts as they moved around
- They learned a lot about Barcelona and were motivated by the topic as they asked me informally about what Barcelona was like and if I really did the activities I had written about. Without a doubt, the topic sparked their curiosity.
- They also understood the texts well and what the past tense verbs meant – this was evident in their group writing pieces. Even if they had written about everything, what they had written accurately relayed the information from the reading tasks.
- Timing was a bit of a problem. They could have done with more time to complete the reading task and more time to do the writing. This lesson may have been better to span over a double lesson, where students could have engaged more deeply with the tasks.
- Observers commented on the high level of student motivation and the quality of the resources used. They also said students were supported well and there was challenge in the texts to suit the more able.

Lesson Plan (ENGLISH)

Who am I teaching?

The size and nature of the group will give you an insight into how many, the gender break down and other contextual considerations.

LESSON PLAN for class: 7P1		55 (P1)	Your Name:
Size and nature of group: 30 pupils, 10 boys/ 20 girls, lots of movement by teacher to keep them engaged			
Context and background of work: Pupils have made predictions of the novel based on the title and front cover illustrations.			
Other notes: 1 SEN (ERD) – Dyslexic tendencies, yellow background, chunking of text, 1PP GE			
Overall learning objectives <div> How did my teaching create learning? The trainee is constantly reflecting and liaising with her mentor to decide on weekly targets to improve her practice. The weekly review template provides a platform to record 'how' the targets will be achieved making them granular. </div>		Learning Objectives: of <i>Animal Farm</i> Learning Outcomes: All Pupils will have read Chapter 1 of <i>Animal Farm</i> and completed a table analyzing characters from chapter 1. Some pupils would have made inferences about these characters based on Orwell's descriptions- these inferences could either be plot or character based.	
Your developmental objectives (referenced to the curriculum threads in the progression booklet)		(AT1 & AT2) Adaptive Teaching- supporting lower attaining pupils and stretching G& T (BM4 & BM5) Expectations- rooted mutual respect for peers.	
Lesson Stage	Objective	Activity (indicate necessary adaptive teaching)	Evaluation Methods

What am I teaching? The learning objectives and outcomes will link to the scheme of work and the expectations of the pupils' learning.

Starter	<p>Pupils to develop some ideas about what is means to have a leader.</p> <p>Resources:</p> <p>Pupils' exercise books</p>	<p>Talk about expectations regarding manners and reading books- few shuffles of the seating plan</p> <p>Check everyone has equipment. Make a note of who doesn't- LL and HA forgot RB last lesson.</p> <p>Starter: In pairs discuss 'Should we be have a one headmaster who leads the school?'</p> <p>Examples</p> <p>Play devil's advocate!</p> <p>Pupils who were quiet last lesson EM RD, AL, AM, UZ, AM, LU, LUC, AN- try and target these</p>	<p>Class feedback- challenge ideas presented by class by giving them scenarios that could occur either with or without leadership.</p>
Transition	<p>We are finally going to begin reading Animal Farm but as we are reading the first chapter I want you to keep in mind the past two lessons with myself and Mrs T.</p> <p>As we are reading I am going to be stopping at certain points to talk through what's happening, what are first impressions are and any language or structural features that might occur. We should always be thinking like this but keep this in mind as we read the first chapter.</p>		
Main Activity	<p>Pupils to read and engage with Chapter 1.</p>	<p>Class read <i>Farm</i>.</p> <p>Stop at '...was already snoring.'</p> <p>'First impressions of Mr Jones?'</p>	

Who am I teaching? Thinking about how you will personalise the learning and the progress of all pupils over time.

How will the learning be assessed? This will look different at different points of the lesson and will allow you to focus on certain individuals. This also helps you to consider how to adapt teaching to suit the needs of the learner.

How am I teaching? Thinking about transitions and how you will offer the commentary to link one activity to the next will prompt you to consider the lesson from the learner's point of view. How do the pupils learn?

	<p>Have an understanding of how Orwell sets the scene and presents certain characters</p> <p>Understand how Orwell uses language and structural techniques for a purpose.</p> <div data-bbox="546 608 893 798"> <p><u>Subject terminology</u></p> <p>Repetition</p> <p>Rhetorical questions</p> </div> <p>Resources:</p> <p>Animal Farm- Chapter 1</p> <p>Pupils' exercise books</p>	<p>Stop at 'Comrades'- 'What is a comrade?' 'Why would the animals call each other comrades?' 'What does this show about their relationship towards each other?'</p> <p>Stop at repetition of 'No' in speech</p> <p>'Why have I stopped? What has motivated me?'- 'Why has Orwell</p> <div data-bbox="869 512 1482 786"> <p>What am I teaching? The guidance from the scheme of work will be inextricably linked with a consideration as to how you will do this. These three columns have a clear relationship: Understanding of chapter 1, questions to check understanding during reading and assessing their response.</p> </div> <p>Stop at 'All animals are equal.'- 'What type of sentence is this?' 'Why has Orwell used a short sentence here?'</p> <p>PERSUASIVE WRITING TECHNIQUES- point them out as much as possible without disturbing the flow of the reading.</p>	<p>Questioning throughout the reading to engage pupils and get them to develop their ideas.</p> <p>Questions moving from simple recall to more complex:</p> <p>Lower ability</p> <p>Higher ability</p> <p>Higher ability</p> <div data-bbox="1680 432 2130 643"> <p>How am I teaching? Thinking about the strategies for teaching will sometimes overlap with how you are assessing.</p> </div>
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Transition	Talk through what we have just read. How does Orwell set the scene? What are we thinking? What do we think about the animals in comparison to the humans? Who do we think is going to be significant in the novel? Now we are going to look closely at how Orwell presents and develops characters in the first chapter of the novel by completing a grid in our books.		
Developmental Activity	<p>Pupils will complete character profiles which will help with their understanding of how Orwell develops characters.</p> <p>Some pupils will make predictions and inferences based on Orwell's language.</p>	<p>Character development and analysis.</p> <p>Pupils will complete a table in their books on how Orwell develops characters in the first chapter and give evidence from the novel to support this.</p> <p>Target: JT, TF, GM</p>	<p>G&T: some pupils will be able to make inferences about these characters- these inferences could be about their personality, actions or could be in relation to plot predictions for this character.</p> <p>Support: writing frame given to pupils who need longer to process and who are struggling in the class</p>
Transition	Recap what has happened in the chapter- 'What do you think the most important part of Chapter 1 is with moving the novel forward?'		

How will the learning be assessed?
 Sometimes you will be engaging the pupils in this thought process through questioning, reviewing and recapping.

Plenary	<p><i>Evaluation of lesson objectives</i></p> <p>Resources:</p> <p>PowerPoint slide</p> <p>Old Major's tweet sheet</p>	<p><i>Activity: #OldMajor</i></p> <p><i>Pupils will need to write a tweet that summarises Old Major's speech without using the maxim 'Four legs, two legs bad'.</i></p> <p><i>Ask three volunteers to read out their tweets. I will type these on the board-class vote (retweet) their favourite one. House point for the pupil who has the most 'retweets'.</i></p> <p><i>REMIND PUPILS HM</i></p>
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How will the learning be assessed? The pupils responses to a well thought out plenary will give you further insight into their progress and help you to plan for the next lesson.

How did my teaching create learning? Thinking about an appropriate plenary will engage you with this question and ensure that you evaluate the lesson at this stage of the planning. Does your plan facilitate the learning you expect?

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