Teaching discussion

Teacher: Date: Year Group (and set):

Visitor: School: Language:

Lesson learning objectives:

NB: All elements below are unlikely to occur in *one* lesson.

From this lesson, there is evidence that learners (circle the relevant elements between / /):

PHONICS

☐ focus on a small number of ***planned, new sound-symbol correspondences*** (SSCs) in spoken AND written forms: with symbol alone / in words / in sentences / in passages **PVG1**

☐ are required to practise ***previously taught*** SSCs: receptively / productively **PVG2**

☐ practise knowledge of ***SSCs in a variety of activities*** showing increasing confidence during the lesson e.g., read-aloud tasks / segmentation tasks / writing (e.g., transcription) / when asking for meaning of written words / when spelling new words **PVG3**

VOCABULARY

☐ learn a ***planned*** set of ***new*** words, whose *frequency* has been considered, from a *range of word classes* (including *different verbs*) **PVG4**:

   ○ to establish their meanings (e.g., with L1 translations)

   ○ to establish their grammatical functions (e.g., verb, noun)

   ○ in oral (listening and speaking) and written (reading and writing) modalities

   ○ in information gap tasks that create a real need to understand / produce the words

☐ re-visit a ***planned set of previously taught words*** to consolidate their meanings and functions in: new contexts / across different modes and modalities / in extended activities / in less or un-scaffolded activities **PVG5**

☐ show evidence of retention, through effective use of vocabulary learning **PVG6**:

   ○ techniques (e.g., keyword or peg word method)

   ○ methods (e.g., vocabulary learning apps, tandem testing)

   ○ strategies (e.g. using patterns in cognates, such as *-tion* for nouns or *-able* for adjectives, and in word families, such as the negative prefix *de-* or the suffix *-eur*)

Comments (e.g. on the amount, frequency, or nature of activities)

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GRAMMAR

☐ understand and use **terminology about grammar**, building on knowledge from Key Stage 2 **PVG7**

☐ understand **explicit and succinct descriptions of grammar** features **PVG8**

☐ undertake successful **input practice** (which isolates the grammatical feature by removing other related cues e.g., temporal adverbs if teaching tenses) in which they must distinguish the two features and their meanings (or functions) in reading AND listening (e.g. *je fais* versus *j'ai fait; lavo* versus *me lavo*) **PVG9**

☐ after input practice, undertake successful **production practice**, in speech AND writing, in activities where the feature is essential to communicate meaning **PVG10**

☐ encounter the grammar **attached to (or within) a varied lexicon** (e.g., a range of high frequency verbs or nouns), whilst their attention is focused on the meaning of the grammar features **PVG11**

☐ after substantial practice, undertake freer production with less support, in speech and writing, where the grammar must be recalled to communicate and understand meaning **PVG12**

From this lesson, talking to the teacher, and looking at materials, is there evidence that the teacher:

☐ plans own and learner use of the language to ensure comprehensibility, integrating classroom and content language explicitly into SOW **PVG13**

☐ uses English when otherwise meaning would be unclear or when communication or teaching would be inefficient (time heavy for little or unknown gain) **PVG14**

☐ increases own and learner use of the language incrementally as knowledge increases **PVG15**

☐ provides **moment-by-moment feedback** to learners **PVG16**

☐ assesses progress formally in written (reading and writing) and oral (listening and speaking) **planned tests PVG17**

Discussion following the lesson	Notes

1. To what extent do you think, and how do you know, that learners successfully:
  • learnt **new** features (phonics, vocabulary, grammar)?
  • consolidated knowledge of **previously taught** features?
  • practised a planned set of language **in comprehension and production, in oral and written modalities**?
 	
2. What went **well** and what might have gone **better**?
 	
3. What are the **next steps** for the language development of this class, to ensure a mix of new language is introduced and previously taught language is revisited?	