11

Planning

Activities

Cross-curricular opportunities for English

Aim

To understand that careful long-term planning supports children's learning.

What to do

Students should look at a some of the QCA plans for science and the foundation subjects available at http://www.standards.dfes.gov.uk/schemes3/. They should identify possible opportunities for children to practise or apply their learning in English in other areas of the curriculum.

- What sort of activities or resources would be needed?
- Can students begin to match some units of work for the foundation subjects to the yearly objectives for language and literacy?
- Can they see how timing can create possibilities for learning English across the curriculum?

Evaluating planning

Aim

To improve planning.

What to do

Students should bring samples of their medium- and short-term planning to a workshop. They need to be given the checklist for successful planning in Chapter 11 in the book, reproduced below:

- Planning has clear and realistic short- and long-term aims for pupil learning.
- Use is made of routine times such as registration to foster children's learning.
- Systematic assessment of learning is built into the planning.
- Space inside and outside the classroom is used well.
- The teacher is aware of the needs, interests, attitudes and experiences of the pupils.
- Planning is detailed and includes reference to how and when reading with children will occur each week, when reading conferences will take place and when and with whom specific work on spelling, such as 'look, cover, write, check', will take place.
- The classroom atmosphere is calm, orderly and quiet.
- All those who work with the class have been involved in the planning and are clear about the aims of the activities and the teacher's approach.
- Plans and teaching are evaluated at the end of each unit of work or theme.
- The teacher sees him-herself as the biggest resource in the classroom and organises all the other factors which affect learning, such as equipment, people, the children and space, in order to realise his/her aims.

They should look at their plans and evaluate how successful their planning for one of their school practices has been. They can undertake this activity with a partner and discuss what improvements could be made to each others' plans.

Planning for a unit of work in English

Aim

To gain experience in planning for English.

What to do

Students will need all the exemplification material from the DSCF website for planning the Year 1 Narrative – Unit 1: Stories with familiar settings. This can be accessed from: http://www.standards.dcsf.gov.uk/primaryframework/literacy/planning/Year1/Narrativestories/unit1/.

The resources section of this material contains links to:

- Aspects of narrative: stories with familiar settings
- Writing flier1: Improving writing
- Writing flier2: Writing narrative
- *Developing Early Writing* Year 1 Unit 4: Where's my teddy?

These are helpful when thinking about planning this unit.

Students should use the DCSF information to draw up four-weekly plans for teaching this unit of work.

They will also need a short-term plan. This can be downloaded from the DCSF website or one is provided in Figure 11.1.

Students will also need examples of stories with familiar settings. These might include books by Shirley Hughes, particularly *Dogger*, books by Martin Waddell, particularly *Tom Rabbit*, and books by Philippe Dupasquier, particularly *I Can't Sleep*. Other books are mentioned in the planning support materials.

Personalising published plans

Aim

To consider how to use published plans when teaching children with different abilities and needs.

What to do

Look at one of the plans for a unit of work on the DCFS website. Working in pairs the students should annotate the plan to accommodate a child with special educational needs, a child who is learning English as an additional language, a child who is gifted in English and the needs of boys.

They will need to think about adapting activities and teaching using the DfES circles of inclusion as a prompt.

Suggestions might include the following:

Learning objectives

- Selecting objectives from earlier or later year groups

Teaching styles

- Open-ended tasks for children who are gifted
- Relatively closed tasks for children with learning difficulties

Access

- Ensuring the curriculum reflects the experiences of all children
- Providing alternatives to written recording
- Providing opportunities for first language use

Unit: **Date:**   **Year group:**

Key Learning Objectives:

Learning Outcome for Unit:

Session	Shared learning and teaching	Independent learning	Plenary	Assessment criteria	Guided learning
1					
2					
3					
4					
5					
6					

Figure 11.1   Short-term planning template

Session	Shared learning and teaching	Independent learning	Plenary	Assessment criteria	Guided learning
7					
8					
9					
10					
11					
12					
13					
14					
15					

Websites

Department for Children, Schools and Families Guidance on Literacy Planning: http://www.standards.dfes.gov.uk/primaryframework/literacy/planning/

Department for Children, Schools and Families CLL Planning: http://www.standards.dfes.gov.uk/primaryframework/foundation/cll/cllplanning/

The DCSF website provides detailed guidance on planning with plenty of suggestions about activities.