

Lesson Structure

All our lessons and planning have these areas...



Retrieve

Remembering knowledge that has been previously taught . Ensure there has been a delay on what is being retrieved. Connecting any learning within other subjects too where appropriate.



Explain

What do you want the children to learn ? What is the lesson objective? Explicit instruction is used and vocabulary discussed. The 'I do' stage of the lesson.



Example

Modelling to the children how to complete their learning . Giving a variety of examples. Assessment for learning will be happening here. The 'we do' stage of the lesson.



Attempt & Apply

A chance for the children to practice . Flexible groupings should be present. An opportunity to address any misconceptions and make adaptations that are needed. The 'you do' stage of the lesson.



Plenary

The final check of understanding. Giving children a chance to summarise their learning.

Lesson Structure

Links to Walkthrus



Book 1

Show-me boards pg 94
 Knowledge organiser pg 117
 Low stakes rehearsal pg 118
 Weekly & monthly review pg 122
 Rehearsal & performance pg 118

Book 2

Make everyone think pg 117
 Multiple choice questions pg 118
 Flashcards pg 120
 Dual coding pg 122

Book 3

I say, you say, my turn, your turn pg 136
 SSDD pg 126
 A repertoire of retrieval routines pg 128
 Consolidation pg 130



Book 1

Dual coding pg 70
 Deliberate vocabulary development pg 72
 Big picture, small picture pg 74

Book 2

Giving practical demonstrations pg 84
 Dual coding diagrams pg 86
 Compare, contrast & categorise pg 92

Book 3

Giving an explanation pg 82
 Sequences, causes & consequences pg 86
 Predict & verify pg 88
 Chunking pg 90



Book 1

Worked examples pg 68
 Live modelling pg 78
 Metacognitive talk pg 82
 Set the standards pg 84
 Abstract models pg 76

Book 2

Success criteria pg 112
 Analogies pg 88
 Exemplars pg 94

Book 3

Modelling mindsets pg 50
 Examples & non-examples pg 84
 Predict & verify pg 88
 Modelling handover pg 100



Book 1

Abstract models pg 76
 Head on misconceptions pg 86
 Check for understanding pg 96
 Feedback moves forward pg 104
 Independent practice pg 128

Book 2

Aim high, plan support pg 70
 Normalise error & uncertainty pg 104
 Redrafting pg 106
 Spot your mistakes pg 110

Book 3

CPA pg 28
 Sustained independent practice pg 138
 Short feedback loops pg 114
 Teaching assistants pg 140



Book 1

Cold-calling pg 90
 Say it again better pg 98
 Whole class feedback pg 108
 Quizzing pg 112
 Rehearsal & performance pg 118

Book 2

Randomised questioning pg 102
 Practice explaining pg 124

Book 3

Strategies to check for understanding pg 106
 Show call pg 110
 Scaffold verbal responses pg 112