

Grammar teaching discussion

Teacher:

Date:

Year Group (and set):

Observer:

School:

Language:

Lesson learning objective:

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

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

From this lesson, there is evidence that the learners:

- understand and use grammatical terminology, building on knowledge from KS2 **G1**
- understand explicit and succinct descriptions of the target grammar features **G2**
- 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*) **G3**
- understand problems they might have, including complex L1-L2 differences **G4**
- undertake 'input practice', distinguishing the two features and their meanings / functions in reading AND listening (where sounds make a difference) **G5**
- 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 **G6**
- receive corrective feedback, item by item wherever possible **G7**
- 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 **G8**
- after substantial practice, move on to freer production, in speech and writing, where learners must retrieve the grammar feature from memory to communicate meaning **G9**

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) **G10**
- guided learners' production of the grammar feature in free writing or speech, as appropriate **G11**
- ensured grammar features are revisited at frequent, planned intervals **G12**
- assessed grammar knowledge formally (in planned tests) and informally (spontaneously in class) **G13**

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Questions following the lesson / teaching sequence	Discussion notes
<p>1. In your lesson, to what extent do you think that learners successfully:</p> <ul style="list-style-type: none">• learnt new grammar features?• consolidated knowledge of previously taught grammar features?• developed accurate use of grammar knowledge in comprehension and production, in oral and written modalities?• developed fluency/automaticity? <p>2. How do you know?</p> <p>3. What aspects of grammar learning and teaching are you pleased with?</p> <p>4. What do you think are the next steps for this class in terms of their grammar development?</p> <p>5. What would help you to further ensure that previously taught grammar features are consolidated and revisited systematically?</p> <p>6. To what extent are learners gaining from the following approaches to developing their grammar knowledge?:</p> <ul style="list-style-type: none">• providing succinct explanations of new grammar features• comparing two grammar features with contrasting meanings / functions• initially practising the grammar features in reading and listening when the features are essential for understanding meaning• providing extensive scaffolded production practice, gradually introducing meaningful, freer production practice• regular re-visiting (i.e., spaced practice)• using the grammar feature in multiple contexts (oral, written, comprehension and production)• doing information gap tasks, where production of the target feature is essential to communicate meaning• short, regular assessments to check learning is incremental <p>7. Are there any aspects of grammar teaching that you want to develop further?</p>	