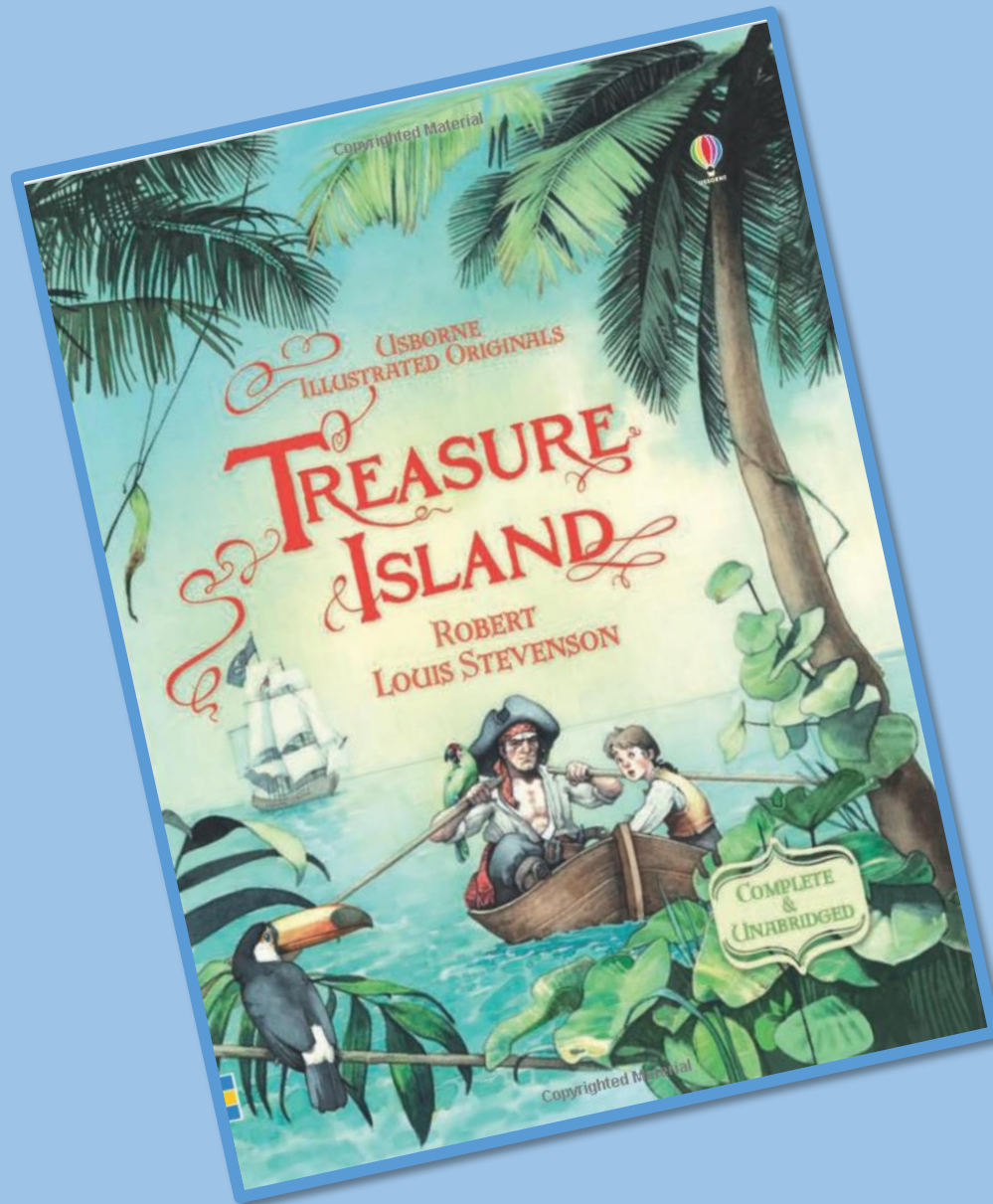




ECAD5008
Language, Literacy &
Communication
Session 3
Key Stage 2
Planning for
Learning

Aims of this session

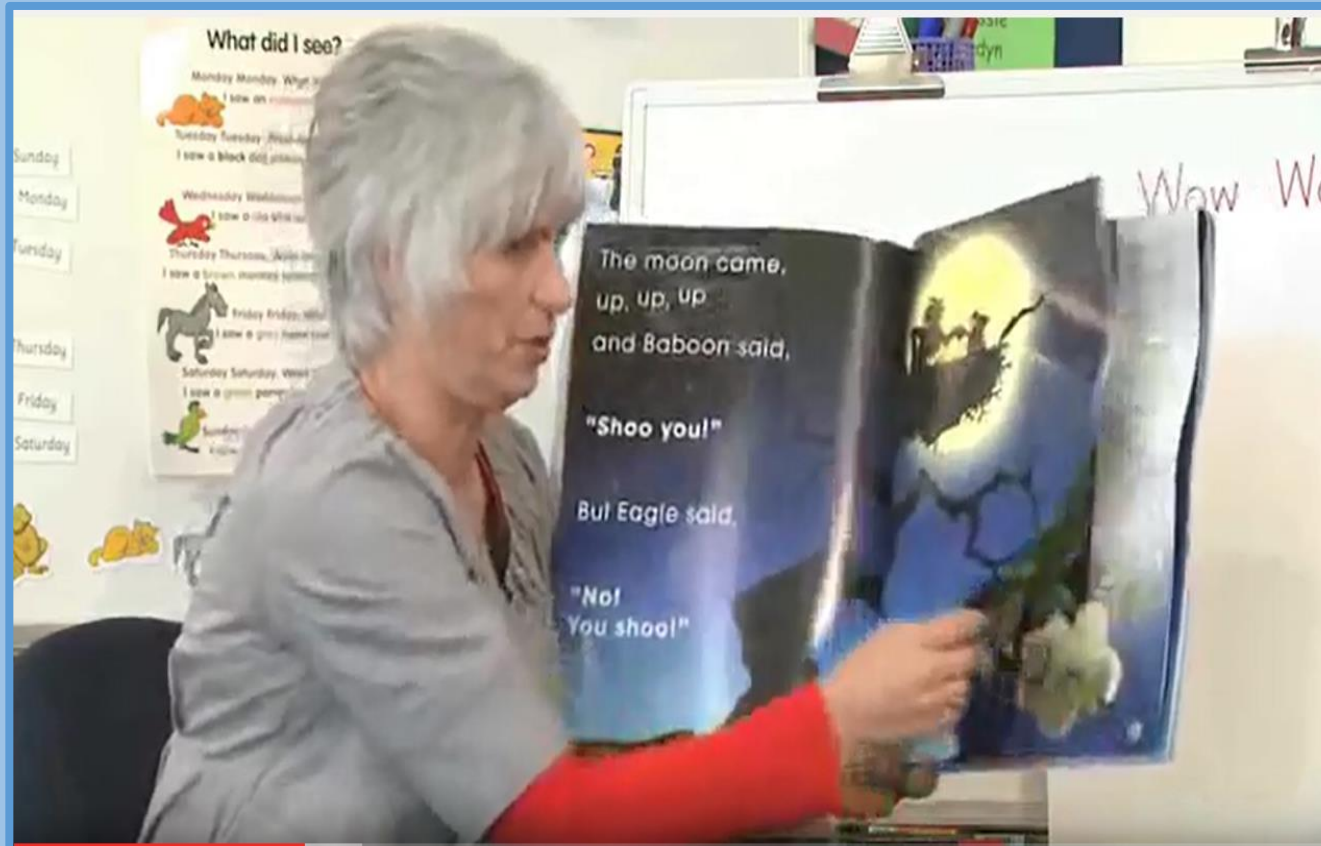
Plan for
guided
reading

Look at the
range of
literature at
KS2

Plan a
lesson

Plan a series of
lessons using a
literature-
based theme

Reading in the classroom



What is Guided Reading?

- It is a context in which a teacher supports each reader's development of effective strategies for processing text at increasing levels of difficulty;
- The goal of Guided Reading is for pupils to become fluent readers who can problem solve strategically and read independently and silently.

Why is it important?

- It is the most effective way of teaching reading skills to pupils because it enables you to focus on the learning needs of a small group of children;
- In a small group, you are able to give each child a lot of attention but the pupils can also discuss the texts and the reading process and learn from each other.

Strand	Element	Aspect
Reading	Locating, selecting and using information	Reading strategies
	Responding to what has been read	Comprehension
		Response and analysis

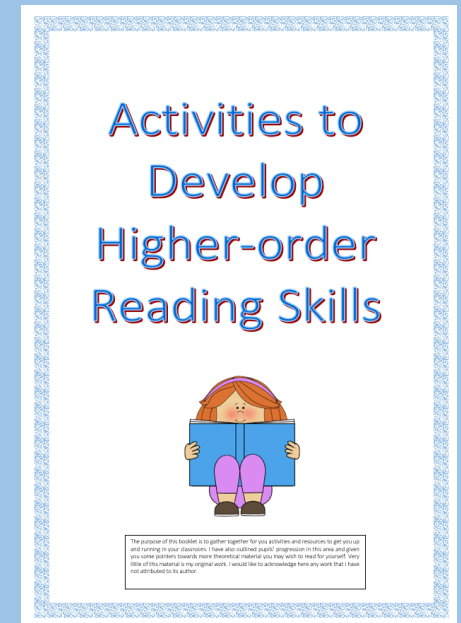
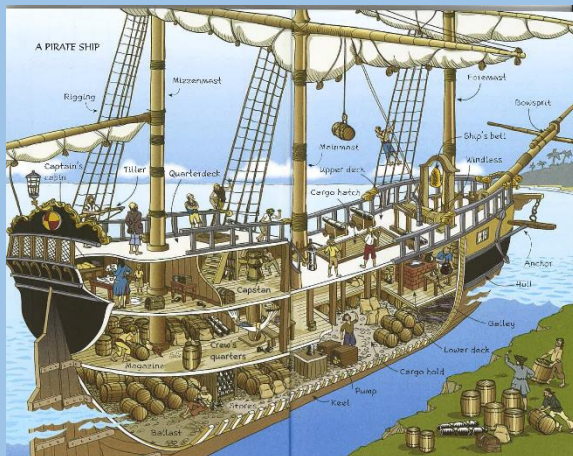
Planning for guided reading

Use the template provided to plan a guided reading session for a Year 4 group.

You will need to:

identify a learning objective;

- think about how what you and the children will do as you read;
- Choose an activity could you give the children to consolidate their learning?



[Planning Guided Reading Sheet.docx](#)

You will find the reading booklet useful.

Look at the range of literature at KS2

Learners should be given opportunities to:

read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include:

- extracts and complete texts
- information and reference texts
- traditional and contemporary poetry and prose
- classic children's fiction and poetry
- graphic novels and picture books
- drama, including drama in performance
- texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures

What about oracy?

Learners should be given opportunities to:

write for a variety of purposes, including to:

Recount instruct inform explain argue/persuade
discuss/analyse evaluate narrate describe empathise

write in a range of continuous and non-continuous texts in a variety of forms, *e.g. letters, diaries, articles, stories, reports, speeches, short plays and scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies*

- write for a range of authentic audiences, real or imagined, *e.g. peers, younger learners, teachers, family members, historical and fictional characters*
- produce poetic writing, using imagery and poetic devices, *e.g. rhyme and form*
- use a wide range of written and dynamic stimuli, *e.g. stories, picture books, images, poems, experiences, film, paintings, music*
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected.

Language and literacy are best taught imbedded into cross-curricular work

“Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.”

Welsh Government (2015) *English Programme of Study*

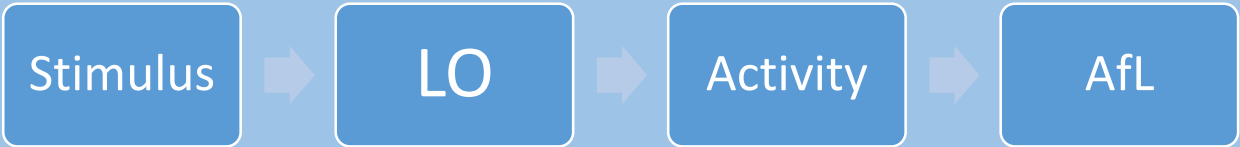


Literature-based thematic planning - ideas for lessons



Your task:

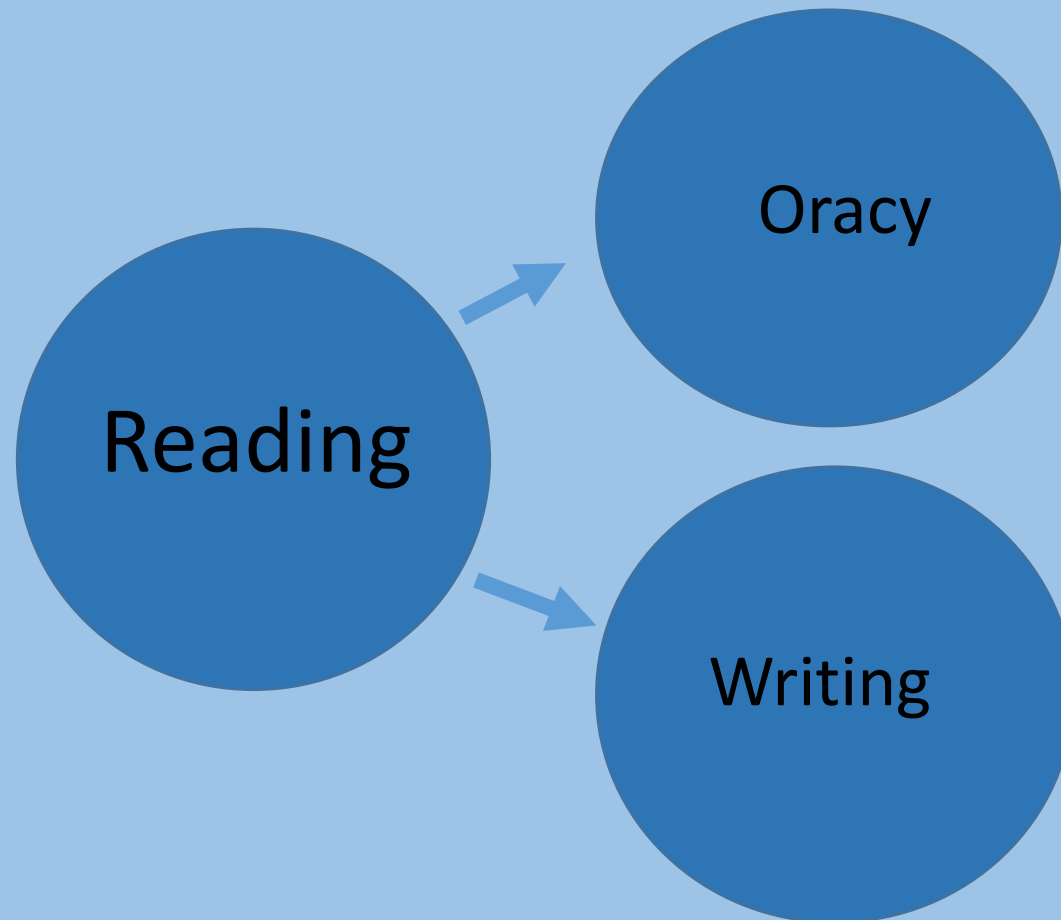
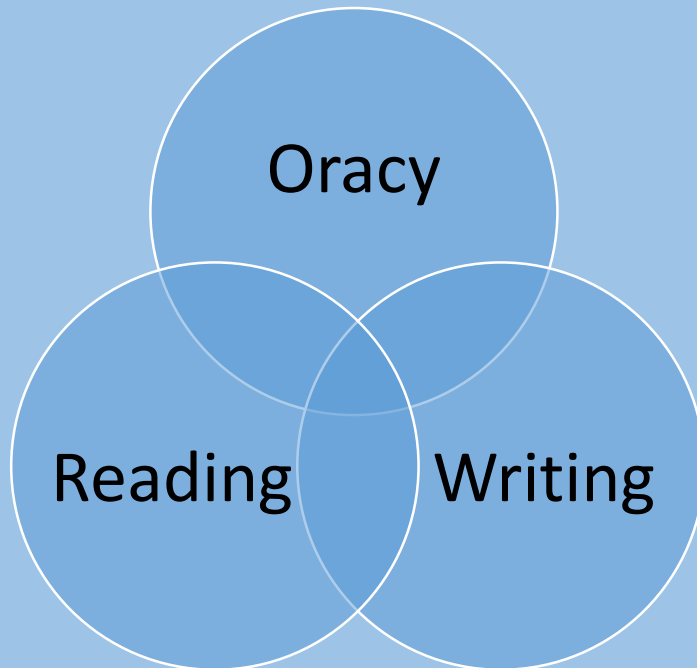
1. Think of 4 ideas for learning sessions using a stimulus from the text;
2. Identify the Learning Objectives;
3. Describe the activities;
4. Choose an appropriate AfL strategies.



Lesson Ideas			
Stimulus:			
	Learning Objective	Learning Activity	AfL
1			
2			
3			

Have you seen how this works today?

- A written assignment showing how a series of learning opportunities can be inter-linked to demonstrate progression in an area of learning and experience.



Lesson planning – let's have a go



 Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

 Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

 APLP
PDPA

Lesson Plan Phase 1
Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher:		Class:	
AoLE or Subject:		Date:	
Lesson Focus:			
Meaningful links to Curriculum:			
Meaningful links to: Cross Curricular Responsibilities:			
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:

--	--

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce - to demonstrate learning)

1

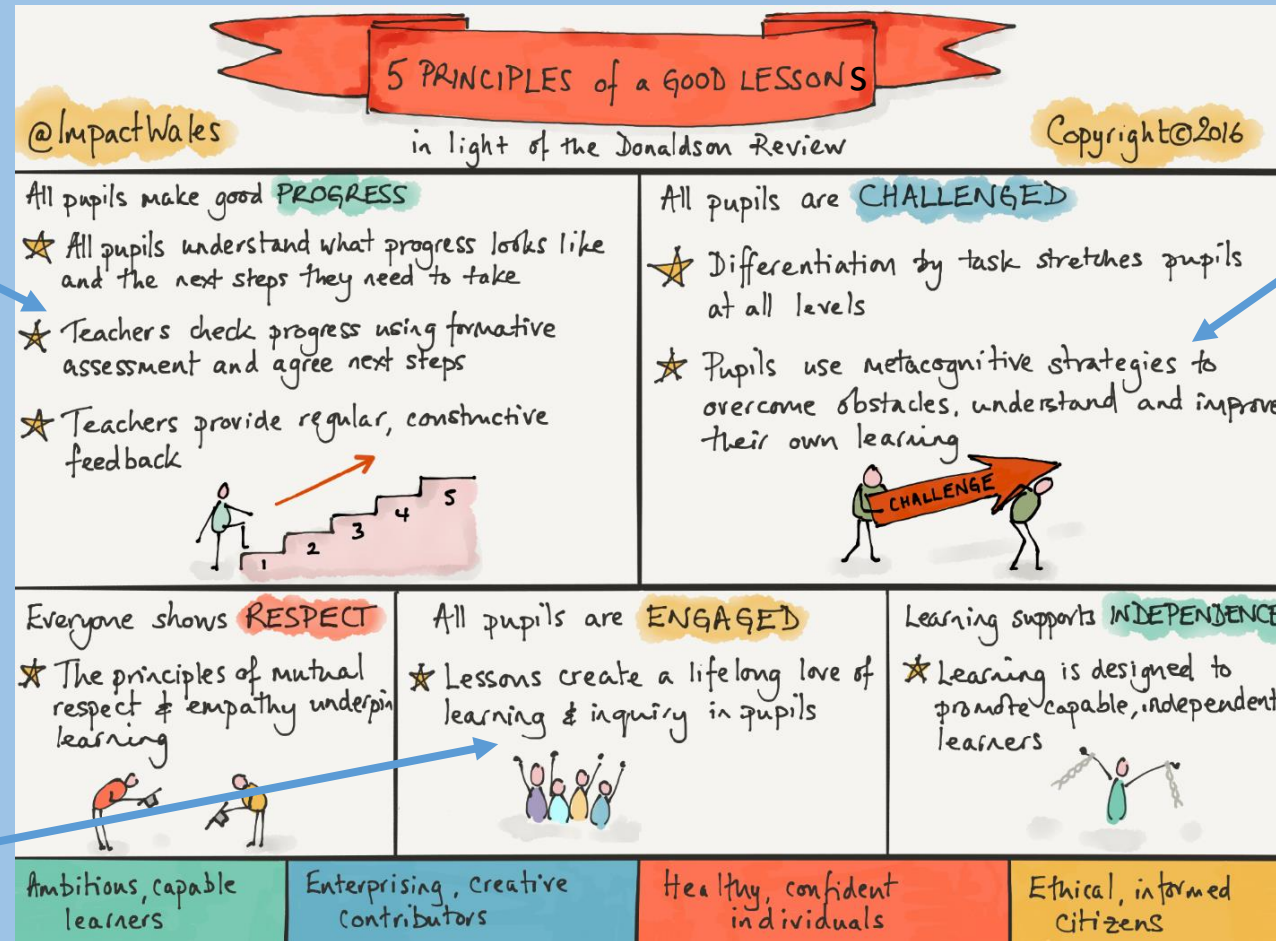
Let's choose one of the LLC ideas you thought of when you planned for the medium term.

- [APLP lesson Plan Phase 1 2019-20.docx](#)

Does planning in this way work?

If you are familiar with the curriculum documents, you will get to know what the progression of skills in the 3 different areas are, so you will be better able to **plan for progression and choose appropriate learning outcomes**

Interesting good quality texts, or themes, will **engage pupils**, but they must **engage you too!**



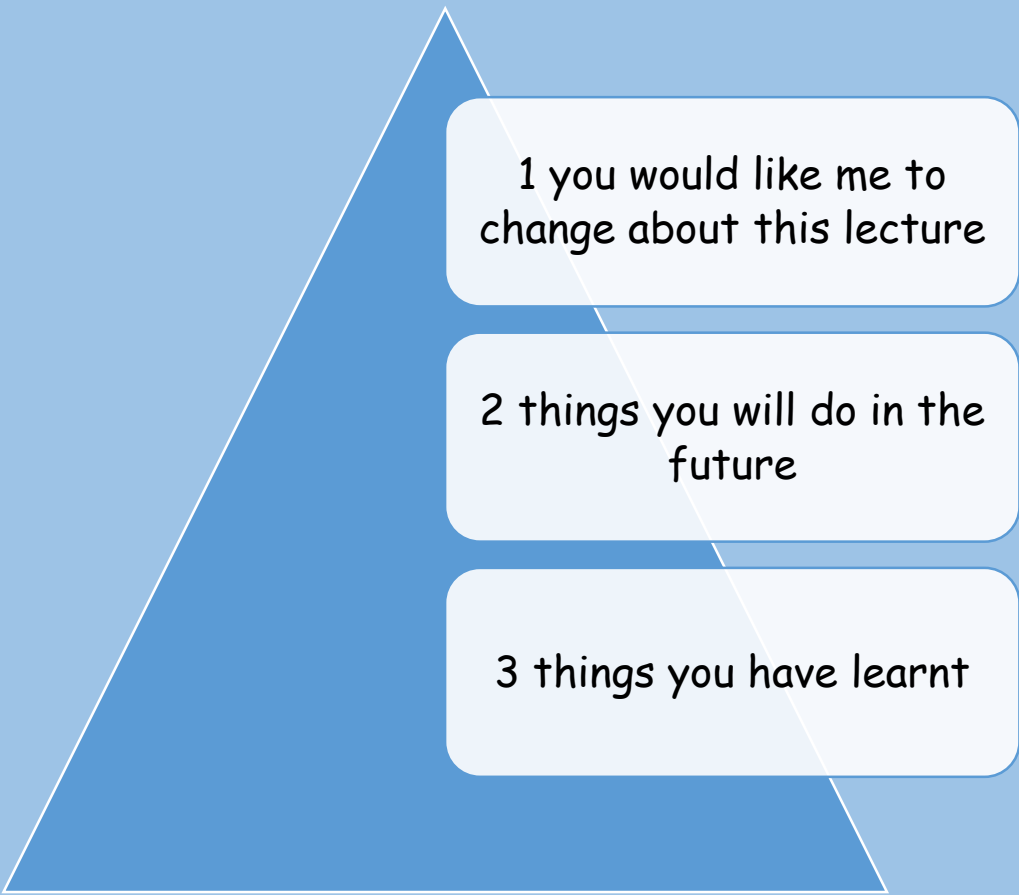
Similarly, you will be better able to **differentiate learning and challenge pupils**

A clear sequence of lessons enables you to support **independent learning**.

Poetry



Review



1 you would like me to
change about this lecture

2 things you will do in the
future

3 things you have learnt