# Grammar teaching discussion

Teacher:  Date:  Year Group (and set):

Observer:  School:  Language:

**Lesson learning objective:**

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**NB: There is no expectation that all these elements would be present in one lesson.**

**From this lesson, there is evidence that the learners:**

- ☐ understand and use grammatical terminology, building on knowledge from KS2

- ☐ understand explicit and succinct descriptions of the target grammar features

- ☐ understand how one target feature compares with another feature to illustrate their different meanings (e.g. *je fais* versus *j'ai fait*; *der Hund* versus *den Hund*)

- ☐ understand problems they might have, including complex L1-L2 differences

- ☐ undertake 'input practice', distinguishing the two features and their meanings / functions in reading AND listening (where sounds make a difference)

- ☐ encounter the grammar features with a *varied lexicon* (e.g., a range of high frequency verbs, or nouns), whilst focusing their attention on the meaning of the grammar features

- ☐ receive corrective feedback, item by item wherever possible

- ☐ after input practice, practise *producing* the target features at phrase or sentence level, in speech and writing, in activities where the feature is essential to communicate meaning

- ☐ after substantial practice, move on to freer production, in speech and writing, where learners must retrieve the grammar feature from memory to communicate meaning

**From this lesson, there is evidence that the teacher has:**

- ☐ ensured that other 'cues' for the target meaning/function are removed (e.g. temporal adverbs if both adverbs and the grammar convey tense; intonation if both intonation and word order convey the interrogative function)

- ☐ guided learners' production of the grammar feature in free writing or speech, as appropriate

- ☐ ensured grammar features are revisited at frequent, planned intervals

- ☐ assessed grammar knowledge formally (in planned tests) and informally (spontaneously in class)

**Comments (e.g. on the amount, frequency, or nature of activities observed):** Use additional paper, if required.

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| Questions following the lesson / teaching sequence | Discussion notes |
|---|---|
| 1. In your lesson, to what extent do you think that learners successfully:<br>● learnt new grammar features?<br>● consolidated knowledge of previously taught grammar features?<br>● developed accurate use of grammar knowledge in comprehension and production, in oral and written modalities?<br>● developed fluency/automaticity?<br><br>2. How do you know?<br><br>3. What aspects of grammar learning and teaching are you pleased with?<br><br>4. What do you think are the next steps for this class in terms of their grammar development?<br><br>5. What would help you to further ensure that previously taught grammar features are consolidated and revisited systematically?<br><br>6. To what extent are learners gaining from the following approaches to developing their grammar knowledge?:<br>● providing succinct explanations of new grammar features<br>● comparing two grammar features with contrasting meanings / functions<br>● initially practising the grammar features in reading and listening when the features are essential for understanding meaning<br>● providing extensive scaffolded production practice, gradually introducing meaningful, freer production practice<br>● regular re-visiting (i.e., spaced practice)<br>● using the grammar feature in multiple contexts (oral, written, comprehension and production)<br>● doing information gap tasks, where production of the target feature is essential to communicate meaning<br>● short, regular assessments to check learning is incremental<br><br>7. Are there any aspects of grammar teaching that you want to develop further? | |