**Rosenshine’s Principles of Instruction and NCELP: Overview**

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| **Rosenshine’s Principles** | **Alignment with NCELP pedagogy and rationale** |
| 1. Begin a lesson with a short review of previous learning. | * Regular consolidation of phonics, grammar and vocabulary built into the SOW * In a 2-lesson resource, consolidation activities revisit and practice new material of previous lesson |
| 2. Present new material in small steps with student practice after each step. | * NCELP avoids introducing too much language too fast (10 new words a week, new grammar every 2 weeks) * Coherent, systematic progression of learning * Grammar features practised in pairs * Traditional full grammar paradigms not taught all at once * Plenty of practice in how small changes in sound and spelling change meaning * Sound-symbol correspondences (SSCs) introduced individually |
| 3. Ask a large number of questions and check the responses of all students. | * Multiple short activities in each lesson give plenty of opportunities for questions, checking and regular active participation of students |
| 4. Provide models. | * Every new and revisited grammar point has models, worked examples and explanations in precise English * Listening and reading activities build on these models, practice grammar and provide models for student production. * More practice of specific grammar features, vocabulary and SSCs |
| 5. Guide student practice. | * New and revisited grammar practised in a sequence of reading, listening, speaking and writing activities * Grammar taught in pairs of features allows teacher to guide students in their application and understanding |
| 6. Check for student understanding. | * Lesson activities allow teachers to check answers from multiple students throughout * Regular opportunities to ask students questions and check understanding by moving around the class |
| 7. Obtain a high success rate. | * NCELP believes experiencing progress and success stimulates motivation for language learning * Initial focus on isolated elements of pairs of grammar features in a systematic progression allows for success to be gained with desirable difficulty |
| 8. Provide scaffolds for difficult tasks. | * Models and scaffolds provided for each task * Final speaking/writing task is the culmination of a sequence of activities to allow for successful production of grammar and vocabulary and evidences phonics in the speaking |
| 9. Require and monitor independent practice. | * Multiple short activities for independent practice * Quizlet vocabulary sets and guided vocabulary learning sheets are provided for homework and independent learning and can be monitored by teachers |
| 10. Engage students in weekly and monthly review. | * Regular and planned revisiting of phonics, vocabulary and grammar * Vocabulary and grammar revisited in different semantic fields and contexts to strengthen knowledge |