

Darley Dene Writing Planning

Planning Thought Process:

1. Select Learning Objectives for the week.
 - *What are the gaps in learning for your class?*
 - *What do your class need to learn next?*
 - *How many days on each LO?*
 - *How will the LOs link throughout the week?*
2. Consider what the learning will look like for **all** children.
 - *How will you enable the children to progress throughout?*
 - *Do you need any further resources or pre teaching materials?*
3. Consider how you will model the learning.
 - *What dialogue do you expect to take place for the learning to develop throughout the lesson?*
 - *As well as the learning objective, which gaps in my children's learning could I acknowledge?*
 - *Which children do you need to focus on here?*
4. Choose how the children will practise the LO in the input.
 - *Will this be a whole class/group/paired activity?*
5. Choose how the children will apply the LO in the independent task.
 - *What piece of learning will evidence this?*
 - *How will you model the learning expectation?*
6. Consider possible teaching approaches (role play, art, visualising, etc.) for each session.
 - *How will these support the learning?*
 - *How will you engage the class in the learning?*
7. Select children for the guided and supported groups.
 - *Which children have gaps in their learning?*
 - *How will they make progress during this session?*
 - *How will you deploy your TA in the input and independent task?*

Reference:

- Previous Learning
- National Curriculum
- Sonar Objectives (current & previous)
- Sonar Formative Assessment

Supporting Resources:

- Power of Reading Website
- Power of Reading Teaching Sequences
- Power of Reading Book
- Oracy Talk Tactics
- Bloom's Taxonomy
- Little Wandle and/or Spelling Shed

Assessment Evidence:

- Responses to marking (purple)
- Next steps on planning document
- Pictures/videos of input and outcome
- Children's explanations of achievement/progress
- Annotation of verbal marking & guided groups
- Highlight the objectives on Sonar Formative Assessment
 - *Where do they need to be?*
 - *How will progress be made?*

Teaching Thoughts:

- *Which Bloom's questions could you use for this?*
- *What is your key vocabulary for the week?*
- *Which Oracy Talk Tactics will you focus on?*
- *How will you include other year group expectations?*
- *How will you link the lesson to the weekly **spelling, grammar and reading** objectives?*

