

# Guidance for observation and target setting in English

## National Curriculum purpose of study

A carefully sequenced English curriculum begins with the fundamental aspects of English and is viewed through the lens of foundational knowledge of reading, writing and spoken language. At the same time, English - especially the act of reading – offers access to all other areas of the curriculum. It also helps illuminate the human experience, in all its diversity. English helps develop transferable skills, such as creativity, oracy, media literacy and inference.

## 6 key questions to ask when observing English lessons

	<b>Question</b>	<b>Additional information</b>
1	How does the lesson develop comprehension skills through Tier 2 and Tier 3 vocabulary?	<b>Comprehension:</b> An understanding of texts, context, issues developed and demonstrated through oral and written responses. This can be broken down into pupils' expressive vocabulary (words they can use) and receptive vocabulary (words they can understand).
2	How does the lesson explicitly develop foundational knowledge?	<b>Foundational knowledge:</b> How successfully does the lesson develop spelling and handwriting, syntax, control of grammar and use of vocabulary through reading, writing and spoken language?
3	In what ways do activities actively promote literacy and oracy?	<b>Oracy:</b> Effective spoken language, which the teacher should model, and the pupils should develop.
4	In what ways does the lesson help pupils learn through structured dialogue?	Are the pupils encouraged to structure their talk? How does the lesson develop pupils' listening skills? Does the teaching develop carefully structured discussions about texts and their attendant forms, styles and themes? Does this discussion promote a reciprocal, explorative, speculative, balanced discussion?
5	How successfully does the teacher model written skills and processes?	Does the lesson demonstrate how to develop relevant skills in writing, e.g., control of grammar and syntax, as well as spelling and handwriting. How does the lesson improve pupils' transcription and/or composition?
6	Is the lesson preparing pupils for increasingly complex texts, issues and ideas?	Has planning considered choosing diverse and increasingly complex texts to carefully develop pupils' reading fluency and knowledge of vocabulary, context, syntax and narrative structure?

## Potential English-specific targets on Lesson Analysis Forms

<b>Lesson design and delivery, including sequencing and choice of teaching methods</b>
Consider live modelling to clarify skills and processes in reading, writing and spoken language.
Discuss with your mentor where this lesson fits into the overall English curriculum for this Key Stage.
Identify the foundational knowledge that you would like the pupils to demonstrate by the end of the lesson.
Explicitly develop your pupils' understanding of reading, writing, speaking and listening.
Ensure that tasks address big questions, to enable a clear sense of context and cohesion.
Model effective verbal and written communication throughout.

<b>Pupil progress in this lesson and use of assessment (including questioning)</b>
Consider how you can assess pupils' retention of learning episodes through low-stakes retrieval tasks
Make more effective use of formative assessment, including diagnostic assessment, informal oral feedback, self-assessment, peer assessment, whole class feedback and the school's prescribed formal assessment.
Identify ways in which your pupils can provide evidence of foundational knowledge
Develop your understanding of how pupils' progress can inform your future planning. Replace generic feedback with subject-specific guidance, for example 'Can you add the key terms "anaphora" and "hyperbole" to your response?' instead of 'You need to use more sophisticated vocabulary'.

<b>Comments about student teacher's developing subject knowledge and pedagogy (CCF curriculum and pedagogy) – next steps for development</b>
Use materials on Litdrive and @Team_English1 on Twitter to support your subject knowledge.
Develop your understanding of texts and authors' histories and biographies to help you manage misconceptions.
Ensure that you select a diverse range of texts, to increase the likelihood of reading for pleasure and understanding of diverse contexts and histories.
Deepen your understanding of concepts, skills, facts, processes, lexis, narratives and linguistic conventions
Consider topic-specific vocabulary/quotation banks