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PLANNING FOR LEARNING

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This chapter considers:

- what purposes curriculum planning serves
- the three levels of curriculum planning: long, medium and short term
- how good curriculum planning can address the key aim of any teacher: to enable all learners to learn to their potential
- how to go about planning in a systematic and secure way.

This chapter relates closely to Chapter 3, which offers you two detailed analyses of how plans emerge and are put into practice.

WHAT PURPOSE DOES PLANNING SERVE?

Whenever I hear the word, 'plan', it brings to mind the mantra of the disarmingly optimistic Baldrick, Mr Blackadder's servant and stooge, 'I have a plan – a cunning plan!' Maybe this is the way to start thinking about planning in teaching: Baldrick's plans were inevitably formulated as a means of escape from potentially catastrophic situations; and many trainee teachers have probably felt in equally vulnerable positions if facing a class of disaffected Year 9s – or even a co-operative but astute group of mature, adult students – without having prepared a very clear plan for the lesson ahead. But that's where I hope the similarity will end, for Baldrick's plans frequently backfired, and that is not what I hope will be the case when you go into the classroom.

The most obvious purpose of planning is to ensure that pupils make progress as they move through the education system – to avoid a situation in which learners are asked to learn something that they have already learned. Clarke et al. see this purpose as clearly linked to any commitment to raise standards, whether at central government or individual teacher levels: 'Teachers ... need both a "bottom up" pedagogical approach and a "top down" centralised government approach to progression. The two are not mutually exclusive ... Progression is firmly linked to the raising of standards as manifested in school league tables' (2004: 60).

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Before the publication of *The Statutory Order: English in the National Curriculum* (DES and Welsh Office, 1990; later updated as *The National Curriculum for England*, DfEE, 2000, and again revised, 2007), referred to in this chapter as the National Curriculum), there was no requisite, formal co-ordination between teachers, across year groups and certainly among schools regarding what was to be taught and learned at any stage in English, or anywhere else in a child's schooling (www.qca.org.uk). Those who moved from one area to another, one local authority (LA) to another and even one school to another within the same LA were vulnerable to finding themselves either repeating work that they had done before, or missing out aspects of learning altogether. Similarly, planning is essential to ensure smooth progression in pupils' learning as they pass from primary to secondary schools. Clarke et al. cite 'much evidence of a 'learning loss' or dip in achievement in the Key Stage 2/3 transition' (2004: 59). In short, until the advent of a *national* curriculum, before the age of 14, after which examination boards dictated curriculum content, there was no overview of the curriculum and no one was accountable for what pupils learned and when.

The various versions of the secondary National Curriculum have aimed to address these issues, laying down a body of knowledge, skills and understanding which learners in the 11–16 age phase should be taught, and on which they should be assessed. Subsequent curriculum guides, particularly the Key Stage 3 Strategy's non-statutory *Framework for Teaching English: Years 7, 8 and 9* (DfEE, 2001); revised as the *Framework for Secondary English* (2008), referred to in this chapter as the Framework: see Chapter 1 for further information), have gone further in specifying the skills which teachers should address with each year group, so that the situation in the early twenty-first century is a very different, and more centrally controlled one than it used to be. The 2008 Framework aims to:

- support schools in raising standards and closing attainment gaps through guidance on planning and teaching to ensure effective progression
- promote continuity and progression from Key Stage 2 through to the end of Key Stage 4 in line with the new programmes of study
- provide a basis for target setting and promote high and consistent expectations for the achievement of all pupils
- give a sharper focus to tracking pupils' progress by integrating existing guidance on assessment
- emphasise the place of personalised learning, thinking skills and functional skills in the English curriculum
- provide a flexible electronic format to support planning for progression
- build on existing National Strategies resources and further develop guidance, especially on the new areas of the curriculum (www.standards.gov.uk, accessed 8 May 2008) (details of the Framework can be accessed via the companion website www.sagepub.co.uk/secondary).



While many teachers feel that their professional judgement and freedom is challenged by what is seen by some as over-centralized curriculum and pedagogic control, adopting the perspective of a pupil who may be subject to the difficulties mentioned earlier suggests that some measure of organization in curriculum content must be prudent, if

pupils' knowledge, skills and understanding are to be built on secure foundations and to be progressive.

LEVELS OF PLANNING

Long-term planning

A long-term curriculum plan sets out what will be covered over a key stage, and within that key stage, by each year group. This plan will normally be drawn up by/under the guidance of the head of department, perhaps in consultation with other departmental staff, and it will address the requirements of the National Curriculum, National Strategy documents such as the Framework and examination syllabi, as relevant to the age phase and ability levels of the pupils, thus targeting particular attainment levels and learning objectives. The long-term plan is probably one which you, as a trainee or new teacher, will have least involvement with, hence its brief mention here. You will, though, be wise to ask your head of department to show you the long-term plan, so that you can contextualize your own medium- and short-term planning within the bigger picture.

Medium-term planning

Medium-term plans are often referred to as 'schemes of work', and generally cover a period of a term, half a term or a few weeks. In a recent teacher training session at Edge Hill University, the trainee group identified five key purposes for schemes of work:

1. To ensure that the statutory learning requirements are covered. These 'flesh out' the long-term plan, with regard to the National Curriculum – reading, writing, speaking and listening, media and drama – and any relevant examination syllabus. This purpose has a clear implication for teacher accountability: is the teacher delivering the required specifications for each age group?
2. To ensure, as in the long-term plan, that pupils are not frustrated by 'learning' the same things (knowledge, skills and understanding) at the same level as they have done before. This purpose aims to ensure progression, and is addressed by building the scheme of work around clear, specific, progressive learning objectives. At Key Stage 3 (Years 7, 8 and 9) and Key Stage 4 (Years 10 and 11) these will follow the Framework's learning objectives, organized into four main areas of English study – speaking and listening, reading, writing and language; at Key Stage 4 (Years 10 and 11) they will additionally relate to GCSE examination criteria and assessment objectives. Progression also requires teachers to plan what material (for example, within a text) will be covered and what the focus and outcome (work produced) will be, in each lesson in the scheme.
3. To ensure that that progression is incremental. This means that learning expectations are based on realistic and carefully staged steps, similar to building blocks. In turn, this means that each child could well be working at a slightly different level than her/his peers – even within a streamed or setted class – though it is likely that several children in each class will be working to common goals. Lev Vygotsky (1986) referred to children's 'zones of proximal development', meaning the carefully graduated levels of further, potential

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learning which each child has. If learning expectations are carefully planned to move children to the next stage in their development potential – the next ‘zone’ – their learning will be secure. Thus, plans need to ‘personalize’ learning objectives to each individual. The Framework guidance on planning states that:

The key to successful planning for particular classes and groups and for personalising learning is the process of constructing the learning objectives into a coherent scheme of work – by grouping objectives, from across as well as within years, and aligning them to appropriate contexts, activities and resources. The renewed Framework supports this process by enabling teachers to combine objectives, which are arranged progressively in a limited number of strands and substrands. (www.standards.dcsf.gov.uk – access via the companion website www.sagepub.co.uk/secondary)



4. To ensure that pupils are stimulated and engaged in lessons, that a varied range of activity is planned for and that lessons do not become a ‘teacher performance’, leaving pupils passive. This purpose serves to address the range of learning opportunities across a series of lessons, ensuring variety.
5. To ensure that teachers and pupils will know what pupils have learned over a given period. This purpose relates to monitoring, assessing and recording individual achievement, so that progress can be measured over a period of time. This also requires teachers to reflect on the ongoing success, or otherwise, of the scheme of work, making changes to it in order to best ensure each child’s progress.

There are many possible templates and formats for medium-term planning, and these which follow are offered as examples which have been found helpful and ‘fit for purpose’, by trainees in the past. The Framework (2008) offers amended formats, which address more closely the 2007 National Curriculum.

Points for reflection

Points for reflection

Look at the templates and plans on offer both in this chapter (Figures 2.1–2.6) and on the Standards site. Rewrite the past plans to address the 2008 curriculum requirements, try them out in practice and reflect on their relative effectiveness for you and your pupils.



If you create thorough and thoughtful medium-term plans, you will find that you have already done much of the work needed for your short-term or individual lesson plans, and the advice which follows is equally relevant as you work on both medium-term and short-term (lesson) planning.

Short-term planning: lesson plans

This level of planning relates to individual lessons, and will be the most frequent form of planning which you will do during your training. As a beginning teacher, you need

individual lesson plans as a preparatory thinking tool and – in the lesson itself – an aide-memoire, and security blanket! Behind the written plan is significant preparation, thought and research on your part, as you decide on the various ingredients of the lesson.

As you plan, remember to keep *learning* rather than *teaching* as your focus. The crucial questions are:

- What *skills* will pupils learn in this lesson; what are your *learning objectives*? These will usually be based on National Curriculum programmes of study/Framework objectives, but will also address Assessment Foci (AFs) and examination syllabus criteria. In the English lesson plans associated with this chapter, and on the companion website, you will see DfEE (2001) *Framework for Teaching English: Years 7, 8 and 9* objectives listed. These were relevant at the time that these lessons were planned. However, *you* will use the revised, Framework (DCSF, 2008) objectives. (See www.standards.dfes.gov.uk/secondary/framework/english via the companion website.) Learning objectives are often confused with learning outcomes and lesson activities or tasks, and it is important to clarify the differences before you start planning: see below for definitions, examples and advice, and go to the companion website to see how Sarah, Monika and Ian put their learning objectives into practice in their teaching (see for example Sarah's overt use of the learning objectives at 13.55 and 16.17 on the video, phase 2). 
- Are you enabling *every child* to learn what you want her/him to learn? This aspect of planning is variously referred to as 'differentiation', 'personalization' and 'individualization'. In effect it is about making your learning accessible and engaging for all the pupils, whatever their ability, preferred learning style, gender, personal, social, ethnic background and so on. 
- How will you know whether *all* pupils have all achieved what you set out for them to learn; how will you *monitor and assess* each pupil's learning? The Framework's guidance on planning for assessment makes a clear link with APP (Assessing Pupils' Progress), and states that: 'Making the link between learning objectives and assessment criteria supports periodic assessment, which enables teachers and subject *Framework* to shape planning and related future assessment. In this way curricular targets derived from APP can then inform planning from the Framework and learning in the classroom' (www.standards.dcsf.gov.uk). 
- Are you setting up a situation in which each child is *actively involved* in learning? 
- Are you relating the scheme of work to *progressive skill acquisition* and practice, linked to relevant statutory/non-statutory curricular guidelines? Again, use the National Curriculum and Framework as your first sources.
- Last, but certainly not least, are you including a *range of activities* over time? Trevor Wright includes a lively list of ideas for variety, which he says 'isn't a superficial or trivial issue – it's a central one' (2005: 25), which is important at both the scheme of work and lesson planning stages. Are you keeping in mind, as you plan your scheme, the need to ensure a classroom atmosphere which encourages pupils to think, to contribute, to gain confidence and respect others? This relates to Chapter 1's note about being a creative teacher, which is a key to developing creative learners. As Fleming and Stevens note, 'successful English teaching is as much about creating a culture in the classroom as it is about implementing a programme or structuring a series of lessons' (2004: xvii). They further emphasize the need for balance: 'What we need to do, above all, is to reflect on our own preferences and predilections,

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compensating when appropriate for any personal shortcomings through a conscious effort to adapt to new ways and areas of English teaching' (2004: 5). Avoid the temptation to plan to your 'default' teaching style – the style which seems easiest on a 'bad day'! Incorporate drama activities, creative tasks and multi-sensory resources, which will stimulate and engage your pupils;

Points for reflection

Points for reflection

Before reading on, use the 'crucial questions' as a checklist for any plans that you have already seen. Think back to lessons which you have observed or in which you were a student, yourself. How far did was the checklist catered for? Did the learning 'work'? If not, what might have made it more effective?

THE PRACTICALITIES

Before planning, find out about basics such as the size, age and ability range of the class, the facilities available, the lesson length, the pupils' prior learning and whether they have covered your proposed topic before. It is crucial to ensuring that you meet every child's needs and address the requirement to personalize learning that you should ask for achievement data (previous National Curriculum levels achieved, standard assessment test (SAT) results from the previous key stage, school reports and test or examination scores, for example: see Chapter 5), and any other information, either recorded in writing or by word of mouth from class teachers or pastoral tutors about particular members of the class who may need special facilities, assistance or support. If learning support staff are working with the class, find out whether they are there for general support or to help one or more individuals, and build into your planning exactly how you would like any additional adults to support the pupil(s). It is your responsibility to work co-operatively with other adults, planning for their deployment and discussing your plans and their role in them.

Points for reflection

Points for reflection

If you look at Sarah's lesson on the website, you can reflect on how she uses her learning support assistant (LSA) in each phase of the lesson. Does her plan (Figure 2.1) show that she deliberately planned for her use? To what extent does the LSA use the planned activities to enable her pupils to make progress and achieve the learning objectives?



Date: Thursday 28 June 2007

Class (including ability range): Year 7, Mixed Ability

Location: L10

Length of Lesson: 50 minutes

Topic: An Introduction to Persuasive Writing

Aims (*What is your overall teaching aim?*)

For pupils to understand language techniques used in persuasive writing.

Learning Objectives (*What do you want pupils to learn in this lesson?*)
by the end of the lesson, pupils will:

LOb1: analyse meaning in the poem (The Deserted House)

LOb2: extract key pieces of information from a given text

LOb3: identify and use language techniques used in persuasive writing.

LOb4: develop peer and self assessment skills

Learning outcomes (*What will pupils produce in this lesson?*)

Peer assessment sheet

Written self-assessment comment

Discussions in class and small groups

Differentiation (*How will you cater for differences in your pupils' abilities/learning styles?*)

By questioning – targeted questions to targeted pupils

By groupings – peer support

By stimulus material – addresses VAK learning styles

By support – LSA

Assessment (*How will you evaluate how far your stated learning objectives have been achieved by each pupil?*)

Written assessment – mark and record at end of lesson

Peer assessment

Self-assessment

Homework – mark at the end of the lesson

Oral feedback via questioning and discussion

Resources needed

Peer assessment forms; newspaper reviews; copies of The Deserted House; worksheets; IWB; A4 lined paper; pens

Key NC (2000)/Framework (2001) Objective/Examination Syllabus References

S&L 1b, 3a, 8a, 10a; R 1b, f, 8v; W 1j, 9b – NC

R1, 2, 7, 11; W2, 3, 14; S&L 5, 13 – KS3 Framework

Content, including **introduction**, teaching and learning **methods** and **activities**, **timings** and **review** session:

(Continued)

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Figure 2.1 (Continued)

Timing	Teacher activity	Learner activity	Notes
10 mins	Starter <ul style="list-style-type: none"> State teaching and LObs <i>Peer and self-assessment</i> Pupils assess partners' work feedback Pupils to write 2 stars and a wish at bottom of results (self assessment) 	<ul style="list-style-type: none"> Pupils listen Pupils peer assess using worksheet (1) Pupils respond by offering opinions Using worksheet (1) pupils assess their own work Pupils respond by offering opinions 	Hand out worksheet 2 while pupils are assessing homework piece
10 mins	Introduction <ul style="list-style-type: none"> Different types of property programmes Using PowerPoint slides, go through activity – describing homes. Ask targeted questions 	<ul style="list-style-type: none"> Pupils listen Pupils respond by answering questions and offering opinions 	
10 mins	Development <ul style="list-style-type: none"> Read through worksheet (2) with pupils Explain task Circulate – assist LSA where needed feedback 	<ul style="list-style-type: none"> Pupils work on task Pupils respond by answering questions and offering opinions 	
10 mins	Further development <ul style="list-style-type: none"> Read through poem General discussion of poem Ask targeted questions – see <i>notes</i> section Explain task to pupils – estate agent activity Using PowerPoint slides, explain the focus for each group Pupils to work in pairs Hand out envelopes after explaining task Circulate during activity 	<ul style="list-style-type: none"> Pupils listen Pupils respond by answering questions and offering opinions Pupils listen Pupils work collaboratively on task – write ideas on A4 paper 	Questions <ol style="list-style-type: none"> Find 6 details about the house How do you know the house is deserted? Who might live in the house?

10 mins	<p>Plenary</p> <ul style="list-style-type: none"> • Ask selected pupils to read their suggestions • Ask targeted questions • Collect in written work – explain that we will look at grades for written assessment next lesson 	<ul style="list-style-type: none"> • Pupils respond by answering questions and offering opinions • Pupils hand in resources and homework 	<p><i>Focus</i> Persuasive nature of language used:</p> <ol style="list-style-type: none"> 1. Features of the house 2. Garden area
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Figure 2.1 Sarah's PGCE secondary English lesson plan: Year 7

As stated above, you will usually be advised to start the planning process by deciding on your learning objectives, which indicate what you want your pupils to learn by the end of the lesson. The experience of Mark Pike (2004), in researching his trainee teachers' approach to lesson planning in Leeds University, suggests a common difference of opinion with regard to whether to start with learning objectives or tasks. While one trainee teacher 'started from the tasks and worked backwards so she could fill in the box at the top of her lesson plan labelled "Learning Objectives"', Pike makes it clear that: 'what is not acceptable is to say that your objective is to "get to the end of Act III scene 2 by the end of the lesson". You may well need to get to the end of Act III, scene 2 but need to be clear about what, specifically will be learnt on the way' (2004: 15).

One of the most common causes for muddled lessons is a lack of clarity in learning objectives, on the part of either the teacher or the pupils: unless you are clear about what you want the pupils to learn, you can not judge how successful they – and you – have been. Keep your learning objectives focused: too many, and your learners will not achieve them. Matt, a trainee teacher on the PGCE course at Edge Hill University, reflected on the planning process and writing. Prior to the course, Matthew had trained chefs in prestigious restaurants and he brought his experience of creating and meeting objectives in that environment to his work on the teacher training course:

after using the suggested template and then experimenting around it, I made my own lesson plan template because that's how it works best, easiest, most efficiently for me. I'm planning in a way that helps me to achieve what I want (and I can still prove that I am planning.)

This efficiency helps me to achieve [learning objectives] LObs for THEM – the pupils. LObs are simple and streamlined. Achieve ONE thing, but *nail* it. Don't reach that target, surpass it. Smash it. That LOB should be the most important thing, the fundamental principle of your topic. The driving force. (2007, email to tutor)

Two other trainees, Jemma and Kate, also reflected on the initial challenges of planning:

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It does seem tricky at first, getting the aim of the lesson, the objectives, the activities and the assessment all tied together but like many things practice does make it easier. (Kate Thornton, 2007, email to tutor)

They also thought about which came first in their planning – the learning objectives or potential activities. Jemma wrote:

I, like Kate, agree that it is difficult at first to tie in the learning objectives, the lesson plan and the *Framework* but rather than thinking about what you *have* to teach I would advise to think about what you *want* to teach. Usually ... and I know this is very simple but I feel something worth pointing out ... you are best thinking of what you want to do (that is, an activity) and then looking at the *Framework* to see what you can get out of it in terms of the curriculum.

I very often think I might like to do something and it might come to me while in the pub or watching TV. I was watching an old Wheel of Fortune on Sky and thought I would like to use the idea for a game/test. When you have thought about the activity it is easier to see which *Framework* objectives fit the task. Then as you get more confident you begin thinking about it the other way round and if you know a class has to cover something in the curriculum, you have learned the easy way how to think up the activity. (Jemma Sugden, 2007, email to tutor)

Finally, Jonathan, another trainee, reflected on his experience after a group activity in a planning seminar in university. He found that his approach was out of step with that of others on the group, exemplifying that you, too, will need to find the most productive and accessible method for you:

The preferred method of the group was to get straight on with the first lesson plan, relating it ... to the previous lesson plan, and then fitting LObs to the tasks they had dreamt up. I now think the best approach is to see which LObs I can relate to the Scheme of Work, order them into a progression, and then begin to select texts, tasks, and resources to move through the scheme. (Jonathan Thorpe, 2007, PGCE reflective journal)

Another challenge is targeting the appropriate level of challenge for pupils: if your objectives are inappropriate by being either too difficult or too easy for your specific learners, all manner of difficulties can arise – behavioural, motivational and learning. Refer to the Framework, National Curriculum or examination syllabus in order to specify learning objectives and plan how you will make them clear to the pupils, in language that they can understand, and so that they can see a valid reason for doing this work.

Include also in your plans what you want the pupils to produce in the lesson: the learning (or lesson) outcomes. One way of clarifying the difference between learning objectives and learning outcomes is to use the acronyms of imagined characters, WALT (We Are Learning Today ...) and WILF (What I'm Looking For ...), which you may see written on many a classroom board. Many trainees find that this method of wording objectives and outcomes helps to focus the whole lesson on learning, as opposed to simply keeping pupils busy with no real gain in learning. To see this method in action, look at the sample lesson plans below.

Points for reflection



Again, at this point, consider Sarah's plan (Figure 2.1). Does she distinguish between the learning objectives and the learning outcomes? To what extent does this help the pupils to see learning signposted as the lesson progresses? (Look at phase 1 and 2 of Sarah's video, starting at 00.01 and 16.17.) Sarah's learning objectives on the board are specific; in her plan she lists a good many National Curriculum and Framework references for the lesson to target. Check these in the relevant documents and see whether you can prioritize and slim these down to a more specific and focused group.

Points for reflection

My advice, in wording learning objectives, is to use *dynamic verbs* rather than verbs which make it very difficult to assess pupils' learning, such as 'understand', 'know about'. J.S. Atherton (2005) is one of many writers (see also advice in the National Strategy, 2004, publication, *Pedagogy and Practice: Teaching and Learning in Secondary Schools. Unit 3: Lesson Design for Lower Attainers*) who uses Bloom's (1956) taxonomy of learning as a source of wording for learning objectives. Thus, dynamic verbs such as define, recall, describe, label, identify, match, explain, translate, illustrate, summarize, extend, apply (to a new context), demonstrate, predict, employ, solve, use, analyse, infer, relate, support, differentiate, explore, design, create, compose, combine, assess, evaluate, defend, give good reason for are all effective introductory words in specifying the learning that you might want pupils focus on.

The National Strategy's recommended structure for a lesson is a three- or four-part one: a starter activity (sometimes omitted), introduction, developmental activity(ies) and plenary. Although it may be comforting to adhere to this structure, you may sometimes feel that the learning objectives for that day do not fit easily into it, and you should have the confidence, then, to depart from it. The Office for Standards in Education (Ofsted's) 2005 publication, *English 2000–05. A Review of Inspection evidence*, reported that, over the five-year period, 'planning has improved, with clearer learning objectives and positive engagement from pupils (para. 19)', and 'teachers are increasingly alert to the different ways in which pupils learn and try to plan lessons that will meet their needs (para. 20)', nevertheless:

some teachers lack the confidence and subject knowledge to respond sufficiently flexibly to what pupils need. They interpret the recommended four-part lesson structure as something to be applied on all occasions. HMCI's Annual Report (2003/04) makes a similar point in relation to secondary trainee teachers, describing 'a tendency towards safe and unimaginative teaching ... partly because trainees use the structure and content of the Strategy too rigidly ... [and] ... many teachers still need to have the courage to be innovative, making greater use, in particular, of group, collaborative and independent approaches and a wider range of teaching strategies to engage and challenge pupils. (para. 20)

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The report continues:

This lack of flexibility also applies to teachers' use of learning objectives. At best, they plan carefully over a sequence of lessons, using realistic objectives that match pupils' needs. For too many primary and secondary teachers, however, the objectives become a tick list to be checked off because they follow the frameworks for teaching too slavishly. As a result, too many objectives are identified and they become impossible to assess in the lesson. (para. 21)

Whether you use the three/four-part structure or not, your lesson should progress clearly through a series of stages, so that you can build pupils' confidence and develop their independence in learning. When working on this aspect of planning with my trainee teachers, I asked them to put themselves in the position of a pupil. Together, we produced the 'pupil voice' guidance (see Figure 2.2), offering advice to teachers on how to help pupils to learn securely.

Adhering to this progressive scaffold will ensure that pupils are at least given a fair chance at becoming confident in their learning. Following research for the Department for Education and Employment into teacher effectiveness, Hay McBer reported that progression is a fundamental premise of effective learning, and has been identified as such by research into teacher effectiveness: 'Our lesson observations revealed that in classes run by effective teachers, pupils are clear about what they are doing and why they are doing it. They can see the links with their earlier learning and have some ideas about how it could be developed further' (McBer, 2000: 59).

Points for reflection

Points for reflection

When you go to the website you'll find an extended version (Figure 2.2a) of the 'pupil voice' table in Figure 2.2, including a column in which you can make comments as to whether any of the videoed lessons adhere to this suggested structure. For example, as pupils are completing the peer and self assessment exercise (09.30–17.00), Sarah leads in to the new learning by asking pupils to make sure they have written down today's learning objectives, and also uses them as a signpost for pupils, so that they know what is coming next in the lesson:

OK while we're waiting for everyone to get them all done I am just going to go through the objectives very quickly, OK? We have got two objectives today, to be able to extract key pieces of information from a given text which I will explain more in detail later and to understand the language techniques used in persuasive writing. They are your objectives for today (transcript: 5).

When you have watched the footage, ask yourself whether any part of the lesson(s) might have been planned differently, to make the learning more incremental for pupils.



What would a pupil say?	What does this mean to you as you plan?
<ul style="list-style-type: none"> • Take me through easy stages: → talk to me about it → show me how it works → let me talk about it with my friends → let me try creating a new one with my friends → let me try it on my own 	<ul style="list-style-type: none"> • Provide a 'scaffold' of activities for secure learning: → explain what you want them to learn (learning objectives in pupil-friendly language) → demonstrate/model/deconstruct to the class → sharing ideas to feel safe 'having a go' at analysing the model → collaborating/constructing together to build confidence → independence/constructing solo
<ul style="list-style-type: none"> • We learn to talk before we learn to write, so: → let me talk (with you and with my friends) before asking me to write on my own 	<ul style="list-style-type: none"> → allow talk time to enable development, according to social constructivist theory of learning (Vygotsky, 1986)
<ul style="list-style-type: none"> • Keep me motivated and be fair when you assess me! → tell me <i>how</i> I can get it right → tell me <i>when</i> I am getting it right → give me chance in the lesson to realize I'm getting it right → mark my work according to what you said would get me marks 	<ul style="list-style-type: none"> • Only assess what you have set out to teach: → tell pupils, <i>before they start the task</i>, what you're looking for/assessment criteria → use praise/reinforcement → refer to learning objectives throughout the lesson and build in mini-plenaries → use the learning objectives when marking

Figure 2.2 Planning and learning in English: the pupil view

Other things to consider as you plan the structure of the lesson include:

- Optionally devising an appropriate starter activity. How will you open the lesson? Is this a continuation of work begun previously? If so, find an interesting way of beginning with an active recap. For example, pupils tell *you* what went before, rather than you telling *them*, to reinforce learning and build progressively from it. The National Strategy suggests that you open with a specific, interactive, 10-minute activity, such as a game to teach a spelling or grammar rule, for example. These activities can grab the attention of the pupils and act as a 'calmer'. Look for other ways of achieving this result. If this is a new topic, how can you catch their attention, and make them want to know more? Do the lessons on the website do this?
- The organization of pupils needs thought. In what combinations do you want the pupils to work at different times in the lesson: as a whole class, in small groups, in pairs, individually? Remember that

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Speaking and Listening requirements include all of these types of situation as requirements. Most effective learning experiences include a variety of class groupings and short, fast-paced activities. Decide what you will do, and at which points in the lesson, for best effect. Avoid planning to 'tell them about' something for longer than five minutes! Get pupils involved and busy: active learning is crucial – even when teaching adults! (Consider your own experiences in the taught sessions of your PGCE course. Do they adhere to this advice? What is the effect on your learning if they do/do not?) Notice the groupings in Sarah's lesson. Would you have organized it differently? Consider, too, whether an off-site activity might be valuable – theatre, museums and similar venues offer a breadth of experience which can not be offered in a classroom. As a trainee, you will need to shadow an experienced member of staff in organizing a visit as there are legal requirements which mean you cannot do this on your own until you are fully qualified.

- How will you manage the transition from one activity to another, and plan for it? The transition from talking to writing can often be a tricky one, so find ways of making this as smooth as possible. For example, ask the class to have writing materials out of their bags at the start of every lesson, so that there is no disruption while they shuffle about in the middle of the lesson, and forget what they are supposed to be doing. If you want pupils to work in groups, consider putting names on each table and asking pupils to sit in those seats from the start of the lesson: again, this prevents disruption, time-wasting and loss of impetus at a crucial stage later in the lesson. Consider how Sarah plans for such transitions. How well do they work, in practice, when you see the video? Look at the start and end of each phase on the video (phase 1: start 00.01/end 13.00; phase 2: start 16.17/end 30.15; phase 3a: start 30.15/end 37.00; phase 3b: start 37.00/end 44.00; phase 4: start 44.00/end 46.40). For example, notice that all her resources are on the desks ready at the start of the lesson; notice, too, that she introduces the pictures of the house as part of the PowerPoint-linked class discussion (18.00 onwards), then leads fluently into a text-marking exercise, and suggests note-making to follow:

Sarah OK have you all got a copy of this in front of you? Yep. OK. So these passages have all been taken from estate agents and they've used words very similar to the words that you used to describe the first house but in more detail. Now what I want you to do on your own is underline any words you think have been included to try and persuade people to buy these properties. OK now when I say persuade what do you think I mean?

Pupil Inaudible response.

Sarah OK excellent yeah. Just try to ... what words have they used to try and make you buy these houses. OK so I'm not going to give you very long just underline any words ... If you get to the point where you have done that and are still waiting, have a look at the pictures and maybe make some notes. What has been used in these pictures to make you try and buy, the house. What's appealing about these pictures? OK so you have just under five minutes, off you go (transcript: 7) .

Here, Sarah uses her planned availability of resources on the tables to avoid any off-task possibilities or time-wasting:

- How are you going to cater for individual differences in the class? Personalized learning means much more than setting easier worksheets for the less able! At best, it should mean your being aware of the specific needs, personalities and working styles of everyone in the class, and ensuring that your planned lesson allows each person to work at her/his best. There is, of course, value in differentiated tasks, and in assessing to differentiated levels, so that each pupil can be encouraged and can progress to the best of her/his ability. Remember that 'ability' refers to the least able, the most able and those in the middle. The effective use of other adults in your classes can very ably address issues of different pupils' needs. In Sarah's lesson, notice her comment to the class in general and the supported pupil's learning assistant in particular, indicating that pupils 'can brainstorm' as an alternative way of approaching the next activity – a good example of how Sarah is catering for the pupil's best way of learning.
- How long will each phase of the lesson take? It's difficult, at first, to estimate with any accuracy how long pupils will need; but as you get to you know your pupils, you will estimate more realistically. As you watch experienced teachers, make a note of the time they allow for different activities with different classes, and use this information as you create your own plans.
- How will you plan for assessment? (You will find Chapter 7 particularly relevant to this issue, and remember that the web-based Framework allows you to relate learning objectives to APP targets so that you can plan appropriately.) Trainees sometimes think of assessment as coming after the learning experience, or lesson, and this leads to a lack of focus both at the planning stage and as the pupils work. You also have a statutory responsibility to record and report on pupils' achievements and progress, and you can only fulfil this duty if you monitor learning and assess progress regularly and efficiently. The sample plans below show how assessment can be planned for. It can take many forms, including formative (ongoing) monitoring and summative (end-point assessment), and includes techniques such as asking questions in class, marking written work to attainment target level descriptions, using examination board assessment criteria, assigning marks for specific objectives in oral work or written work, making notes on particular achievements by individuals in lessons, peer and self assessment. Sarah uses peer and self assessment at the start of her lesson (02.00 onwards):

Sarah Excellent right so now I want you to just quickly at the very bottom – you've all done this before – the two stars and a wish. Someone tell me what I want you to do in this box. Yep Alishia.

Pupil Replies (inaudible)

Sarah OK do we all agree with that. Two things you like. One thing that you don't like – everyone agree with that?

Pupil All pupils say yes in unison.

Sarah Yep, OK very quickly. You've got about three minutes. Two things you liked about your own review and one thing that you could do to improve it (transcript: 4-5).

When you watch Sarah's lesson, notice, too, how she links this peer and self assessment into the learning objectives (12.20–17.00) for the persuasive writing lesson which she goes on to teach today. How do you think this is helping the pupils to progress? How does it relate to their growing independence in learning? The important thing to bear in mind is that you need to be clear about *what* you want to assess in each lesson, and



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how best to assess it, and you must make sure that your pupils know all this, too: all assessment criteria should relate closely to your stated learning objectives, defining how pupils will be able to show they have achieved them. Remember that achievement for each individual may be either a 'small step' or a 'giant leap', but all achievement deserves recognition, praise and recording;

- How to end the lesson. The purpose of a final 'plenary', or drawing together of the learning, is to reinforce what pupils have learned and for you to be able to make a final check on who has learned what. Do the teachers on the website use plenaries, and to what effect for the pupils and themselves?
- Finally, remember that you will use your plan after the lesson, and your reflections on how the lesson actually went in relation to your plan, in order to evaluate how successful you and all individuals in the class have been. This is what makes you into a genuinely reflective practitioner, who will continue to develop as a professional and effective teacher. Although your preoccupation at first will be with your classroom management and control, you must always focus on your pupils' or students' success in achieving the learning objectives stated on your plan. This analysis of what knowledge, skills and understanding have been gained by each pupil will be vital in deciding what worked, what did not, what needs to be changed and how to plan your next lesson ... which takes you back to the start of this section ...

FINDING RESOURCES



Often, the best resource you can use will be one made by yourself, which has a precise class in mind. Look at Sarah's PowerPoint and peer/self assessment sheet (all available on the website www.sagepub.co.uk/secondary), which she made herself to suit her class and the learning she wanted them to have access to. How helpful do you think these resources were, both to her and to the pupils?

Published resource packs are plentiful for English language and literature; websites such as www.teachit.co.uk and the Qualifications and Curriculum Authority site (www.qca.org) contain a plethora of pre-planned lessons and resources which will be more or less useful to you, *provided that* you reflect on the appropriacy of each download and personalize it to your particular class of individuals, your learning objectives and your targeted approach. If you are teaching media studies, communications, drama or vocational courses, you will find that many generic resources are equally useful, and there are also tailor-made resources for these courses, both in hard copy and on websites, and a quick search on 'Google' will reveal just how many sites there are!

As English teachers, we are lucky to have newspapers, magazines, adverts, television, radio and a multitude of other, everyday sources on which we can draw. Be on the look out, and collect whatever you can – you will invariably find that it has a use. Do, though, be careful to find out about copyright restrictions, as they apply to educational uses: schools and colleges are required to make these public for all staff to refer to.

Use your ICT skills to make resources look professional, but remember that sometimes the most effective resources can be the most simple. If you need ICT or other equipment – even as basic as felt pens and A3 paper – make sure you arrange well in advance for them to be available to you: the lesson plan template later in this chapter includes a space for resources needed to be listed, so that you are sure that you have everything necessary to produce an effective learning experience for the pupils. See Chapter 9 for further help with the use of ICT.

Points for reflection



Review the resources used in the website lessons. How ‘fit for purpose’ to you judge them to be? As practice, you might try searching for a new resource which you could use if teaching one of these lessons; alternatively, you might redraft one of the resources used, or create a new one with a particular class in mind. Later, reflect on how easy/difficult you found this activity, and how you would approach resourcing in future planning.

Points for reflection

In Matthew’s written reflection on his own learning, his comments about resourcing his lessons in order to serve his learning objectives are as follows:

any resources or strategies should be [equally] streamlined. What is the easiest/most efficient way to achieve the LOB? Once you’ve identified it, USE IT. Once that resource is identified/chosen, make it glam, make it relevant, make it the best it can be. Don’t fall into the trap of using the most glam resource and then try to force it to achieve your LOB for you – *you* need to achieve the LOB: tools do not compensate for lack of prep. Equally don’t use any resources that will just ‘do’. Nothing will ever just ‘do’. (Matt Whittle, 2007, email to tutor)

EXAMPLES OF PLANNING TEMPLATES

In Figure 2.3 you will see a guided template for planning a medium-term scheme of work. If you go to the companion website, you will find a blank version of the same template which you can download and experiment on. The guided template shows where each of the key elements discussed so far in this chapter can be planned for. As you study it, try to relate it to one of the classes you have observed or even taught already while on placement. Try, too, the various templates offered in the Framework and by your placement institution. Gradually, you will select and adapt to suit your needs and create a working document which you can use well, and which others can understand in tracking your work and that of your classes.

Medium-Term Scheme of Work PGCE Secondary English

Title of scheme (for example, Creative writing/persuasive writing/a literary text) What topic/text/subject within English are you addressing?		Dates (from ... to ...)	Number of lessons: total in scheme		
<p>Year/class: year group/designation</p>					
<p>Nature of pupils (for example, specific, individual needs/preferred learning styles/gender/balance/additional adults) Give NC levels/pupils' names with specific needs/balance of pupils' preferred learning styles/support available, and so on.</p>					
<p>Objectives to be addressed in whole scheme NC English or cross curricular PSHE an so on/Framework/examination syllabus</p> <p>When planning this overview, take advice from your HOD/the usual class teacher. Ask which learning objectives (LObs) they want you to cover and particularly what the class has already done in terms of LObs, so that you do not repeat previous work. The same will apply to when you plan the activities and learning outcomes (see below): check with the teachers to avoid hearing, 'We've already done this!' when you start to teach a lesson. Over the whole SOW, you are likely to target a long list of LObs. In this section, use both numerical references and textual description, as in the NC/Framework/syllabus documents.</p> <p>You should also include cross-curricular objectives, including PSHE/numeracy/citizenship/ICT objectives, as appropriate to this scheme.</p>					
<p>Learning outcomes from the scheme List here the work which pupils will produce. This is likely to be all the work that you will assess, so include oral work as well as written.</p>					
Lesson no.	<p>1. Key Nat.Curr./Framework/ examination syllabus references;</p> <p>2. Learning outcomes</p>	<p>Specific learning objectives (LOb) (use dynamic verb; link to NC English or cross curricular PSHE and so on/Framework/ Examination syllabus)</p>	<p>Brief outline of lesson content and teaching/learning activities</p>	<p>Resources; uses of ICT, if available</p>	<p>Assessment: how will you know whether pupils have met the LObs? (for exam- ple, observation and recording; marking written or oral work ...)</p>

(Continued)

Figure 2.3 (Continued)

<p>1 2 3 ... and so on – the easiest bit!</p>	<p>1. Use numerical references from the list you put in the overview section, above. 2. State what pupils will produce by the end of the lesson.</p>	<p>You should list, here, exactly what skills or understanding pupils will be learning. Use dynamic verbs! Number each LOB. (Warning! Do not confuse LOBs with a description of activities: this should be in the next column.)</p>	<p>List here what pupils/teacher will do at each stage in the lesson. BRIEFLY indicate content and method</p>	<p>Include a full list of resources you and the pupils will need.</p>	<p>How will you monitor (during the lesson) and assess/record (after the lesson) each pupil's learning success in relation to each LOB?</p>
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Figure 2.3 Medium-term scheme of work: guided template

Medium-Term Scheme of Work PGCE Secondary English

Title of scheme (for example, Creative writing/persuasive writing/a literary text) Using imagery and sound devices in writing		
Year/class: Year 7	Dates (from ... to ...) 3 Sept – 1 October	Number of lessons: 15
<p>Nature of pupils (for example, specific, individual needs/preferred learning styles/gender balance/additional adults) 20 pupils at level 4; 10 at level 3+; 4 at level 3; 20 male/14 female. Adam (dyslexia) helped by TA, Anne; Jane, Jason and Peter (behavioural difficulties/short attention span) helped by TA, Lisa. Mainly visual and kinaesthetic learner styles.</p>		
<p>Objectives to be addressed in whole scheme: NC English (2000) or cross-curricular PSHE and so on/Framework (2001)/Examination syllabus</p> <p>Reading</p> <ul style="list-style-type: none"> 2 – use strategies to extract meaning (highlighting/scanning and so on); 11 – recognize how print, sounds and still or moving images combine to create meaning; 12 – understand author’s craft in creating mood; 14 – recognize how writers’ language choices can enhance meaning (sound effects, repetition, emotive vocab ...) <p>Writing</p> <ul style="list-style-type: none"> 8 – experiment with visual and sound effects of language (imagery, alliteration, rhythm, rhyme) <p>S&L</p> <ul style="list-style-type: none"> 12 – exploratory talk; 13 – work together to solve problems, make deductions, share, test and evaluate ideas; 14 – justify/modify views; 16 – work collaboratively. 		
<p>Learning outcomes</p> <p>Cloze exercise; descriptive writing; peer assessment forms; text marking sheets; notes in list form</p>		

(Continued)

Figure 2.4 (Continued)

Lesson no.	1. Key Nat.Curr. (2000)/Frame work (2001)/ examination syllabus references 2. Learning outcomes	Specific learning objectives (LOb) (use dynamic verb; link to NC English or cross-curricular PSHE and so on/Framework/ examination syllabus)	Brief outline of lesson content and teaching/learning activities	Resources; uses of ICT, if available	Assessment: how will you know whether pupils have met the LObs? (e.g., observation and recording; marking written or oral work ...)
1	1. Framework refs: W8 S&L14 R12 2. Outcomes: – cloze exercise; – descriptive writing; –peer assessment forms	LOb1: identify the meaning of ‘simile’ and ‘metaphor’ LOb2: construct own similes and metaphors in a short descriptive piece based on picture LOb3: evaluate effectiveness of similes and metaphors	Starter/Intro <ul style="list-style-type: none"> • Teacher intro • Whole-class discussion • OHT/IWB to show examples • Mini-whiteboards to identify • Buzz session in pairs to discuss effectiveness Development <ul style="list-style-type: none"> • Cloze procedure: groups of 4. • Feedback from groups – comment on suggestions, evaluate alternatives and justify opinions. • Individual or paired composition from picture, using similes and metaphors Plenary <ul style="list-style-type: none"> • Selected pupils read out; others evaluate using ‘two stars and a wish’ evaluation frames Homework Write description of room in home, using s&m.	OHT/IWB; mini-whiteboard and pen per pupil; picture per pupil; evaluation frames	Starter/Intro: Teacher observation/target questions (LOb1, LOb3); use Teaching Assistant to note those unsure and follow up (LOb1) Development Monitor when circulating (LOb2); target individuals (LOb3); peer assessment (LOb3) Plenary Monitor responses; target individuals Homework Mark hwk for correct use and effectiveness. (LOb2)

(Continued)

Figure 2.4 (Continued)

<p>2</p>	<p>1. Framework refs: R2, 11, 14, S&L12 2. Outcomes: – text marking sheets – note list for homework</p>	<p>LOb1: review and justify effectiveness of own and peers' writing LOB2: explain link between written description, sound effects and visual images LOB3: extract examples of effective sound/visual imagery used in literary extract.</p>	<p>Starter</p> <ul style="list-style-type: none"> • Pairs discuss hwk. Volunteer effective descriptions. • Hear samples and class justify why chosen. (Collect hwk) <p>Introduction</p> <ul style="list-style-type: none"> • Listen to music and note five visual responses: what pictures come to mind? Discuss responses in fours. • Feedback – justify responses. <p>Development</p> <ul style="list-style-type: none"> • Read extract <i>Wuthering Heights</i> re moors (display on IWB). • Model descriptive phrase: pupil comes to front to highlight example in text on IWB. Class decide why effective: annotate on IWB as model. • Pairs highlight other descriptive phrases re visuals/sounds: feedback. Annotate why effective. • 4s discuss music to accompany possible film version <p>Plenary</p> <ul style="list-style-type: none"> • In pairs, say 3 techniques used by Bronte to create effective description <p>Homework</p> <ul style="list-style-type: none"> • List three memorable moments from films which use sound effects. Describe the sounds and write why effective. 	<p>Extract from soundtrack 'The Piano'; CD player; Printed/IWB extracts <i>Wuthering Heights</i></p>	<p>Starter: Teacher/TA obs in justification session (LOb1) Intro Teacher obs in listening and reviewing exercise (LOb1 and LOb2) Development Assessment of highlighting exercise after lesson (LOb3) Homework Assess ideas in starter next lesson.</p>
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Figure 2.4 Completed example of first two lessons in a scheme of work

Points for reflection

Now look at Figure 2.4 and see how the template might address the first two lessons in a scheme of work for a Year 7 class, learning about visual and sound devices used in writing. As you read the example, relate this to similar class which you have observed or taught already. Reflect on these questions:

- How far are the opening lessons in the scheme of work likely to challenge the ability range and preferred learning styles of the class?
- Is there a range of learning activities which should engage pupils actively in learning?
- Do the two lessons allow an initial progression in pupils' skills and understanding in relation to the overall aim of the scheme?
- how far would these activities enable pupils to meet the learning objectives?;
- is an appropriate and effective use of ICT incorporated?;
- are monitoring and assessment strategies likely to be effective and to enable pupils' levels of progress to be recorded?

Now that you have reflected on the effectiveness of the first two lessons in the scheme of work, try this further activity (see Figure 2.5) to practise using the template yourself. If you can work on this with a peer or teaching colleague, even better: remember that working collaboratively makes a useful step in the process of developing independence and confidence alone. The templates are available on/via the associated website. If you prefer, you might use the lesson planning template (Figure 2.6) and produce a full lesson plan instead of the scheme of work summary. Do whichever is more appropriate to your current needs.

When you have tried the activity, reflect again on how easy/difficult you found different aspects of the planning task. You will probably find, in the early attempts at planning, that you take at least as long to plan a lesson as you do to deliver it! Do not despair; practice really does help, and you will become much more efficient as you learn by trial and error – and reflective evaluation – what works and what does not.

Perhaps the best place to end this chapter is to offer you some advice which one of my trainees found particularly helpful. Laura, like the vast majority of trainees, found that planning, in particular, was taking up her every waking minute. I advised her that she should also plan for her own self-preservation, and some time later, she sent me this emailed reflection:

I don't know if this will be any help [to others], but my biggest bit of advice is something you told me: don't let yourself get too bogged down in work, you need time for yourself. There will always be time for work it may not be perfect but you won't be running yourself down into the process. Back in the beginning just after the Planning assignment, I thought there would be no way I'd be able to cope while on placement doing everything in school.

Points for reflection

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Imagine that your Head of Department has given you the following brief for the same Year 7 class for whom she has already planned the first lesson:

I would like Year 7 to spend up to nine lessons investigating how authors use visual, literary and sound techniques to stimulate readers' responses, particularly targeting writing to entertain and the use of imagery/sound devices, such as those commonly used in poetry.

Your key Framework (2001) objective is Year 7, Writing 8: 'pupils should be taught to experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme'. You might also choose to incorporate specific speaking and listening skills, drama skills and/or reading skills.

Please plan the next two lessons, ensuring that the scheme is progressive, pushing pupils' learning towards more sophisticated understandings and developing their own ability to manipulate language and readers' responses to it.

Figure 2.5 Scheme of work/lesson planning practical activity

But planning my own time helped. I have my school timetable and in my frees I've planned to do something specific – for example, marking, evaluations, sit and relax time (usually Friday afternoon) – and then planned what I want to get done that night, including 'me time' ... Planning is the thing I've found takes the longest and doing it this way – planning when I was going to do things – gave me time limits on things and therefore I got them done. (Laura Shipsides, 2007, email to tutor)

WHAT THE RESEARCH SUGGESTS

Professor Colin Harrison's (2002) publication on behalf of the Key Stage 3 National Strategy reviewed research evidence to evaluate the approach to teaching and learning advocated by the Strategy. Harrison, of the University of Nottingham's School of Education, concluded that the research evidence supported the Strategy, in the main; for the rest, his conclusion was that there was insufficient research evidence to either support or refute it. Section four of the publication, *The Teaching Sequence: Has the Strategy Got It Right?*, (Harrison, 2002) relates most closely to the topic of planning, and is well worth reading. Though some references have been less convinced by aspects of Harrison's conclusions, his survey was broadly welcomed. His bibliography is an excellent starting point for your further, reflective research reading.

Professor Debra Myhill and Dr Rosalind Fisher (2005), of Exeter University, also surveyed ranging research publications as a commissioned work which informed Ofsted's (2005) *English 2000–05: A Review of Inspection Evidence*. Both of these publications go beyond the topic of planning, but have strong bearings on it, in relation to the overall structuring of learning experiences, and would be beneficial in developing your understanding of the issues involved in planning for learning in the diverse and fast-changing world of education.

Class (including ability range): 8M2 (mixed)

Location: Eng 15

Length of Lesson: 1 hour

Topic: Non-fiction texts – Advertising

Aims (*What is your overall teaching aim?*)

- to enable pupils to see how advertisers manipulate audience response by using music and pictures in adverts

Learning Objectives (*What do you want pupils to learn in this lesson?*) **pupils will learn how to:**

- LOb1 explore what a synonym and antonym are;
- LOb2 deduce and discuss why pictures and sound are used in the advertising industry to affect the appropriate audience;
- LOb3 analyse the effects of music in advertising;
- LOb4 analyse the effects of pictures in advertising;
- LOb5 practise co-operative working skills.

Lesson Outcomes (*What will pupils produce in this lesson?*)

- individual examples of synonym/antonym
- discussion and feedback re use of pictures in adverts
- completion of handout matching songs to products
- class discussion analysing purposes of adverts/images/sound
- homework: notes re wider uses of advertising

Personalized learning strategies (*how will you cater for differences in your pupils' abilities/learning styles?*)

- By questioning. Targeted questions to targeted pupils.¹
- By pair groupings. Pairs pre-planned to address individual needs/behaviours.
- By use of stimulus material. Resources address VAK² learning styles.
- By pace of the lesson and relevant use of starters.
- By support.³
- By guided modelling

Assessment (*How will you evaluate how far your stated learning objectives have been achieved by each pupil?*)

- LOb1 Oral feedback on ability to give a synonym and antonym at the beginning of the lesson.
- LOb2, LOB3, LOB4 Oral feedback via discussion and questioning in activities.
- LOb2, LOB3, LOB4 Written work: assessment of handouts and ex books at the end of the lesson.
- LOb5 Observation during pair work. Written notes will be made on targeted pupils during the oral activity⁴

Resources needed

- Exercise books
- CD/CD player
- Advertisements (photocopies in case class not completed homework)
- Handouts.

Key⁵ NC (2000)/Framework (2001) objective/examination syllabus references

- 1 R3, R9
- 2 Wr 3
- 3 S&L 5

(continued)

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Figure 2.6 (continued)

- ¹ You will begin to target pupils' learning as you get to know them via data available and through working with them. You will know who can/will contribute and who has difficulty, so you will be able to cater for individual needs and abilities.
- ² VAK: visual, auditory and kinaesthetic learners. Pupils do not learn in the same ways, so you should include a variety of material to stimulate all learners.
- ³ Support in the classroom may only be relevant when you have a TA (teaching assistant). Here, you are addressing QTT Standards Q5: 'recognise the contribution that colleagues ... can make ...', Q6: 'have a commitment to collaboration and co-operative working'. Q20: 'know and understand the roles of colleagues ...' Q33: 'ensure that colleagues working with them are appropriately involved in supporting learning ...' and others.
- ⁴ It is impossible to make notes on every child's progress in a LO of this kind in every lesson. Target a few for written comment in each lesson.
- ⁵ Keep the targeted NC/Framework/examination assessment criteria references to a manageable and realistic number. Only include the KEY ones, based on your learning objectives.

Content, including **introduction**, teaching and learning **methods** and **activities**, **timings** and **review** session:

Timing	Teacher activity	Learner activity	Notes/questions/expected answers/assessment activities
10 mins	Starter Class register. Recap yesterday's lesson during registration: explain activity.	When name is called out pupil has to give either synonym or antonym as requested.	Give example: nice → horrible; disappointed → pleased. <i>Monitor understanding in Starter and all other discussion/feedback activities: ask teaching assistant to note down anyone who is struggling and target for extra support when circulating during group work.</i>
5 mins	Introduction Recap learning so far using question and answer. Target questions to specifically noted pupils.	Pupils answer.	Cover <ol style="list-style-type: none"> 1. Slogans (<i>catchword/motto</i>). 2. Rhetorical questions (<i>q's which imply the desired answer</i>). 3. Fact/opinion (<i>not open to question/open to question</i>). 4. Adjectives (<i>word which adds description to a noun or adverb</i>).
5 mins	Development Ask class to hold up adverts brought in. Show examples you have. Brief discussion about <i>language</i> used on the ads. Mention the use of pictures. Targeted questions and answers.	Pupils respond.	Cover <ol style="list-style-type: none"> 1. Why are pictures used in advertising? (<i>Looking for ...</i>) 2. What effect might they have on an audience? Remind the class of the definition of audience. (<i>Looking for ...</i>) 3. What kind of colours or images might be used to attract an audience? 4. Would the type of picture change according to product or audience? (<i>Examples</i>)

(Continued)

Figure 2.6 (Continued)

15 mins	Set task. In pairs, pupils will analyse the use of pictures in an advert of their choice. Show an example: guided modelling of how to look at the advertisement. Ask for any questions. Circulate during task. Work with pairs as needed.	Pupils respond to modelling questions. Pupils work together on task.	Model: 1. Opening statement about the need for pictures in advertising – demonstrate this. 2. What is the advertisement about? 3. How does the picture relate to the advertisement? (Is it the actual product or something else?) 4. How much room does the picture take up? 5. Where is the picture positioned in order to catch the eye? 6. What colours does the advertisement use? Any significance? <i>Monitor as circulating: select three good examples for feedback later, and alert relevant pairs that you will ask them to lead the discussion.</i>
5 mins	Ask for feedback. Target three examples. List features on the whiteboard.	Class comments on similarities and differences and any features of the adverts that seem particularly significant (for example, in persuading audience).	<i>Ask higher-order questions of more able pupils: 'How does this example ... ? /Why does the advertiser ... ?'</i>
15 mins	Move from visuals to sound. Ask class why adverts have music. Play one example. How does the music affect the audience?	Pupils offer ideas. Pupils offer ideas.	For example, creating a happy feeling/appealing in other ways to our emotions → linking the product with positive feelings. <i>Target less vocal pupils for answers: paired buzz session for 30 secs to give confidence if necessary.</i>
	Set task: pupils are working as part of an advertising business. The songs need to be fitted to some adverts. The task is to place the music with the best fit advert.		<i>As pupils work, circulate, identify examples of achievement and quietly ask each pair to lead the feedback, at the end of the activity, on one specific example.</i>

(Continued)

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Figure 2.6 (Continued)

	<p>Give out handouts. Model one example: write answer on board.</p> <p>Play appropriate music and allow time to complete handouts.</p>	<p>Pupils to work in pairs and complete handout.</p>	
5 mins	<p>Plenary Ask pairs for feedback</p>	<p>Pupils justify choices for matching music and adverts. Others support/disagree with choices, with justification each time.</p>	
	<p>Finish with open questions.</p> <p>1. What else do advertisements need in addition to carefully selected words? 2. What is the purpose of adverts?</p>	<p>Pupils offer ideas.</p>	<p><i>Monitor: challenge/help any who seem unsure, asking others to build on ideas which suggest learning has not been fully consolidated.</i></p>
	<p>Homework</p> <p>Briefly mention what pupils will learn next lesson: other occasions when someone tries to influence us to do something.</p>	<p>To ask friends/relatives for ideas and write down at least three occasions, other than in product adverts, in which people try to 'sell' us something.</p>	<p>Give example of political speeches – selling a political party, an idea or a belief.</p>

Figure 2.6 PGCE secondary English sample lesson plan: Year 8

Key points from this chapter

- The need for thoughtful, careful, imaginative planning, in order to ensure that pupils' learning is engaging and progressive rather than repetitive or disjointed. This goes hand in hand with creativity in *teaching*, to encourage creativity in *learning*.
- The link between the *Every Child Matters* (DfES, 2004) outcomes and planning for learning – more about how you can cater for every child's best interests and individual needs appears in Chapters 3 and 6.
- The need to remember that planning goes hand in hand with preparation, which is also connected to your own subject knowledge and your understanding of curriculum requirements.
- The impact that good planning can have on pupils' behaviour and motivation.
- The fact that planning can have many starting points and various templates, but plans should always be seen as fluid, and may well be changed as you respond to pupil feedback and your own, reflective evaluation.

Further reading

Any of the books mentioned in this chapter will give you further guidance on your planning and help you to reflect further on your own beliefs and practices. You might start with the suggestions listed below.

Bowkett, S. (2007) *100+ Ideas for Teaching Creativity*. 2nd edn. London: Continuum.

This is an interesting book which will develop your ideas about using creativity and creative thinking as a stimulus for lessons – not just in English. Trainees of mine who have used this book find it helpful in moving beyond the ‘default’ teaching methods that they may be tempted to stick with. It certainly links practical activities with learning theory.

Davison, J. and Dowson, J. (2003) *Learning to Teach English in the Secondary School: A Companion to School Experience*. 2nd edn. London: Routledge.

Gives a range of advice, planning ideas and templates for schemes of work and lessons. The text takes a topic approach, with chapters on, for example, speaking and listening, reading, writing, approaching Shakespeare and drama, each contributed by authoritative practitioners and researchers. There are also activities, such as those in this chapter, for you to try.

Pike, M. (2004) *Teaching Secondary English*. London: Paul Chapman Publishing.

Adopts a thematic approach, so that Chapter 2, ‘“Operational” lesson planning’, for example, will be helpful as a further review of strategies and issues concerning planning. Chapter 9, ‘Differentiation and the individual: gender, ethnicity and special needs’, also offers some interesting points for reflection as you consider the individuals in your classes, and what might serve their learning needs best.

Wright, T. (2005) *How to be a Brilliant English Teacher*. Oxford: Routledge.

A lively and realistic approach, which combines practical strategies for implementing the statutory curriculum and is as entertaining as it is stimulating. Wright offers personal anecdotes which highlight, in an accessible style, both commonly felt concerns and how they might be resolved.



Useful websites

Live links to these websites can be found on the companion website www.sagepub.co.uk/secondary.

www.standards.dfes.gov.uk/secondary/

The Standards site is a government produced site, where National Strategy publications are housed. The secondary forum subdivides into Key Stages 3 and 4, and you can follow links to many of the topics covered in this chapter. You will always need to weigh suggestions and advice against your developing awareness of what works best for your pupils.

www.teachernet.gov.uk/teachingandlearning/subjects/english/

The Teachernet is a huge site with many ready-made plans and resources, which you can use, adapt, review and critique in relation to your planning needs and your pupils’ learning needs. Suggested approaches and links to other websites also abound.