

**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** |
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| 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* |