

Communication and language are prioritised through:

Reading | Oracy | Vocabulary | Metacognition

Reading: Every lesson is an opportunity to develop reading, language and vocabulary — not just English lessons.

Oracy: Justify, reason, question, negotiate, argue, debate, respond, evaluate, describe, narrate, explain, speculate, hypothesise, explore, articulate, present, perform, improvise. *Critical thinking. Clarify thinking. Organise ideas/opinions.*

Vocabulary: Explore shades of meaning, build and expand vocabulary. Make connections. Subject specific/technical language.

Metacognition and self-regulated learning: Framework for planning and teaching. Follow the Seven Step Model (EEF).

Impactful Lesson Design Key Points	Effective Strategies
Curriculum intent	Teachers' knowledge of curriculum intent for all subjects is strong. Understand pupils' prior learning in all subjects. Lesson design is aligned to the subject specific curriculum intent. Select resources that reflect diversity in gender, race, religion, sexual orientation, marriage and civil partnership, age, pregnancy and maternity, disability and gender reassignment.
Clear end point(s)	Know the end points. Know the outcomes. Identify the Hinge Question. Plan lessons and learning that builds the knowledge and skills children need to achieve the end points. Know the end of year expectations. Are lessons planned to ensure children achieve these?
Sequence purposeful lessons	Consider how the lesson provides first hand, creative, real interactive experiences, eg visual and concrete resources, artefacts, real objects, trips, visitors, videos, photographs. How is learning being facilitated? What steps are needed for children to succeed? How is the learning sequenced? How are the children purposefully engaged at all parts of the lesson? What are they going to do/learn? How will the pace of the lesson be maintained? Does the structure of the lessons/sequence of learning build independence? Cognitive overload avoided.
Focus on strengthening learning	What scaffolds/resources are needed? When? What parts need to be modelled? When? How? Physical, verbal, modelled? Know the key knowledge and skills children need to secure before moving on.
Plan oracy strategies	Oracy purpose: Explain, reason, discuss etc. Oracy strategies: nest, paired, group, whole class Use age-appropriate sentence stems/structures

Impactful Lesson Design Key Points	Effective Strategies
Plan reading opportunities	Identify key vocabulary, sections of text, statements, questions, enquiry, etc for children to read aloud, eg breath reading, echo reading. Reading is threaded through every lesson. Ask: • What will children read in this lesson? • Why are they reading it? • What vocabulary will they encounter? • Which words need to be explicitly taught? • Which parts of the text will require modelling?
Prepare adaptations	Maintain high expectations for all learners. Build for independence. Consider scaffolds.
Plan for misconceptions	Know in advance potential misconceptions. Use misconceptions as a teaching point.
Informed by formative assessment	Analyse half term/end of unit assessment data. Plan to address gaps on a whole class, group or individual basis. Prepare key questions to assess knowledge and understanding.
Informed by summative assessment	Analyse data eg QLA, MTC. Plan/prepare how to address gaps on a whole class, group or individual basis.

Revisit	
Key Points	**Effective Strategies**
Clear routine and structured start	Indicate the start of a new subject/lesson. Short focused activity, eg quick counting whole class activity.
Retrieval	Purposeful retrieval activity. Check children's understanding. Oracy based. All children engaged.
Activate Prior knowledge	Build and strengthen long-term memory. What knowledge needs to be secure? Retrieve previously taught knowledge and skills from the current unit of study or previous points of learning. Adjust lesson/future lesson to reflect children’s responses. Teach children to plan for their learning. Explain the "why"/rationale for the learning. Remind children of any areas for improvement in their learning.
Make connections	Make connections to prior learning. Make links between subjects. Explore meaning of vocabulary/language in different contexts.
Reading opportunities	Oracy: Key vocabulary-Whole class. Quiz questions. Matching word/meaning, word/picture activity etc Ask; Can they make connections? Can they retrieve information?

Explicit Instruction	
Key Points	**Effective Strategies**
Instruction	Have clarity of the strategy being taught. Know how the strategy will be explained. Explain why this strategy is being used.
Modelling	Be explicit. Have clarity. High-quality modelling for the choice of strategy. Demonstrate and narrate/verbalise thought processes. Explain choices of strategy and how the strategy helps. Use age-appropriate sentence stems/ structures. Verbalise the processes of knowledge of task, knowledge of strategies, knowledge of self, planning, monitoring, problem-solving and reflection. Model fluent reading. Model how to work out the meaning of unfamiliar vocabulary.
Check understanding	No opt-out. Oracy purpose: Explain, reason, discuss etc. Oracy strategies: nest, paired, group, whole class Encourage children to respond using age-appropriate sentence stems/ structures. Check to see what pupils have understood. Teach children to recall the key aspects of the strategy that has been used.
Guided Practice	Provide opportunities for children to practise the strategies. Gradually remove support as pupils take on more responsibility.
Independent Practice	Ensure tasks/activities allow children to apply the strategy on their own with confidence. Encourage pupils to apply these strategies independently so that they can complete the task by themselves without support.
Reflection	Teach children to think critically about their learning. Support pupils to consider any changes they think they should make next time. What was successful? What could be done differently? Were the strategies they chose effective? How did their emotions affect their behaviour?
Reading opportunities	Maintain purposeful engagement with opportunities for reading. Encourage children to read independently to access information, instructions, examples and resources needed to complete their learning.

Inclusion: Engagement For All	
Key Points	**Effective Strategies**
Flexible groupings	Mixed ability groups-support oracy activities. Check and adjust when this is effective/restrictive.
Active learners and engagement	Adults facilitate learning. Purposefully engaged children at all parts of the lesson? What are they doing/learning? Adults use the knowledge of each child to plan in advance their 'route' around the class to provide feedback, layered support.
Adaptations	Recognise, identify and remove barriers for learning. All children included, engaged and successful. Visual prompts, scaffolds, tabletop/small world or adapted activities different to other learners' outcomes. Practical and sensory resources. Communication support. Alternative ways to demonstrate learning. Structured opportunities for participation and inclusion.
Targets	Know EHCP targets, SALT targets, Pupil Passport. Know support strategies being used in the INA teaching group to develop the different stages of language acquisition referenced in the Bell Foundation Assessment Document.
Resources and manipulatives	Visual timetables displayed, individual timetables where needed. Ensure a communication-friendly classroom. Manipulatives available. Real objects, photographs, interactive, visual, practical resources, artefacts, video. Tailored to the specific needs of the individual child or group.
Reading opportunities	Adapted text linked to the main text - can all access the reading? Chunk and scaffold challenging texts. Key vocabulary, Photographs, InPrint images. Support from TAs. Use visuals alongside text. Provide opportunities for repeated reading. Use adult modelling and supported reading. Ensure SEND pupils continue to encounter ambitious vocabulary and meaningful texts. Refer back to phonics

Assess and Act – LIVE!	
Key Points	**Effective Strategies**
Live feedback	Children have green pen ready to use. Children are encouraged to edit their work independently. All adults know what the focus is for children's/child's feedback. All adults provide feedback. All children are provided with feedback to act upon during lessons. Have a 'route' around the classroom-seating positions/staff movement. This will be changed for different subjects and adapted following formative assessment during the lesson.
Effective questioning	Use planned questioning. Be responsive to children's understanding. Adapt, rephrase, remodel/review strategy
Responsive Teaching/In lesson adjustments	Bring class back together to reteach or show a different representation. Group children based on formative assessment – fluid, not fixed. Address gaps on a whole class, group or individual basis. Make use of pre-prepared adaptations. Take learning a few steps back to secure foundations.
Check for understanding	Oracy strategies: individual, paired, group, whole class responses Key questioning: Whole class responses on whiteboards, physical response-symbol/action etc Hinge Questions: identify quickly children who can begin their independent work and those who require further instruction.
Misconceptions	Create a learning environment where "marvellous mistakes" are valued. Ensure misconceptions and misunderstandings are identified and addressed. Use misconceptions as teachable moments.
Reading opportunities	Expect children to read their outcomes to edit independently and improve their outcome following adult feedback. Assess reading as part of learning – comprehension Can children read the key vocabulary? Do they understand what they have read? Can they explain meaning? Can they apply information from what they have read? Refer back to phonics
Respond to summative assessment	What next? Use to inform lesson planning/structure/sequence, resourcing, groupings, seat position, adult support pre-, post-teaching, interventions, Homework Club

Be open to coaching-we can learn from each other.