**Primary 3 Phase Planning Model**



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| **STIMULATE & GENERATE**  Pupils read, write, speak and listen best when background knowledge is developed and ideas are stimulated. This phase is all about inspiration, content generation and immersion into the world of the text. (non-fiction, fiction, plays, poetry, film etc)  **Focus on engagement, building vocabulary, thematic understanding and contextual knowledge** | **CAPTURE, SIFT & SORT**  Direct instruction, deliberate practice and playing with and analysing language. What skills do pupils need to learn in order to be successful at the end of this phase and in the next phase?  **Focus on teaching, modelling and developing key skills and processes linked to success criteria** | **CREATE, REFINE & EVALUATE**  Application of learnt skills and knowledge in a sustained task with growing independence. Self, peer and adult review happens throughout this phase.  **Plan extended outcomes, draft, edit and refine** |
| **Immerse pupils in the theme and context of the unit**  **What might be included in this phase?**  Pupils respond personally to, and are inspired by:   * ‘hooks’ to stimulate to generate excitement and interest eg images, props, trips, visiting speakers, photographs, video clips, problems and scenarios * ‘reading as a reader’ - immersion into rich texts - fiction, non-fiction, poetry etc to generate deeper understanding * developing spoken language eg discussion – whole class, group, paired; drama/props and oral rehearsal * making links to cross-curricular topics, personal experiences, news, current affairs, themes, background knowledge, context * strategies for developing pupils’ vocabulary | **Use rich texts as models for the pupils’ own written work. Key focus is modelling the processes of reading and writing**  **What might be included in this phase?**   * exploring rich texts that provide good opportunities to develop, and good examples of, reading, writing and speaking and listening skills * exploring high quality examples of genre and form * modelled, shared and guided learning * *reading as a reader/listening as a listener* – analysis of texts/speech * *reading as a writer/listening as a speaker* – Exploration, annotation and analysis of language/structure for effect * practise and play – responding to texts and refining ideas/manipulating language at every layer * discussing and reflecting on own work * orally rehearsing writing * experimenting with different techniques through apprentice application * reading, writing, speaking and listening collaboratively * generating success criteria together as a class and independently | **Produce outcomes that demonstrate progress and pride taken in work**  **What might be included in this phase?**  Pupils apply skills learnt with greater independence and fluency. They are supported in this phase through:   * modelling of the process, including planning, editing, refining and proof-reading * transfer of acquired knowledge and skills into context of final outcome * supported and guided, or independent work according to need * using plans and drawing upon prior learning * further exploration of models as necessary * using work generated together previously, supporting independent work * concentrated, extended writing * use of peer and self-assessment, modelling this process as a teacher * use of resources to support technical accuracy, editing, proof-reading * time and space for reflection and sharing work aloud * peer and self-evaluation of outcomes against success criteria * publication and presentation of work |
| **What could evidence of learning look like (to support formative feedback and summative assessment)?**   * verbal responses * creative responses showing application of key reading strategies and skills such as asking questions, inferring, making connections, including responses to comprehension tasks and questions. Tasks could include role on the wall, shades of meaning, Venn diagrams, graphic organisers, writing in role, think-alouds (annotating an extract/image with questions and/or comments). **The aim here is to design tasks that lessen the extraneous cognitive load and to ensure assessment focuses on the precise learning intention.** * outcomes from drama activities with key vocab & phrases captured * vocabulary building tasks – identify key new vocabulary, build glossaries, developing word banks and spelling cues * Spelling activities exploring etymology and morphology * site of application outcomes. | **What could evidence of learning look like (to support formative feedback)?**   * apprentice outcomes that demonstrate   - application of specific writing/speaking and listening skills  - the reading skills of inference, analysis and evaluation   * self-assessment/peer-assessment against success criteria, leading to effective improvement * reading work aloud * sentence level work * relevant transcription, grammar and punctuation skills taught in context for meaningful application * annotated models, identifying impact/features/conventions * planning methods * further evidence of drama/role play to support outcome   **AIRBRICK LESSON/S:** Use formative marking of apprentice pieces to identify any gaps in learning. Teach to these gaps (whole class, small group work or more personalized.) | **What could evidence of learning look like (to support formative feedback and summative assessment)?**   * extended outcome, including creative presentation – this could be carried out over several lessons, as necessary * self-assessment/peer-assessment against success criteria eg end of unit evaluation * effective improvement and redrafting in response to feedback eg use of editing ‘flaps’ and editing pens to make improvements * reflection outcomes * reading/presenting work aloud * publication of work (including real audiences - publication, writing to a local business, authors, blogs, competitions etc) This provides a good opportunity to further assess handwriting or for pupils to type. |
| **Site of Application Outcomes**  **Independently apply prior learning to new context**  **(Site of application outcomes enable teachers to assess what learning pupils have retained and can apply independently. For pupils, they provide spaced practice, strengthening learning.)** | **Apprentice Outcomes**  **Apply new learning to task with clear and precise learning focus**  **(Apprentice outcomes enable teachers to assess the impact of direct instruction, focusing on specific skills and knowledge. Have pupils learned what I have taught them in this phase? For pupils, this offers opportunities for gaps to be filled.)** | **Site of Instruction Outcomes**  **End of unit outcome applying the learning from the learning journey**  **(Site of instruction outcomes enable teachers to assess pupils’ application of recent learning. For pupils, they provide the opportunity to produced crafted, polished work and support an understanding of excellence.)** |