

**Primary ITE Programmes School Based Training**

**Teacher Initiated Activity/Lesson Plan Pro-Forma**

**SYSTEMATIC SYNTHETIC PHONICS**

It is expected that all trainees will complete a detailed plan for any lesson or activity that they initiate and deliver. These will be supplemented with a weekly overview and additional adult sheets. All lesson/activity plans should be evaluated and annotated in brief after each lesson. **All lessons should be assessed in terms of children’s learning and records should be kept of this assessment** (e.g. class list with RAG rating).

| **Lesson/Activity Planning Pro- forma** | | |
| --- | --- | --- |
| Date: | Year group: | Subject: |

| **Learning Objective**  **e.g.:**  **The children should …. be able to, know, articulate etc.**  **I can…….** | **What are the specific steps children need to take to be successful in meeting the learning objective?** | **Links to phonics scheme or programme** |
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| **Prior experience and achievement of pupils** | **Prompts** |
| --- | --- |
| *In most cases this should link back to the previous lesson’s assessment; cross reference when appropriate* | *What have the pupils already done?*  *What do they know?* |

| **Timing** | **Sequence of lesson or activity** | | | **Key questions** | | **Prompts** |
| --- | --- | --- | --- | --- | --- | --- |
| **REVISIT (previously taught phonemes/ common exception words/ blending and segmentation within existing phonic knowledge)** | | | | | | |
| *How long will each part of the lesson take you?*  *How will you ensure that you use the time efficiently to focus on phonics?* |  | | |  | | *What questions will you ask?*  *What teaching strategies will you use to maximise pupils’ participation?*  *How will you promote behaviour for learning?*  *How will you check understanding?* |
| **TEACH (new phoneme / new tricky word)** | | | | | | |
|  |  | | |  | | *How will you address the needs of individuals and groups of learners?*  *How will you check on understanding throughout the lesson (AFL)?* |
| **PRACTISE (Blending and Segmentation)** | | | | | | |
|  |  | | |  | | *How will you check on understanding?*  *How do you ensure correct letter formation?*  *What questions will you ask?* |
| **APPLY (read/ write a caption or a sentence)** | | | | | | |
|  |  | | |  | | *How will you check on understanding?*  *What questions will you ask?*  *If understanding is secure how will you extend learning further?* |
|  | | **CHECKS** | | | | |
|  | | **Planning for additional adults** | **Differentiation/ adaptive teaching** | | | |
|  | | How have you planned for any additional adults at every stage of the lesson? Tick highlight all that apply:   * Evident within in the plan for every part of the lesson * Via a separate “Additional Adult” planning sheet. * N/A | How have you ensured that all children will be able to meet the learning objective? This should be evident within the lesson plan.  Tick/ highlight all that apply:   * Questioning * Different tasks * Additional support * Additional challenge * Filtered teaching * Other(s) – please state/highlight within the lesson plan: | | | |
|  | | **LESSON ASSESSMENT** | | | **Prompts** | |
|  | | **Complete this as soon after you have taught the lesson as possible.** | | | *How do you know if each child has met the learning objective? Show your recording.*  *How will you use this daily assessment in your next lesson?*  *Lesson assessment can take several different forms; whichever method you use; it is important that you demonstrate you know:*  *1.If each individual child has met the learning objective*  *2.How to support those who haven’t*  *3.How to challenge those who have* | |