

Write an annotated lesson plan and create a resource for a class of primary school pupils

1. Lesson Plan

Name of Trainee: Megan Williams		Session ref:	Date: 18/12/19	Class: year 2	Foundation Phase
			Number of learners: 28	Age: age 6-7	
Learning objectives/intentions:	- To understand what a rhyme is and have the ability to identify rhymes - To be able to create own story rhymes - To recognise their organisation skills using numeracy - having the ability to recognise groups of four and organise themselves in to them	Success Criteria	- to be able to organise themselves into groups of four, creating a total of 7 groups - to follow the book as it is read aloud by the teacher - point out rhymes and think in groups what rhymes with that word out loud	Meeting learners' needs:	

Introduction/plenary tasks	Main activities	Resources/ Key Vocabulary	Assessment for Learning (strategies and opportunities)
Introduction Based on previous lessons, pupils read the book 'Room on the Broom' and understood the story line. pupils are to organise themselves into groups of four on their tables, creating seven groups in total - pupils to discuss and re-cap what happens in the book "room on the broom". (10 minutes)	10 mins - pupils to follow the book while its read out loud and identify when there is a word that rhymes by raising their hand - only read 5 pages. - ask questions on how often the rhymes occur 15 mins - The groups are to receive the printed resource - a sheet of rhyming words and match up which ones rhyme with a pencil - starting from the top, pupils read out loud all together which words rhyme together 25 mins- pupils are to receive a pencil and paper and create their own rhyming story. - walk around the classroom suggesting words that may rhyme together	Key Vocabulary - Rhyme - story - matching Resources - Book - Room on the Broom - Pen - Pencil - Paper - Ruler - for matching rhymes - rhyming words resource worksheet - lined paper for their own stories	- How often do rhyming words occur in the pages which are read? - from the worksheet, what words rhyme together? - Do you think you can write your own rhyming story like "Room on the Broom" - Plenary - Ask if the children would like to read their story to their groups or finish it off at home - Ask how the pupils felt about today's tasks at end of lesson - Praise children on their efforts
Plenary 10 mins - suggest to children to read their rhyming story to their groups, or allow to finish their story at home.			

Curriculum coverage (range and skills) - Language skills, personal and social development (from reading their story out loud), literacy skills (reading the book) ,Oracy skills (identifying rhymes), writing skills (from writing their story) numeracy skills (organising groups)			
Literacy (LNF) - Oracy - identifying rhymes, suggesting what other words rhyme. - Oracy - using rhyme ideas to create own rhyming story - Reading - tracking the book while it's read out loud without difficulty		Numeracy (LNF) - having the ability to count to four, and organise themselves into group of four.	
DCF	Thinking - The pupils will need to create their own story using words that rhyme similar to what they saw in the book "Room on the Broom"	ESDGC	YCC

2. Resource

Task: match up the rhyming words using a pencil. The first one has been done for you.

Cat ----- Bat

Book Heard

Grass Room

Tree Stitch

Frog Tag

Bird Drape

Witch Brass

Broom Free

Bag Bog

Cape Took

3. Justification

In Wales, the Welsh government introduced in September 2010 a framework called the Foundation Phase which is a “statutory curriculum for all three to seven year olds” which aims to push children to be more “creative and imaginative, and makes learning more enjoyable and more effective.” (GOV, 2015). The Foundation Phase framework has seven core aims set out by the Welsh Government which is influenced by the United Nations Convention on the Rights of the Child (UNCRC), which aim to give children within the foundation phase the best and most effective education in order to succeed in their future. One of these core aims includes having “access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills” (Play Wales, 2020). Within the one hour lesson plan, the aim was to have provided a lesson which supports current legislation, policies and frameworks in order to provide a structured, informative and effective lesson for the children within the class.

The lesson plan was focused on the book ‘Room on the Broom’ by Julia Donaldson and Axel Scheffler. Throughout the book, there are recurring rhyming sentences and words throughout. Within previous lessons, the pupils would have focused and read the book ‘Room on the Broom’ already and understood the storyline and noticed that there are rhyming words. To begin with, the learning objectives for the lesson were to be able to understand what the lesson plan is and to identify rhymes, and be able to write their own rhyming short story and to recognise their own organisational skills using numeracy. Following this, the success criteria in order to meet the learning objectives included the pupils being able to organise themselves into groups of four, creating a total of seven groups, as there is twenty eight pupils in the class. As well as this, another point of the success criteria is to be able to follow the book as its read aloud by the teacher; this develops the children’s ability to notice how the rhyming words sound out loud, helping them recognise what a rhyme is. And lastly, point out rhymes and discuss in groups what rhymes with that particular word; this stimulates the child's thought process and acts as a starter activity to get them thinking

before having to write their own rhyming story. It is important to set out learning objectives and success criteria as it acts as a target to reach by the end of the lesson. The learning objectives are what the practitioner wants the pupils to have learnt by the end of the lesson, so the lesson can be planned around these objectives in order to provide effective education. The success criteria gives an idea on how to reach the learning objectives and how the pupils will demonstrate how they learnt what was set out in the objectives. One way to improve in the area of learning objectives may be to let the pupils know what the learning objectives are for the lesson so they have a clear understanding of what they will be learning. An effective in-class task which could also be added could be a tick chart of the success criteria and learning objectives at the end of each lesson for the children to tick what they think they have learned as the plenary, as this gives the practitioner an idea how effective their teaching strategy was, or if pupils need any more support.

The introduction of the lesson plan focuses on the previous lesson where the pupils will have studied 'Room on the Broom', and are asked to arrange themselves into groups of four, which meets the learning objective as it helps the children focus on their organisation skills through numeracy as one of the strands for numeracy in the National Literacy and Numeracy Framework (LNF) is to "develop numerical reasoning" (GOV, 2015). By organising themselves into groups of four stimulates their numerical reasoning and helps "transfer mathematical skills to play and classroom activities" (GOV, 2015) according to the National Literacy and Numeracy Framework. According to Estyn (2014) pupils "must understand the nature of the counting system – its base-ten structure and the place value system", by organising *themselves* into groups of four gives the opportunity to understand the counting system and makes them aware of their numerical knowledge. Not only does organising and working in groups improve the pupils numerical knowledge, Galton (2007) states that "working in groups appears to have the greatest impact on pupil performance when the goal is to develop reasoning and problem-solving", which is the aim of the next task in the lesson plan, while it also being effective pedagogy from the teacher. Following from this, within the introduction,

children are also asked to spend time on discussing what happened in the book that they read in the previous lesson, this allows time for the children to develop their social and oracy skills while recapping on the book.

Following from the introduction then leads to the main activities, and begins with a 10 minute starter task of following the book 'Room on the Broom' by Donaldson and Scheffler while it is read out loud by the practitioner and are asked to raise their hand whenever they hear words that rhyme as the book has many rhyming sentences throughout, as this helps develop the strand of reading within the Welsh Government's National Literacy and Numeracy Framework (2015), within the element of "locating, selecting and using information" as it states that children within a year 2 class should be able to "track a page of print with eyes without difficulty" (GOV, 2015) which is exactly what they will be doing throughout the starter task as they will need to identify when a rhyming word has occurred by tracking the text. The value of this being the starter activity proves to be very valuable in a lesson as it helps the children to engage in the task, and allows them to have an idea of what they might be learning within this lesson, or sparks curiosity to what they will be learning. In Addition, according to the Department for Education and Skills (2004), "A well-balanced starter allows pupils to work without intervention from the teacher for some of the time, but also includes direct and specific teacher input", from the starter activity, it is clear to see that it includes a direct input from the teacher by giving them a clear instruction, being to organise themselves into groups, and also allows them to work without intervention by allowing them to organise themselves and discuss the book on their own.

Following on from the starter activity, the main activity, and the main focus of the lesson was focused on identifying rhymes and being able to create their own rhyming story. This helps improve their literacy as their area of learning through oracy, reading, and writing skills as according to the National Literacy and Numeracy Framework and become "accomplished" (GOV, 2015) in these areas. The resource used for 15 mins within the main activities was a printed sheet of rhyming words, to which the pupils in the class had to match up with a pencil which ones rhyme. This task allows the children

to develop their literacy skills through the strand of oracy according to the foundation phase framework, as this improves their ability to “join in with, repeat or memorise a range of stimuli including rhymes” (GOV,2015), which proves helpful for the following task. According to the theorist Lev Vygotsky, he believed that “language develops from social interactions” (LitNumIn Secondary, N.D), so from the children using the resources provided, and the practitioner scaffolding and explaining the task helps aid the pupils to a successful education through literacy and language according to Vygotsky’s theory. In addition to this, according to Eaude (2011), scaffolding a child’s learning is also “a well-known aspect of pedagogy”, which is an essential aspect of teaching.

Following the ten minute activity with the resource, the teacher is then to explain to the pupils the next task for the pupils in the year two class. The pupils are to spend 25 minutes of the planned lesson creating their own rhyming short story similar to the book ‘Room on the Broom’. Reading and studying the book and focusing on words that rhyme earlier in the lesson may have helped encourage the children to engage their writing, oracy and reading skills as they will now have an idea of what a rhyming story looks like. As well as this, the foundation phase framework suggests that year 2 students should comfortably be able to “write text which makes sense to another reader, which may include details and pictures” (Gov, 2015) and also “refine the use of a storyline within imaginative writing”(GOV, 2015). Encouraging the pupils to create their own rhyming story not only improves their imagination but also helps reach targets which the Welsh Government have set for children within the foundation phase. Drawing to the end of the lesson plan, once pupils have had the opportunity to develop their writing skills, the lesson is then to move on to the plenary to close the lesson. The teacher is to give the children the opportunity to read their own story out loud to their group or their classmates. Reading their own rhyming story out loud allows the children to develop their oracy skills as the foundation phase framework states that children within a year two classroom should comfortably be able to “speak clearly to a range of audiences”(GOV, 2015). Giving them the opportunity to choose whether they want to read their story in front of the class or just in their groups allows them to work on their

interpersonal skills and gives them an opportunity to build on how comfortable they feel to do so.

In addition, the purpose of the plenary was to draw on what they have learned throughout the lesson and allows the class as a whole to interact and draw on the purpose of the lesson, which according to the Department for Education and Skills (2004), the purpose of the plenary in a lesson is "Plenaries provide an opportunity to draw together, summarise and direct learning, so that pupils focus on what is important, what they have learned, the progress they have made and their next steps", which is what the planned plenary allows the pupils to do.

Within the lesson plan, there is an assessment for learning box, the assessment for learning box is filled with questions which are strategies for the practitioner to give opportunities for the children to extend their learning. These strategies include asking questions, and praising the children on their work. According to Eade (2011), "formative assessment is a process which seeks to enable children to know what to do to enhance their learning"; asking children questions such as 'do you think you can write your own story similar to 'Room on the Broom' stimulates the children's thought process, and gives the children an idea on how their learning will be enhanced by doing the task while also sustaining "engagement and motivation" (Eade, 2004).

Finally, the lesson plan continuously followed a structure, while also having a wide curriculum coverage. For example, the lesson plan covers numeracy skills, according to the LNF from organise themselves into groups while developing numerical reasoning, aspects within the lesson improve the pupils' social and emotional skills also; for example, discussing topics in groups and reading their stories aloud. As well as this, the lesson plan covers other aspects of the LNF as it focuses on writing, reading and oracy skills as they were to write and say their own rhyming stories and identifying rhymes.

References:

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