**Barack Rosenshine’s Principles of Instruction (2012) and NCELP**

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| **Rosenshine’s principles** | **Alignment with NCELP pedagogy and rationales** |
| 1. Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall. | Regular consolidation of phonics, grammar and vocabulary is built into the NCELP Schemes of Work (SOW), across Y7 and Y8 (see point 10 for more on revisiting and regular practice of phonics, vocabulary and grammar in different contexts and with different features).  In a two-lesson resource for a week of the SOW, consolidation explanations and activities are built in to every lesson to revisit, review and practise phonics, vocabulary and grammar introduced in the previous lesson.  NCELP creates online vocabulary Quizlet sets for learning homework, to encourage independent regular learning and practice of vocabulary *prior* to each lesson in which the words are then systematically practised.  Each selected set of vocabulary is systematically revisited about within a week, within a month, within a term and within a year and then intentionally re-visited every year, as well as being carefully re-used throughout the resource more generally.  High frequency irregular features of grammar are included as though they are vocabulary items in these sets, then introduced in learning homework, and practised in classroom activities as part of the lexicon.  High frequency grammar functions are taught and revisited several times over Key Stage 3 (KS3) and Key Stage 4 (KS4) (see the ‘Grammar Tracking’ tab on the SOW), including features for persons, subjects, tenses and aspect (‘complete’ versus ‘ongoing’), and a range of key syntax (word order and relations between words).  These features of NCELP resources mean that ‘overlearning’ and automaticity are more likely to occur. |
| 2. Present new material in small steps with student practice after each step: only present small amounts of new material at any time, and then assist students as they practice this material. | In the NCELP SOW, progression is determined by the functions of grammar, and the frequency and usefulness of vocabulary and phonics, and avoids introducing too much language too fast. For the majority of learners aged 11-13, introducing no more than one new ‘main’ grammatical function every two weeks is considered to set a sufficient amount of ‘desirable difficulty’, and ten new words or so are introduced each week.  The grammar focus and rationale of the SOW ensure a coherent, systematic progression of learning that introduces parts of paradigms and practises grammar features in pairs of different features to focus learners’ attention on their function and meaning in activities that make the grammar ‘task essential’, in all modes and modalities. Thus, students have plenty of practice in experiencing how small changes in sounds and spelling (grammar) radically change the meaning. Also, the grammar spine does not cover full traditional ‘paradigms’ all at once (e.g., full sets of verb, article or adjectival agreements). But in its *totality* the grammar spine covers full sets of features that are carefully selected as being important for learners at this stage.  Sound-Symbol Correspondences (SSC) are introduced individually and practised across a week’s lessons before introducing a new SSC. |
| 3. Ask a large number of questions and check the responses of all students: questions help students practise new information and connect new material to their prior learning. | Every NCELP lesson gives many opportunities for teachers to ask questions of students, after the content to be learnt has been presented and explained and students have had opportunities to understand the language in the input. NCELP lessons contain short activities which allow for active participation regularly in the class for all students, and for teachers to have the opportunity to gauge the understanding of students, whether by asking questions, checking answers, listening to speaking (to the individual, pairs or whole class), or going round the class during reading and writing tasks to check progress.  Teachers can monitor students’ performance on the Quizlet vocabulary learning homework.  Many resources provide ideas for further consolidation (reinforcement) and for extension once knowledge of the core content has been established.  Teachers are always encouraged (e.g. in the notes to resources and in our Career Professional Development (CPD) events) to respond to the individual circumstances they are in, and many NCELP teachers adapt resources to this effect. |
| 4. Provide models. Providing students with models and worked examples can help them learn to solve problems faster. | Models, worked examples, and explanations are provided for every new and revisited grammar point, with worked examples. Explanations are given in English in precise and concise language with clear examples, including explanations of the relation of the language to English. The subsequent listening and reading activities build on these models and practise the specific pairings of grammar features, with a focus on their function and meaning, in a rigorous manner. These exercises provide models and worked examples for speaking and writing tasks that are usually completed towards the end of a lesson or pair of lessons.  Students will practise these features ‘in focus’ in listening, speaking, reading and writing activities, and revisit the same features but in different ‘pairings’ later on in the course. This provides much more practice on individual grammar features than other ‘full-paradigm’ models where the whole set of endings of a tense, for example, may be introduced and practised all together, and then not revisited for several months or even years.  The phonics activities clearly present the sound-symbol correspondences to be learnt, modelling the pronunciation for all students.  Every single vocabulary item is spelled and sounded out clearly, in isolation, to ensure students have access to both the written and audio model of the building blocks of language.  Activities have clear simple instructions and usually have a worked example for the first item.  Teachers can check comprehension and performance after each item for the first few items, and then after a longer set of items once all pupils are on track. Thus, effective modelling is achieved by ensuring the content is clear and understood from the start. |
| 5. Guide student practice. Successful teachers spend more time guiding students’ practice of new material. | Teachers have the opportunity to guide student practice in each lesson. The pairing of specific grammar features that differ in form and meaning and that are practised in a sequence of activities allows teachers to guide students in their application and understanding of the rules. Students are presented with a small amount of new material in each lesson, and this is usually practised with revisited material (e.g. new grammar with known vocabulary; known grammar with new vocabulary; known SSCs in new vocabulary). This enables students to identify and manipulate highly specific knowledge (e.g. SSCs, vocabulary, or grammar) across different contexts. Giving new contexts or uses to existing knowledge consolidates the existing knowledge, increasing the chances of it being stored in long-term memory and being retrieved in future tasks. It also increases the chances of using that knowledge to support future learning (e.g. if they know an SSC, they can read out a new word; if they know a grammar feature, they can work out the meaning of a new sentence).  Teachers have plenty of opportunities to help and guide students in the classroom throughout the lesson before, during, and after each activity. |
| 6. Check for student understanding: checking for student understanding at each point can help students learn the material with fewer errors. | The focus on paired grammatical features, coupled with short and multiple comprehension and production activities that isolate specific aspects of the new or revisited point and focus on form and meaning allows for teachers to check on student understanding and progress regularly throughout every lesson. In the earliest stages, item-by-item checking helps students to adjust their understanding quickly and teachers to identify and address any misconceptions straightaway. The lesson activities allow for teachers to check answers from multiple students, either through answers to individual questions (e.g. on Quizlet or during class) or choral/group responses, as well as having regular opportunities to move around the classroom during reading, paired speaking and writing activities to assess how students are coping with the new material.  NCELP assessment tasks, with just two rounds of tests each year, are carefully considered in terms of their aims, structure and focus, and are informed by teaching practice and research. In the creation of the tests, the resource developers of NCELP focus on questions such as ‘What are we trying to test?’ and ‘how can we test it, reliably, validly and practically?’. Achievement tests are built into the NCELP SOW to evaluate the extent to which students have learnt content from the current and previous year(s) of study, half assessing ‘old’ content and half assessing the content covered since the previous test. There is a constant reusing and checking of previous knowledge therefore. Teachers can use the results to understand the learning of knowledge to date and areas that may need further attention. |
| 7. Obtain a high success rate: it is important for students to achieve a high success rate during classroom instruction. | One of the key principles driving NCELP’s curriculum and lesson resources is that motivation improves when learners experience progress and have a sense of achievement.  NCELP resources avoid introducing too many new phonics, vocabulary and grammar too fast, and include a number of activities in every lesson to be exposed to, practise and consolidate knowledge of these features successfully. For example, students will have the opportunity to learn, revisit and practise the vocabulary that they will encounter in the forthcoming lesson before they enter the classroom.  Once in the classroom, the initial focus on pairs of grammar features, the isolation of specific elements of form and meaning as the learning point of each activity and the systematic progression that involves comprehension and production in listening, reading, speaking and writing allow for not only a desirable level of difficulty and challenge but also enhanced chances for success for the student.  Freer use of the language (in comprehension and production) is introduced only once core knowledge (SSCS, vocabulary and grammar) have had the chance to be established and students have the necessary tools to understand (or produce) the language.  The NCELP tests in the second term of each year test ‘achievement’ of individual components of knowledge (phonics, vocabulary, grammar at the word and sentence level); in the final term, additional tests assess whether this knowledge can be applied to freer and longer contexts. As learners progress to higher years, the tests assess proficiency in a more holistic manner, once building blocks are in place. |
| 8. Provide scaffolds for difficult tasks: the teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks. | Models and scaffolds are provided for each task, though allowing for a desirable level of difficulty and challenge. The speaking or writing production task of the lesson is the culmination of a systematic sequence of activities that have modeled the grammar features that are the focus of the lesson alongside the vocabulary sets of the week, and therefore allow students to produce the grammar and vocabulary with a greater likelihood of success.  Prior to introducing new grammar features, old ones are often revised prior to building on previous knowledge.  When new vocabulary or grammar is introduced, explicit reminders are often made to the phonics (SSCs) of the language that have already been learnt.  Patterns in the language (e.g., the affixes used to change the function and meaning of words or that can change a word to make an English word) are taught and practised. This helps pupils understand the ‘systems’ in the language they are learning. |
| 9. Require and monitor independent practice. Students need extensive, successful, independent practice in order for skills and knowledge to become automatic. | Every lesson has multiple short activities for independent practice within the classroom that can be monitored by the teachers, whether in the process of doing the activity (reading, speaking and writing activities) or at the end of the task. This provides the extensive practice on specific features of phonics, vocabulary and grammar that leads to ‘overlearning’ and automaticity.  Quizlet vocabulary sets and audio homework support the learning of vocabulary prior to the lesson in which it will be practised in context. These sets facilitate independent student practice and can be monitored by teachers.  Freer independent practice becomes possible once the core knowledge has been presented, explained, and practised.  Once production (speaking and writing) activities become more independent and freer, it is inevitable that language errors will occur (as even very advanced, near-native speakers make ‘errors’, particularly in certain domains such as gender, case or number agreement). NCELP provides professional development materials that guide teachers about ‘error tolerance’. Making errors can be an important developmental event when learning languages *especially* when students a) speak without much preparation time, b) try to express genuinely ‘spontaneous’ ideas, or c) try out language they have not experienced much. A planned approach to error correction is recommended. Key to this is that only a small set of focused features is corrected for any single activity. Evidence drawn upon by NCELP suggests that when correcting *speaking*, it is often more efficient to *prompt the learner to correct their own error*; in writing, it seems often to be the most efficient to *provide the correction clearly and concisely*. |
| 10. Engage students in weekly and monthly review. Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge. | In our SOW, phonics, vocabulary and grammar are practised in both comprehension and production, and oral and written modalities. Practice is frequent, spaced, meaning and form-focused, and involves an element of desirable difficulty. NCELP has taken as guiding principles that revisiting must be: frequent enough to prevent forgetting; spaced enough so that recall is challenging; and systematically planned into the SOW so that it happens.  Approximately 360 words are taught on average per year at KS3 and KS4. To do this, there is systematic revisiting of vocabulary within the week it is first introduced (each resource comprises two-three lessons of material, and (re-)uses the same set of vocabulary). The same set is then revisited again within a month, within a term and within a year (prior to a test), and then again every year at specific points. Previously practised vocabulary is also explicitly integrated into all lessons in comprehension and production activities, in a variety of contexts, in oral and written modalities. This whole process aims to build robust knowledge of a known set of highly useful vocabulary.  Confidence in understanding and producing the key SSC is developed throughout KS3 by the planned and highly systematic revisiting of SSCs. They are introduced, practised, explicitly tested, and revisited. The approach builds student understanding that small phonemic differences make a difference to meaning.  Grammar features (and high frequency vocabulary) are recycled in new semantic fields (e.g. themes, clusters of related vocabulary) and different contexts, which strengthens the knowledge. Core grammar is taught and revisited in carefully planned sequences, several times over KS3 and KS4.  NCELP tests carefully balance assessing knowledge of ‘old’ material with more recent material. Half of the items in each test covers ‘old’ material, taught *prior* to the last test. The other half of the test assesses content taught *since* the last test. |

**For more information about NCELP see the following documents.**

The Resources Portal - <https://resources.ncelp.org/>

Rationale for phonics pedagogy - <https://resources.ncelp.org/concern/resources/kd17cs85f?locale=en>

Rationale for vocabulary pedagogy - <https://resources.ncelp.org/concern/resources/t722h880z?locale=en>

Rationale for grammar pedagogy - <https://resources.ncelp.org/concern/resources/08612n54w?locale=en>

Rationale for meaningful practice - <https://resources.ncelp.org/concern/resources/ng451h506?locale=en>

No-Go Pedagogy - <https://resources.ncelp.org/concern/resources/z316q160c?locale=en>

Schemes of Work (Collections) - <https://resources.ncelp.org/schemes-of-work>

Rationale for Assessments (Collections) - <https://resources.ncelp.org/collections/zc77sq31q?locale=en>

**Reference**

Rosenshine, B. (2012). Principles of instruction. Research-based strategies that all teachers should know. *American Educator*, Spring 2012, 12-19 and 39. <https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf>