

# Some concerns over planning:

- the excessive amount of hours some teachers spend on over-complicated planning;
- how some colleagues have become detached from their own planning due to purchased schemes and resources, or the absence of opportunities to collaborate with job-share colleagues;
- how aspects of the English curriculum have been separated and “compartmentalised” to ensure coverage of the curriculum;
- an overly technical approach to English teaching, probably in response to the increased emphasis on GPS, which hinders creativity from pupils and teachers alike;
- in some cases, planning regarded as a document, a folder in the shared area, or something to be scrutinised by the SLT;
- the high level of control exerted on class teachers, which has filtered downwards through the system, resulting in comments such as: “We can’t do that on Tuesday – it’s not a reading day,” or “We have to teach spelling on Friday before assembly”.



# Last Meal on the Titanic –



# Last Meal on the Titanic?

Witness statement (classified)

“On September 29, 2001, I returned to the wreck site of *Titanic* for a long-anticipated follow-up to the first exploration in 1995. As before, the team utilized the Russian research vessel [Akademik Mstislav Keldysh](#) and its two deep submersibles [Mir 1 and Mir 2](#).

On the second dive of the 30th, I manoeuvred Mir 2 close to the crushed remains of the first-class dining room. Some experts have since claimed that the captured recording was the result of a technical malfunction. I’m not sure that those who subsequently destroyed the sound file would agree.

Now that the evidence has been destroyed, I rely on the memory of what I heard echoing from the dark depths that day: the clink of silver cutlery, the clatter of china plates and an unmistakable aristocratic voice: “Waiter! There seems to be a sea slug in my salad!”

# A grammar sandwich – a short reading into writing sequence

- Read the First-Class Menu. In terms of the writer's grammar choices, what do you notice?
- According to the witness statement, perhaps the last meal wasn't actually the *last* meal. Re-write **(we have 5 minutes – so write a couple of menu items)** the menu for the Last Meal on the ghost ship Titanic, trying to use some of the language features you noted in the reading task.

# The Best Laid Plan



1. Fertile learning conditions
2. What is planning for?
3. Qualities of good planning
4. Grammar sandwich
5. Planning time

# The Best Laid Plans



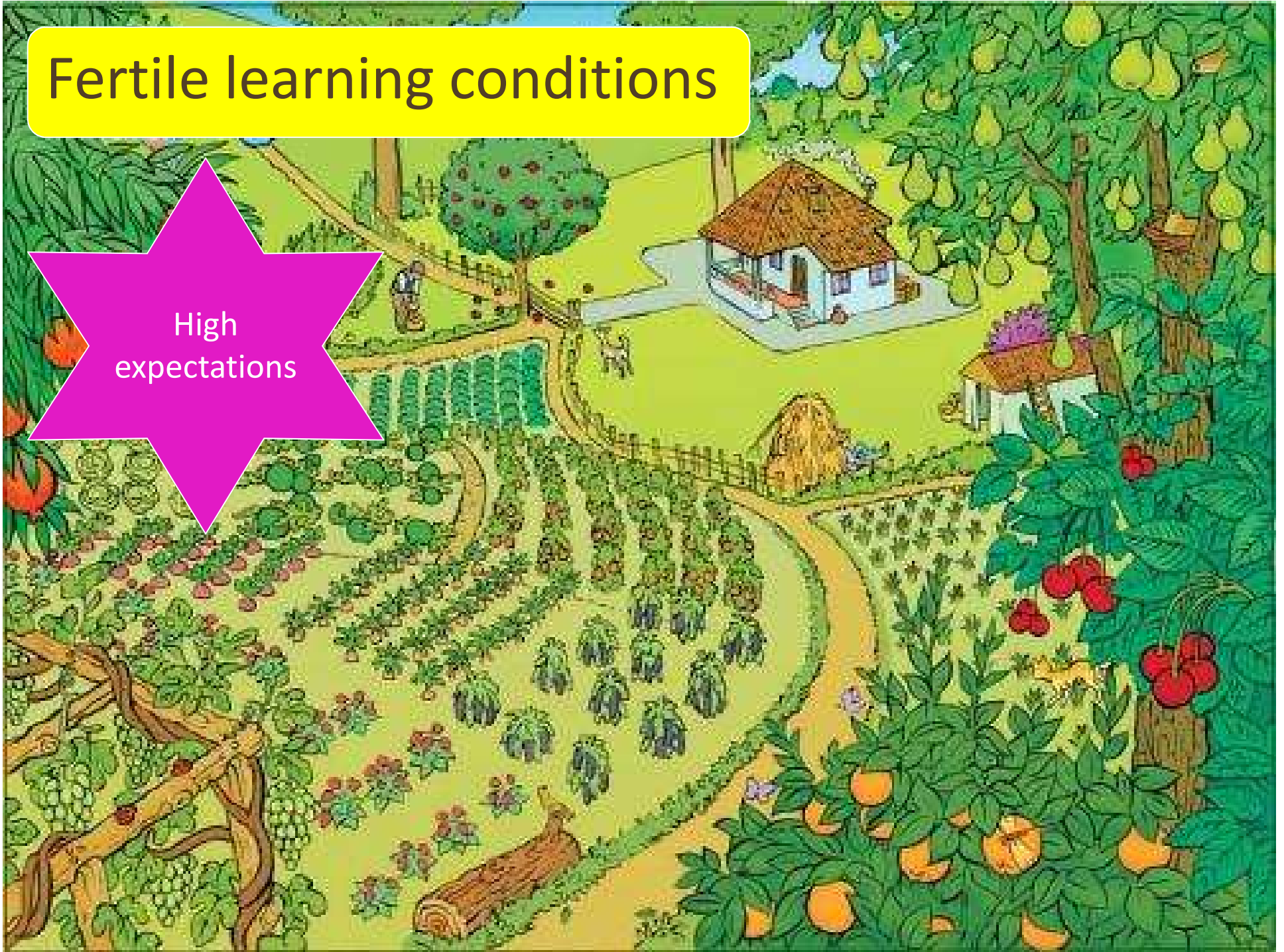
You travel in the tardis to your very own classroom in 5 years' time. You haven't aged a bit – you look fab. Prime Minister Farage's new curriculum is going down a storm, as did the joint award of the Nobel peace prize to Putin and Trump.

You are a natural at planning but you observe that in your future classroom certain factors are affecting the learning in your class, despite your excellent plans.

**What do you think these might be? (In other words, what do we need to consider before any plan will work?)**

# Fertile learning conditions

High expectations





# Fertile learning conditions

Quality, well-  
ex prepared  
resources





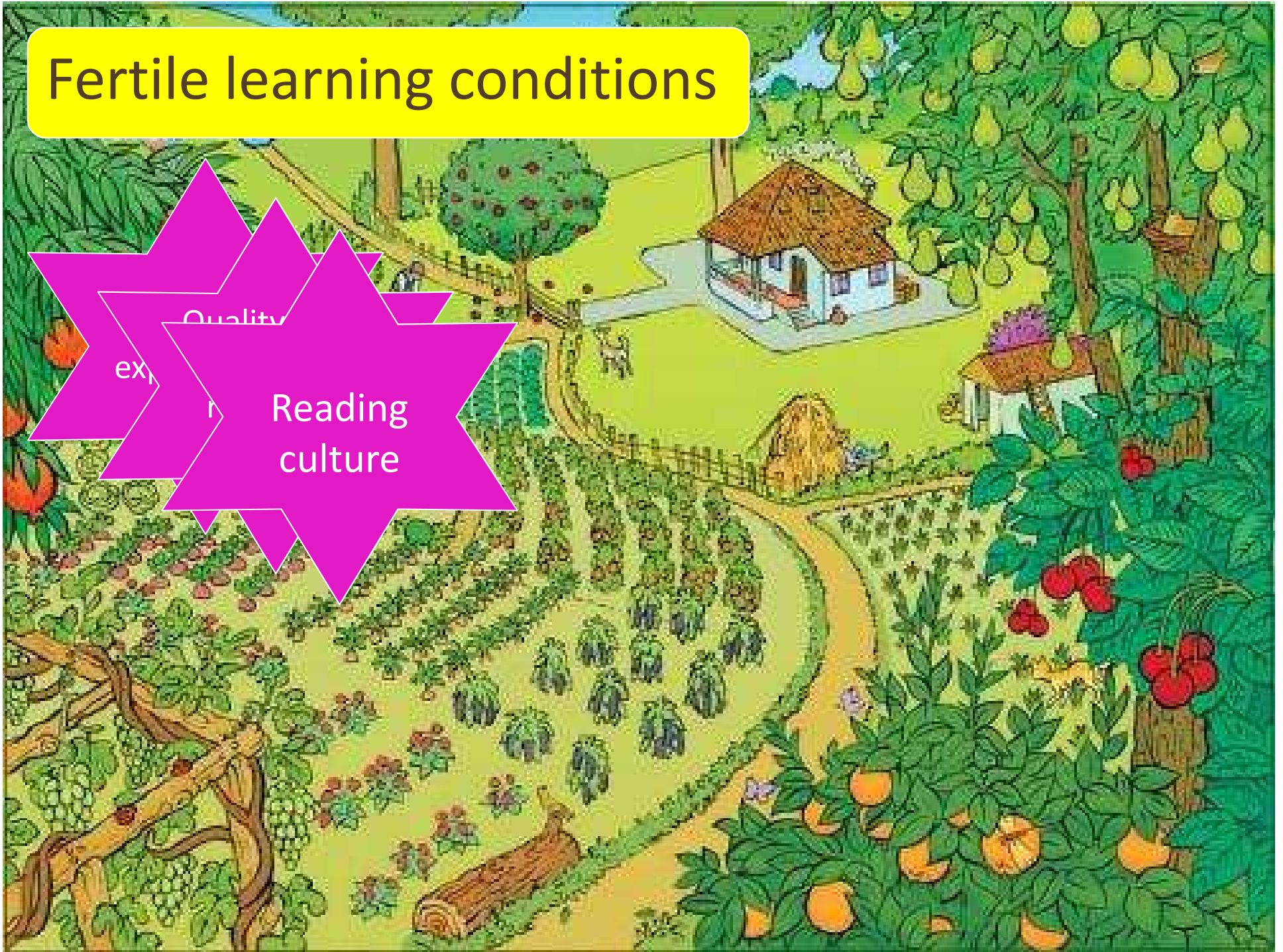
# Fertile learning conditions

Quality

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# Fertile learning conditions

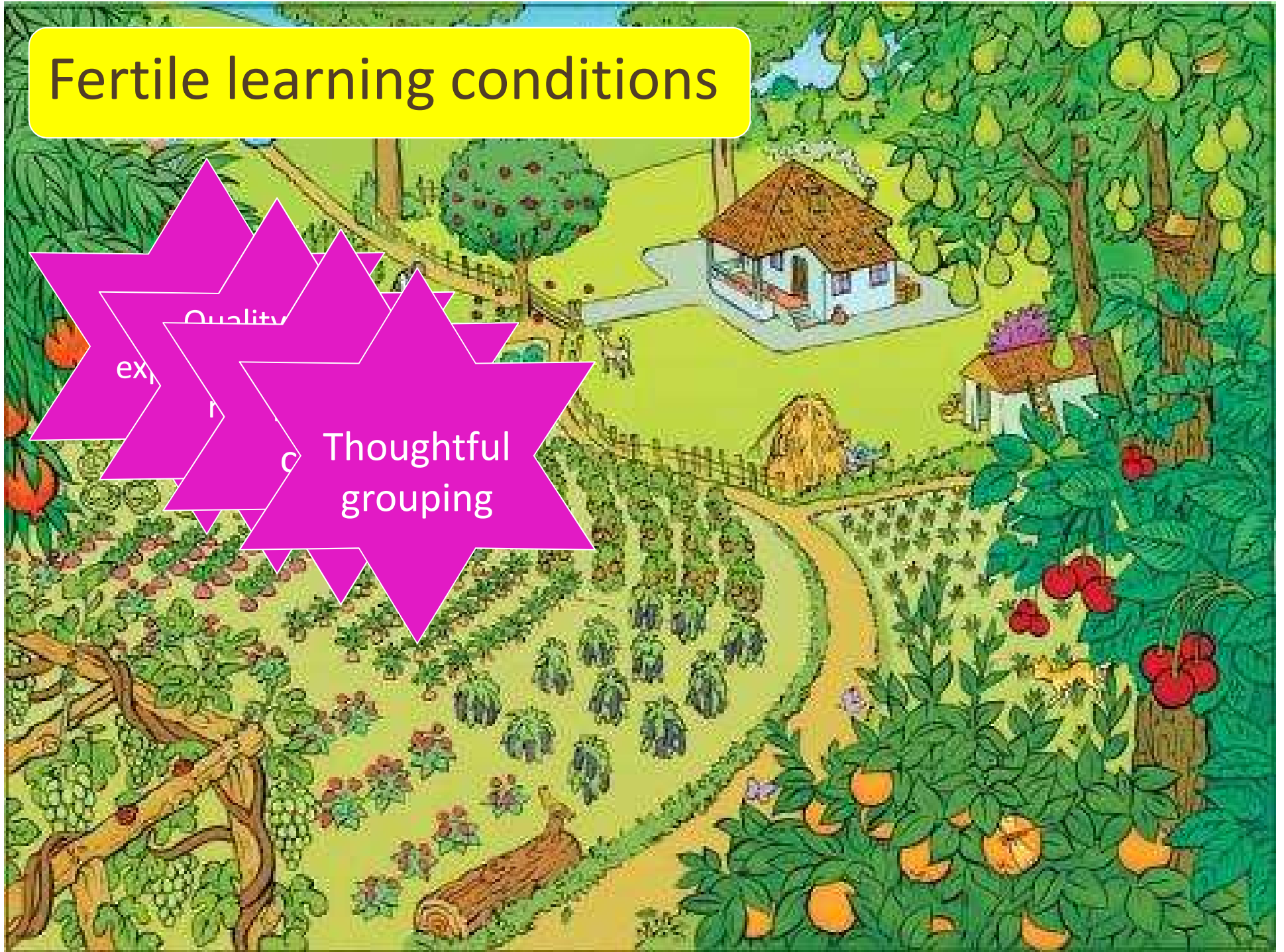
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Quality

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Thoughtful  
grouping



# Fertile learning conditions

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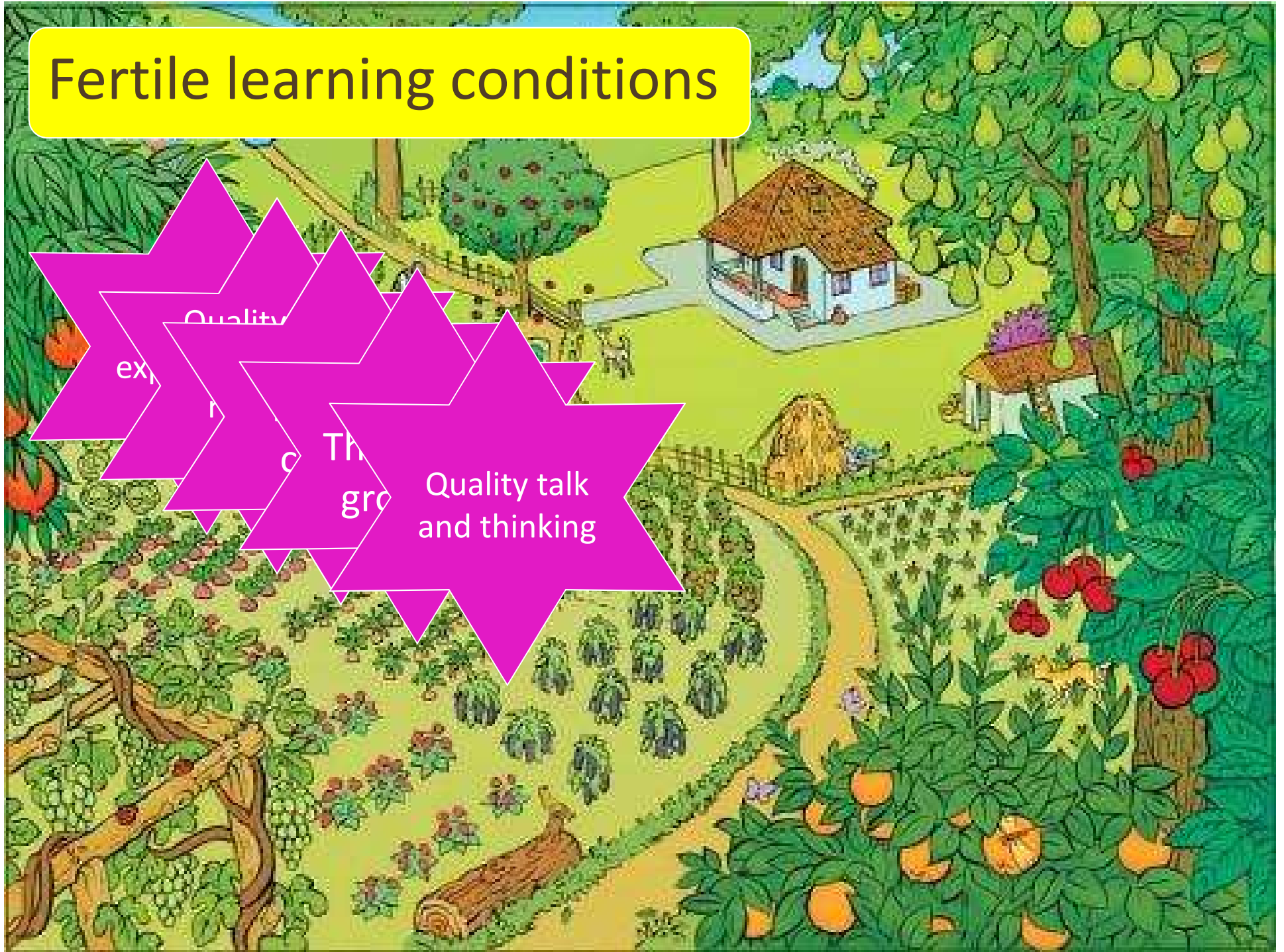
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Quality talk  
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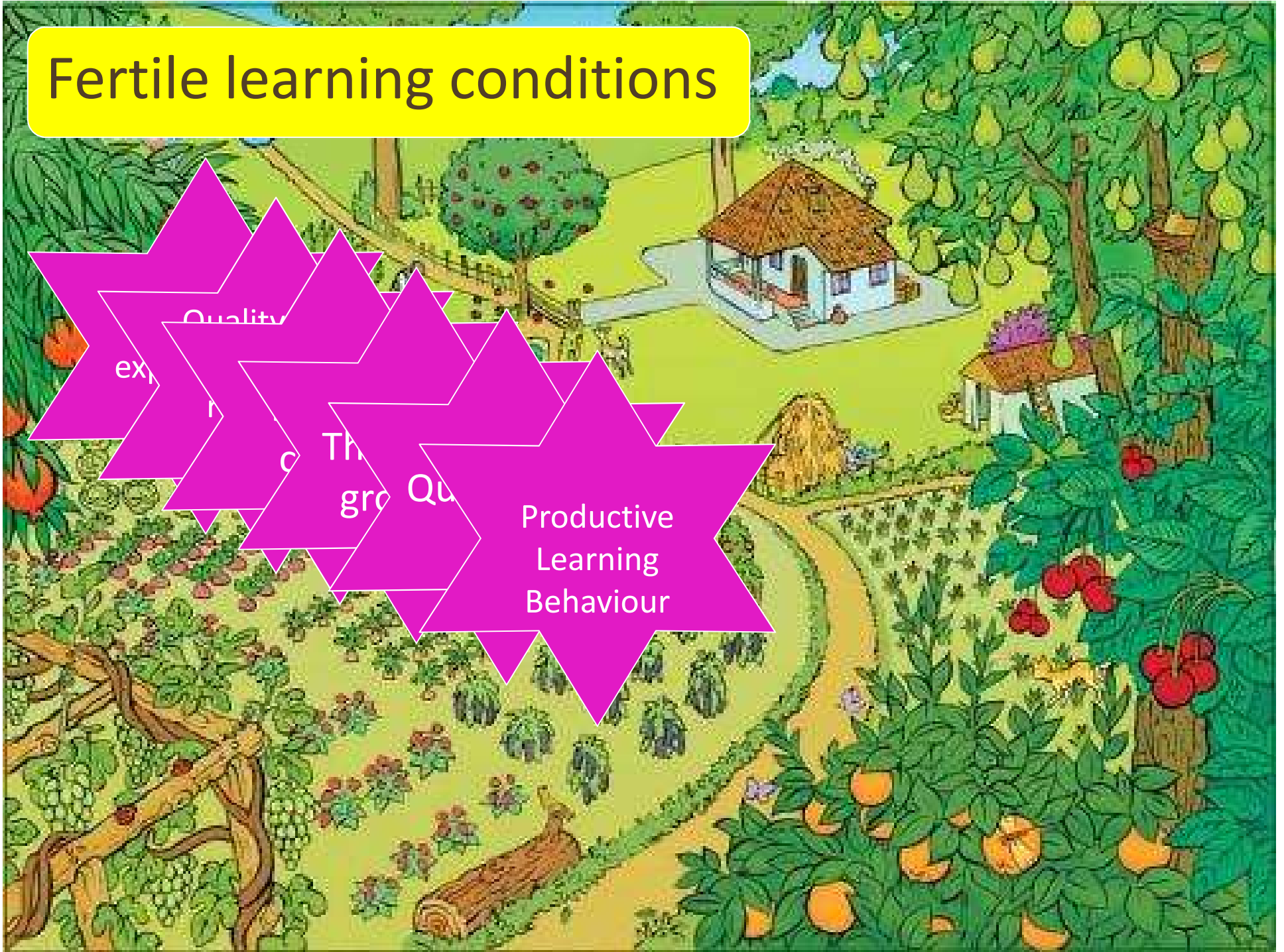
# Fertile learning conditions

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Productive  
Learning  
Behaviour



# Fertile learning conditions

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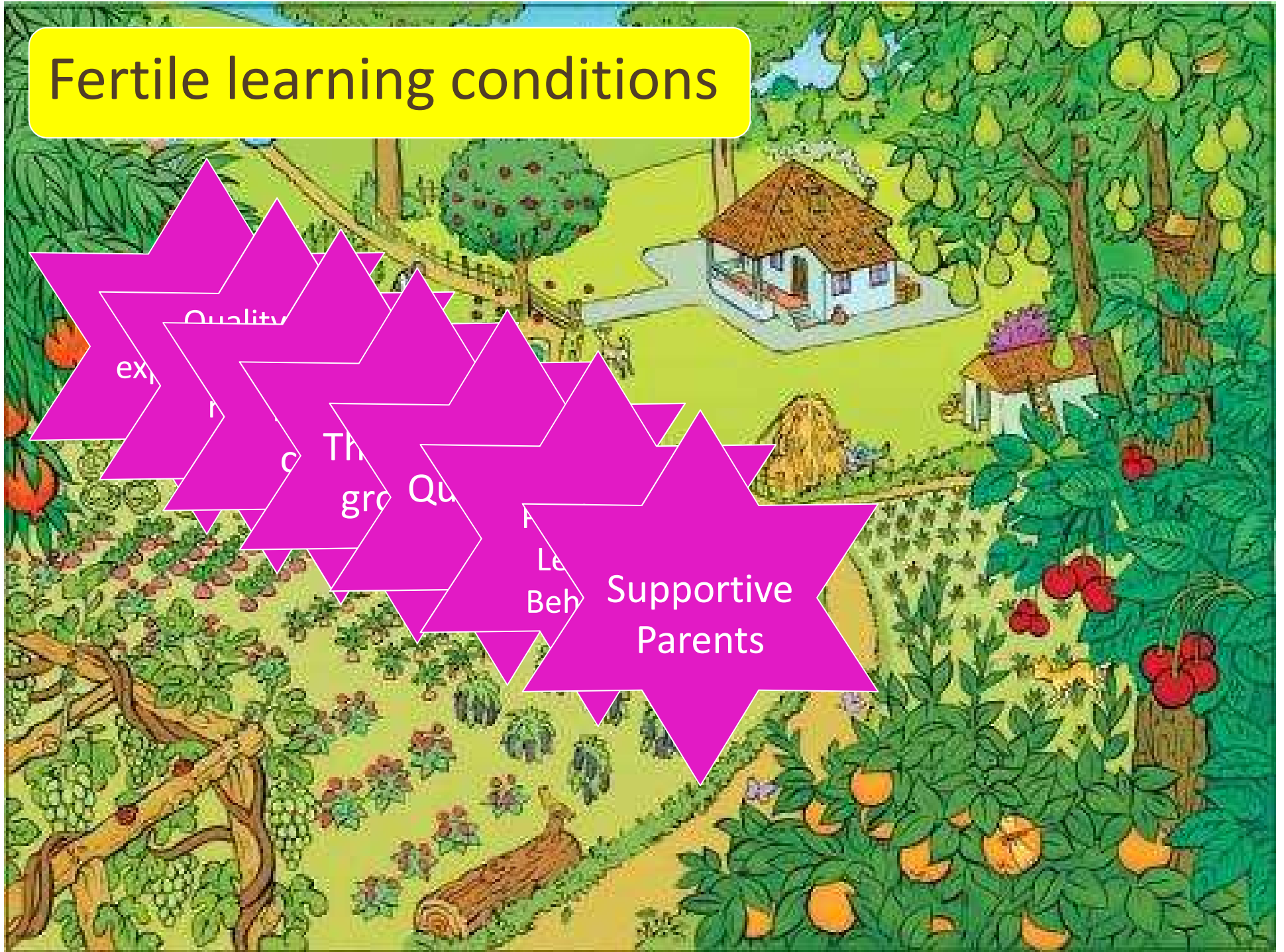
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# Fertile learning conditions

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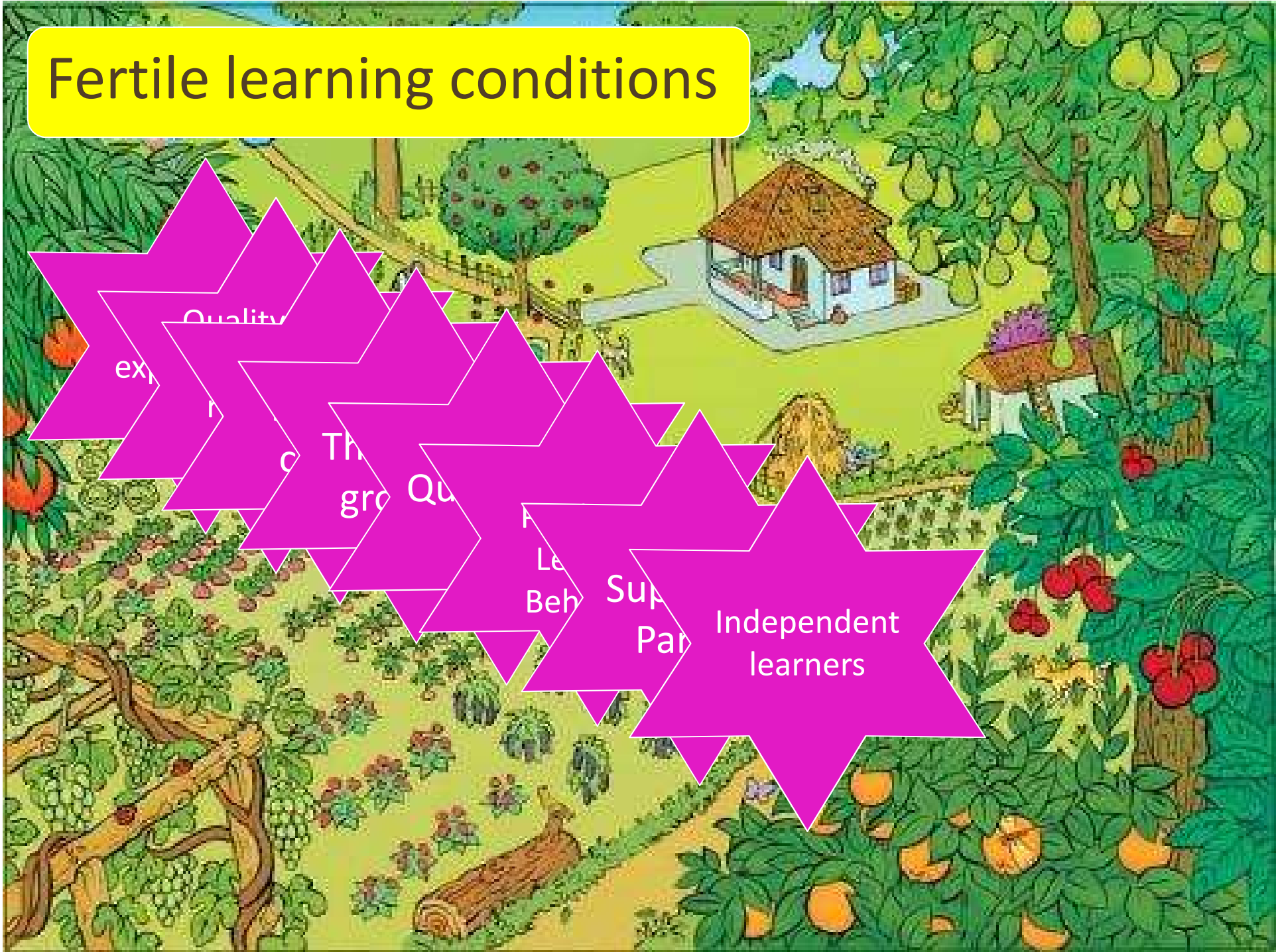
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# Fertile learning conditions

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# Fertile learning conditions

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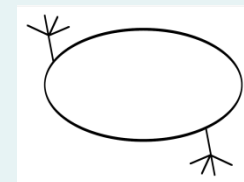
Effective  
support  
staff

# Maximising learning time – something purposeful and interesting to greet the pupils?

Inspired by Tony Ryan's Thinking Keys which can be found [here](#)

Here is the answer: Midnight  
Think of 5 questions

What could this image be of?



Write the A – Z of... ways to send messages

5-minute word blitz on: **accommodation**

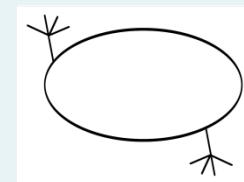
1. Use the letters to make a 3-letter, a 4-letter and an even longer word.
2. Predict another word which can be found on the same page of the dictionary (then check).
3. Think of another word which starts with the same 3 letters / ends the same way.

# Maximising learning time – something purposeful and interesting to greet the pupils?

Inspired by Tony Ryan's Thinking Keys which can be found [here](#)

Here is the answer: Midnight  
Think of 5 questions e.g. When did Cinderella's coach become a pumpkin?

What could this image be of?  
e.g. Planet Two Trees, a space monster breaking out of its shell, a rugby ball which failed the health and safety check.



Write the A – Z of... ways to send messages

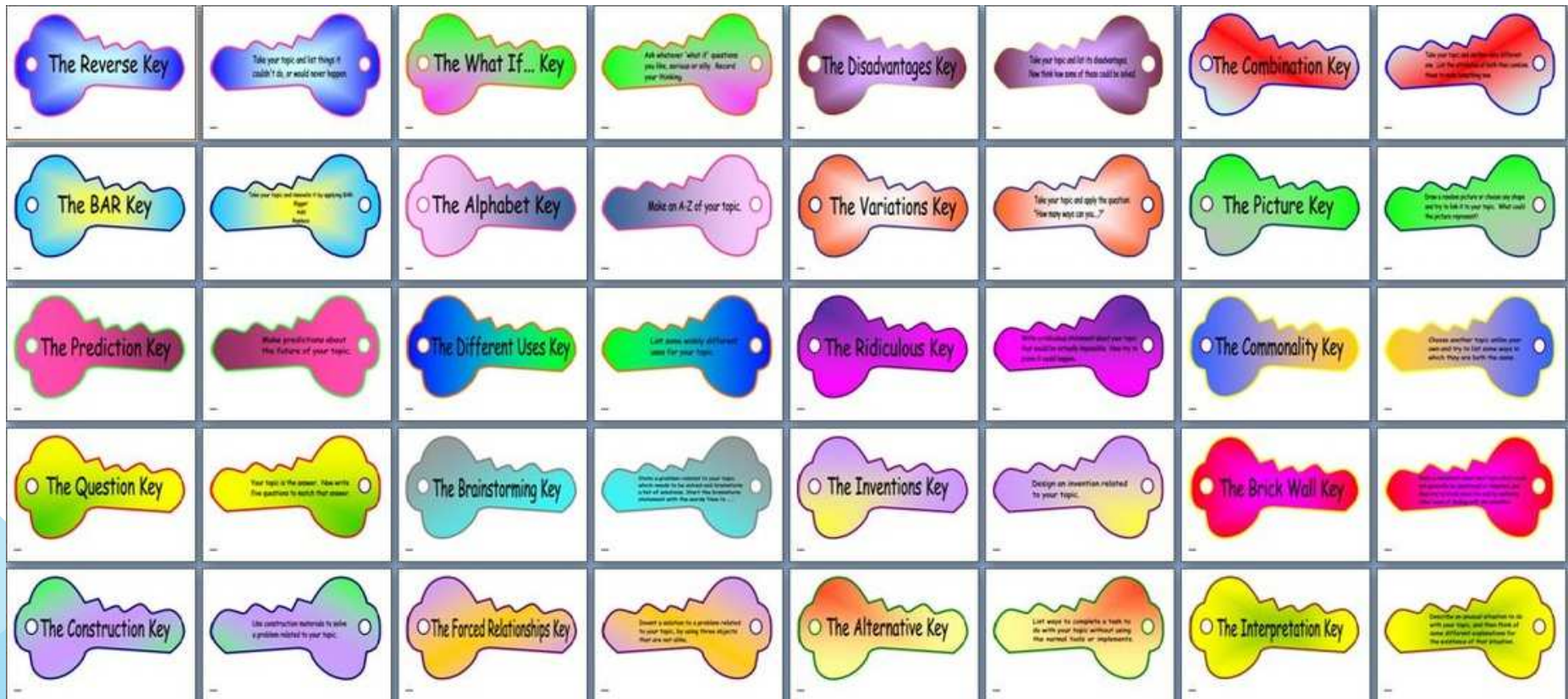
along a wire  
beneath the desk during R.E.  
carrier shark  
dinosaur post

5-minute word blitz on: **accommodation**

1. Use the letters to make a 3-letter, a 4-letter and an even longer word.
2. Predict another word which can be found on the same page of the dictionary (then check).
3. Think of another word which starts with the same 3 letters / ends the same way.

# 20 'Thinker's Keys'

<https://ryansthinkerskeys.wikispaces.com/An+Introduction+to+Tony+Ryan%27s+Thinkers+Keys>



# e.g. What if....

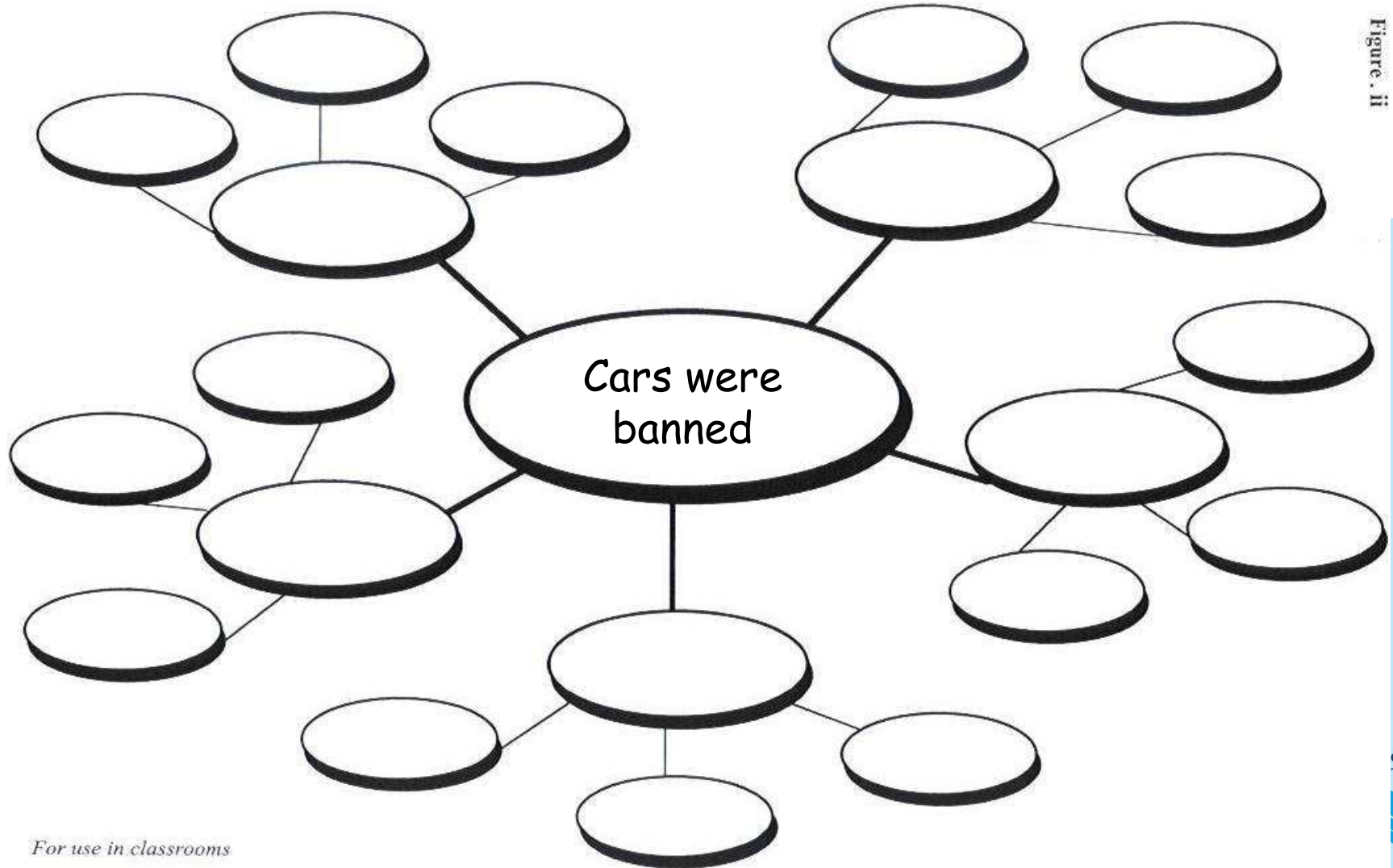


Figure . ii

**e.g.**

# **The REVERSE**



- Name 10 things that you could not wash



# Things you could not wash.... some pupils' responses.

a waterfall

feelings

air

the sky

a meteor

a teardrop

a wasp

the wind

a dream

God

snow

a ghost



# Festive fun...

- List 10 presents you know you'll never receive. (The Reverse key.)
- Find 10 different uses for a Santa suit. (The Different Uses key.)
- Catch Santa while he's delivering presents in your house by using a pair of swimming trunks, a piece of chewing gum and an alarm clock. (The Forced Relationship key.)

# What is planning for? (5 minutes)

Discuss and agree on an answer to share with the group.

Extension 😊 What's it ***not*** for?

# What is planning for?

One possible answer:

*“Planning is how we reach the point where each pupil is working at precisely what they need to learn next, and how they can best learn it.”*

# What are the desirable features in different levels of planning?

Discuss and record your ideas on post-its, ready to add to the display posters.

Yellow – lesson plans

Pink – medium term plans

Blue – long-term plans

# Planning Questions

## 24 Thoughtful Planning Questions

| Long-term Planning Questions   | Medium-term Planning Questions  | Weekly / Lesson Planning Questions   |
|--|---|--|
| <ol style="list-style-type: none"><li>1. What are the whole-school priorities?</li><li>2. What are the priorities in particular year groups?</li><li>3. Where are the vulnerable groups?</li><li>4. What is the best sequence of texts throughout the school to achieve these priorities?</li><li>5. When are the assessment points?</li><li>6. When are the moderation and standardisation dates?</li></ol> | <ol style="list-style-type: none"><li>7. What are the rich, core texts this term?</li><li>8. What are our big learning questions?</li><li>9. Where are the best links with other curriculum areas?</li><li>10. Where are the best links with the community?</li><li>11. Where are the best opportunities for visits and outdoor learning?</li><li>12. What are this term's assessment foci?</li></ol> | <ol style="list-style-type: none"><li>13. What do the pupils need to learn next?</li><li>14. What's the best sequence of lessons to enable them to learn this?</li><li>15. How will I best organise the pupils for different activities?</li><li>16. How will I best deploy any support staff?</li><li>17. What are our key words this week / this lesson?</li><li>18. What's our GPS focus this week / this lesson?</li><li>19. What are our core reading tasks, including reading exemplars (inc. home learning)?</li><li>20. What are our core writing tasks (inc. home learning)?</li><li>21. What are our core thinking tasks (inc. home learning)?</li><li>22. What are our core speaking and listening tasks (inc. home learning)?</li><li>23. Which pupils need something different (and provide details)?</li><li>24. Who are the disadvantaged pupils and how will I consider this disadvantage?</li></ol> |

# Examples of planning

Group yourself by year group.

Consider the desirable features activity, your own experience, discussions in your placement schools and the examples of planning you've brought.

Share and discuss good practice, and “magpie” any good ideas you can apply to a plan of your own after break.

# THE POWER OF TEACHING SEQUENCES



Spelling – learning key words and their meanings

Spelling – build a working wall / word bank

Spelling – exploring new words to teach the context

Spelling – looking up and selecting words

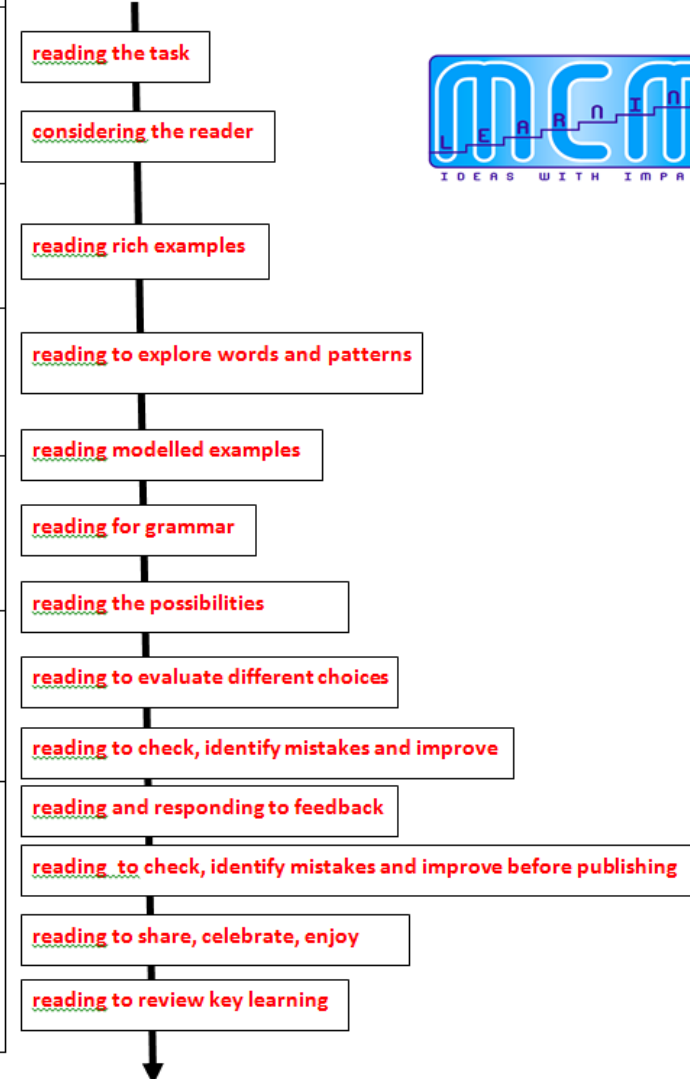
Spelling – marking words to check later

Spelling – correcting and learning words

Spelling – final check

|          |   | POSSIBLE ACTIVITIES  |
|----------|---|--|
| <b>C</b> | <b>Set the Context</b>                  | Establish the audience and purpose.<br>How are you going to share / read / display your final piece?<br>What skills do you need to work on?<br>Learn about the background, the real world, the history, the geography, the facts etc.  |
| <b>R</b> | <b>Read rich examples</b>               | Think about how you could write to achieve this effect. What features could you include?<br>Read in different ways, using a range of reading skills from the reading toolkit.<br>Build in sense of the real world  |
| <b>E</b> | <b>Explore the writer's choices</b>     | Explore and discuss the choices of vocabulary, sentences, grammar, structure etc.<br>Choose success criteria – what could you try in your own writing?<br>Learn words and investigate key word choices.  |
| <b>A</b> | <b>Apply and practise the skills</b>    | Model writing skills.<br>Scaffold first attempts if necessary.<br>Embed the teaching of spelling, punctuation and grammar.<br>Shared writing in pairs and groups. Share and evaluate the outcomes.   |
| <b>T</b> | <b>Try out your own writing choices</b> | Plan the structure – what are the different parts of my piece?<br>What style of writing do you need to have the effect you want? (equal of formality, informative, descriptive, extended etc.)<br>Think about <del>ppppppp</del> work out how you can get things to work together.<br>Consider your options and select the best one e.g. triple and try<br>Have a go, make mistakes, <del>ppppppp</del> a rough version. |
| <b>E</b> | <b>Edit, publish and/or perform</b>     | Re-read the draft.<br>Highlight examples of where the criteria have been achieved / annotate.<br>Respond to self, peer and teacher feedback – focused on the success criteria.<br>Edit spelling.<br>Read again and improve.<br>Write up in best.<br>Celebrate and share success.<br>Review key learning and plan ahead.  |

## READING INTO WRITING THROUGHOUT THE "CREATE" SEQUENCE:





# Planning around teaching sequences

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| C      | R       | R         | E        |        |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| A      | T       |           | E        | E      |

# Planning around teaching sequences

Spelling games

|        |         |           |          |        |
|--------|---------|-----------|----------|--------|
| Monday |         |           | Thursday | Friday |
| C      |         |           | E        |        |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| A      | T       |           | E        | E      |

# Planning around teaching sequences

Free writing

|        |         |           |          |        |
|--------|---------|-----------|----------|--------|
| Monday |         |           | Thursday | Friday |
| C      |         |           | E        |        |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| A      | T       |           | E        | E      |

# Planning around teaching sequences

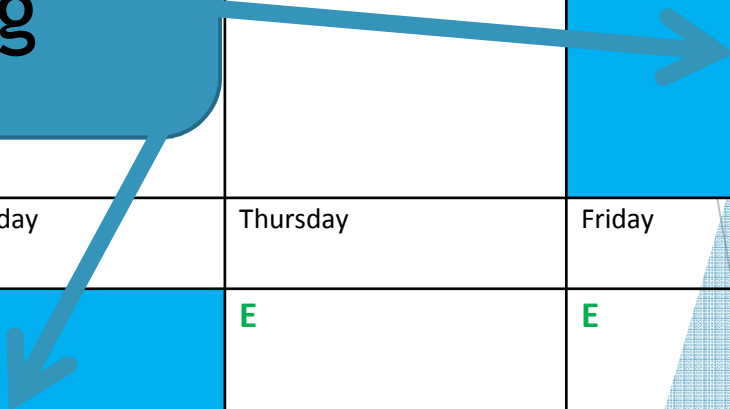
**Focused  
intervention group**

|        |         |           |          |        |
|--------|---------|-----------|----------|--------|
| Monday |         |           | Thursday | Friday |
| C      |         |           | E        |        |
| Monday | Tuesday | Wednesday | Thursday | Friday |
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# Planning around teaching sequences

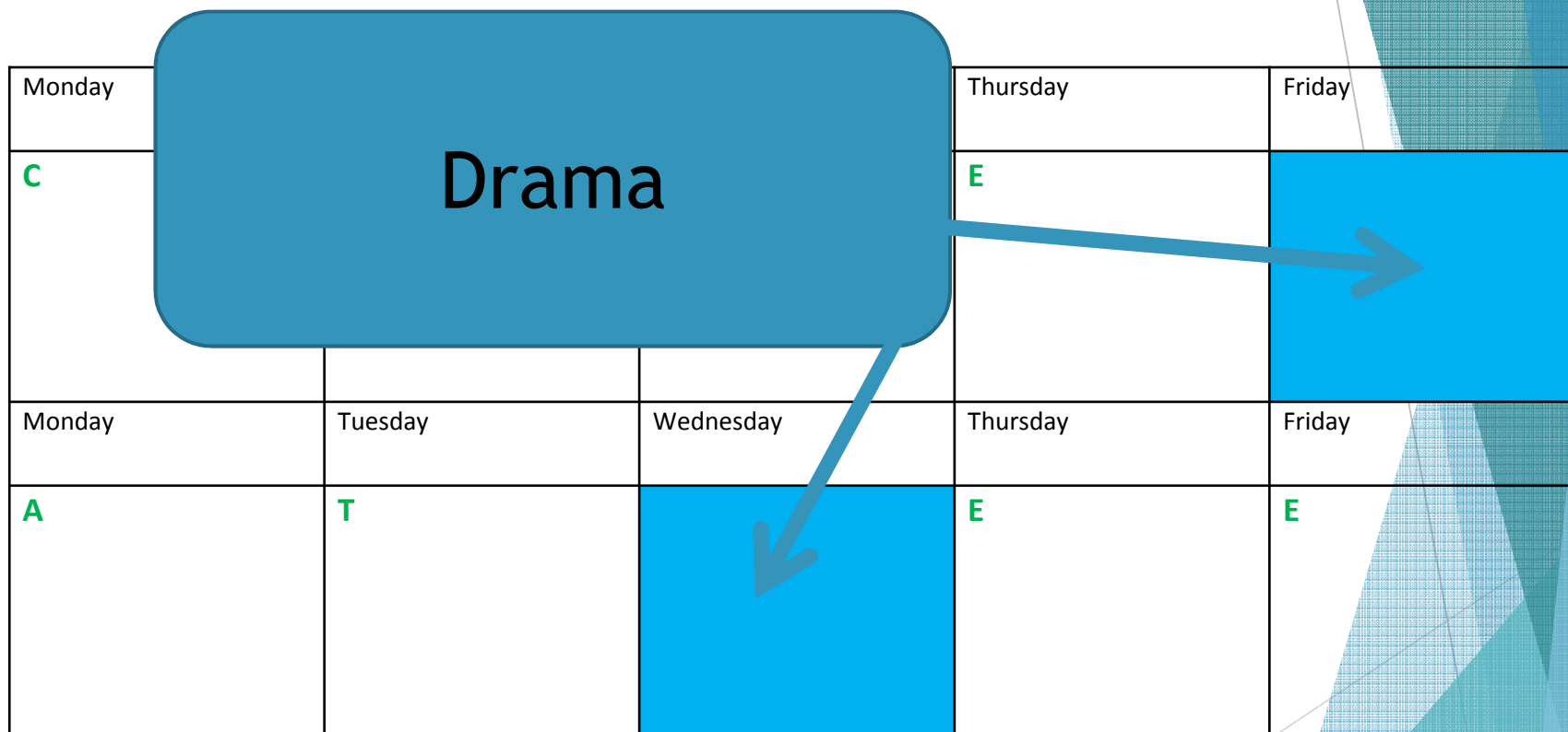
One-to-one marking  
or mentoring

|        |         |           |          |        |
|--------|---------|-----------|----------|--------|
| Monday |         |           | Thursday | Friday |
| C      |         |           | E        |        |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| A      | T       |           | E        | E      |





# Planning around teaching sequences



# Planning around teaching sequences

Reading for pleasure

|        |         |           |          |        |
|--------|---------|-----------|----------|--------|
| Monday |         |           | Thursday | Friday |
| C      |         |           | E        |        |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| A      | T       |           | E        | E      |



# Planning around teaching sequences

Poem of the week

|        |         |           |          |        |
|--------|---------|-----------|----------|--------|
| Monday |         |           | Thursday | Friday |
| C      |         |           | E        |        |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| A      | T       |           | E        | E      |

# Planning around teaching sequences

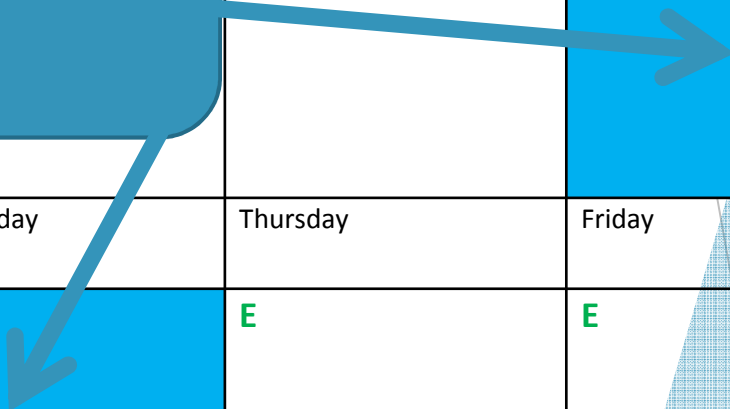
Handwriting /  
calligraphy

|        |         |           |          |        |
|--------|---------|-----------|----------|--------|
| Monday |         |           | Thursday | Friday |
| C      |         |           | E        |        |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| A      | T       |           | E        | E      |

# Planning around teaching sequences

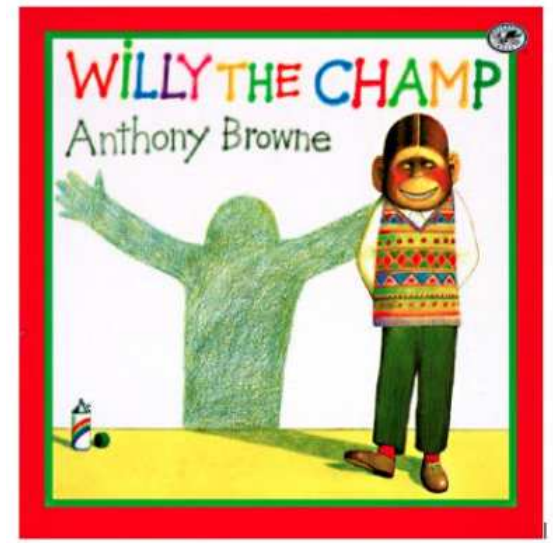
**Minecraft /  
immersive computer  
games**

|        |         |           |          |        |
|--------|---------|-----------|----------|--------|
| Monday |         |           | Thursday | Friday |
| C      |         |           | E        |        |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| A      | T       |           | E        | E      |





# Think about including strategies that are proven to work.



[Home](#) [Take part](#) [Last year](#) [Get writing](#) [Contact](#)





A case study ([thetableoyster.wordpress.com](http://thetableoyster.wordpress.com)) from this:

~~Put the~~ BMI witness  
Q. How many voices raised in approval or dissent?  
1. 130 used a watch that was broken  
2. 1 set the no. 42 but which is expected  
3. My cat which's age is 3 years old  
4. Your's in a cat that is broken

to this:

They ran and ran. One of them tripped.  
He shouted "help" They turned around,  
they ~~stared~~ stared at the big red  
eyes. The boy got dragged. They ran in fear.

in 6 weeks.

# FREE WRITING - ITS LIBERATING (and essential for our pupils) to "let go sometimes."

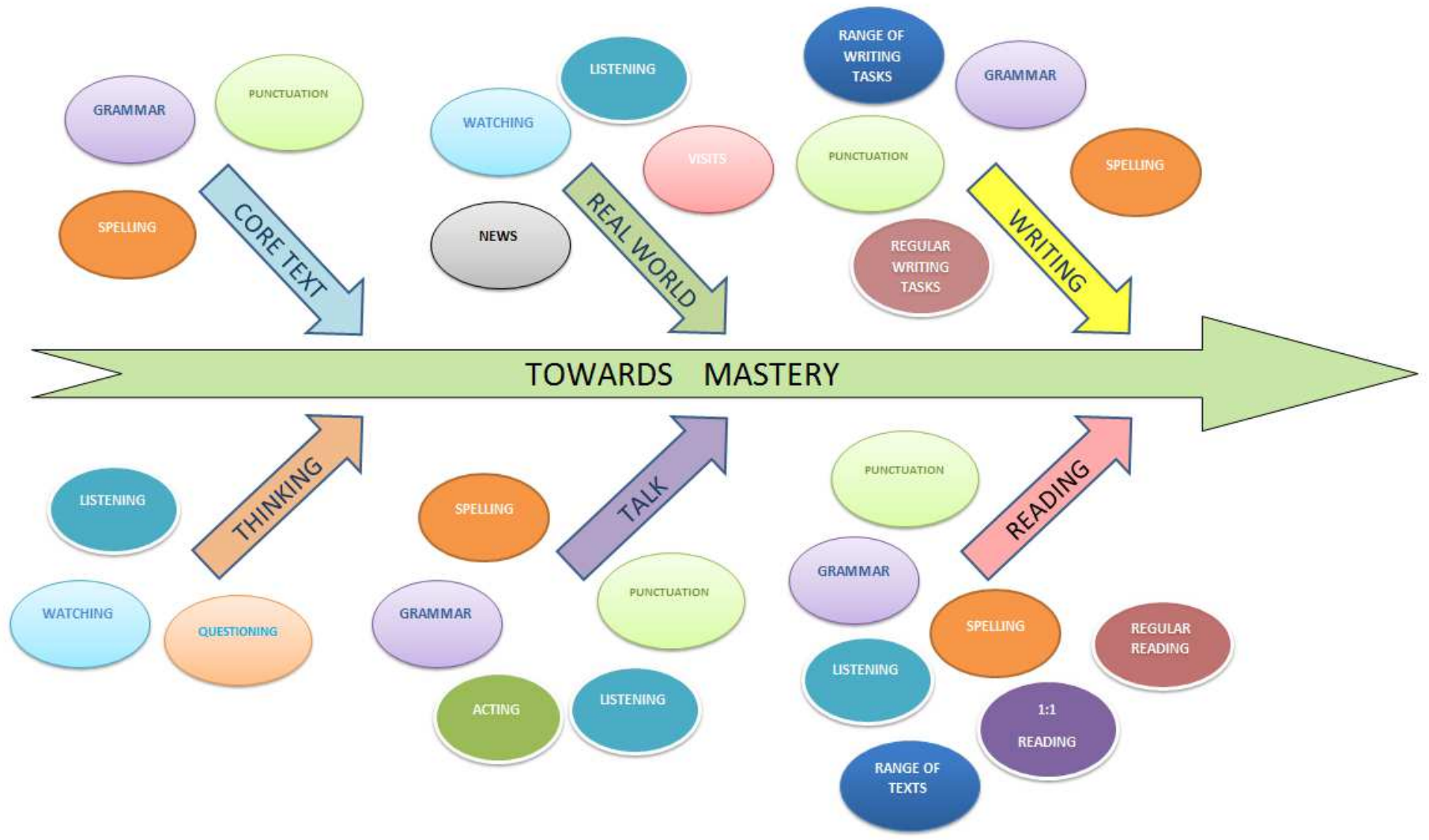
The screenshot shows a Twitter thread on a mobile device. The background is a blurred image of a person's face. The thread consists of several tweets:

- Michael Rosen** (@MichaelRosenYes) - Apr 30: Nicky Morgan talks rubbish about creativity to headteachers @nickymorgan01 michaelrosenblog.blogspot.com/2016/04/nicky-...
- Huw** (@ed\_son) - Apr 30: @MichaelRosenYes Spot on. Children are terrified of being wrong now. They doubt their own inferences from literature & want "right" answers.
- Phil Martinez** (@JAM272) - Apr 30: @ed\_son @MichaelRosenYes Best writing my Y6 have produced this year was when I told them they had no objectives, just freedom. Go figure
- Dylan Jane** (@DylusMaximus) - Apr 30: @JAM272 @MichaelRosenYes @ed\_son @Welshali

Below the tweets, the profile information for **Phil Martinez** (@JAM272) is visible. It includes a profile picture of a man in a dark jacket, his name, handle, and bio: "Dad, Husband, Y6 Teacher, LFC, Oscar's PBTC, F1 Racing FC. A day without laughter is a day wasted." It also shows he joined in April 2007.

At the bottom of the screen, there is a footer with the text: "© 2016 Twitter About Help Terms Privacy Cookies Ads info".

# A termly view





# A termly view

| Week 1 | Week 2                          | Week 3 | Week 4                          | Week 5 | Week 6                          | Week 7                            |
|--------|---------------------------------|--------|---------------------------------|--------|---------------------------------|-----------------------------------|
|        | <b>Piece /<br/>Collection 1</b> |        | <b>Piece /<br/>Collection 2</b> |        | <b>Piece /<br/>Collection 3</b> | <b>Performance<br/>/ Assembly</b> |

Not forgetting:

- Free writing
  - Poetry
  - Writing across the curriculum
  - Diary writing
- etc.

“Practice makes permanent”

# ~~Planning around a genre~~

## Planning around a rich text

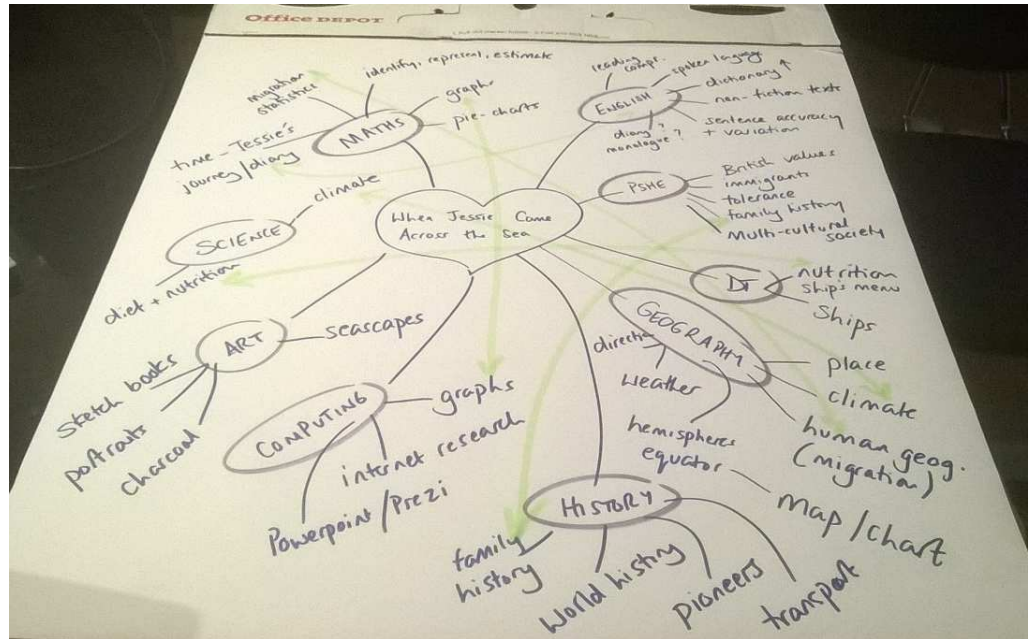
|  |  |
|--|--|
| <p><b>“We’re going to do a Wanted poster for Captain Hook”</b></p> | <p><b>What could emerge from the text?</b></p>   |
|  | <p>We could get:<br/>The Trial of Captain Hook (could be performed in class assembly)</p>  |
|  | <p>Different pieces of writing could emerge e.g. a persuasive letter to the jury from Captain Hook; witness statements – pupils writing from different perspectives; labelled maps, expert witness account (crocodiles), Wanted posters – Exhibit A; script for judge.</p> |
|  | <p>Each pupil could develop a pirate character and create a Wanted poster</p>  |
| <p>We could get: a Wanted poster for Captain Hook.</p>             | <p>Incorporates Drama – acting out the court scene; Art; Geography; Science; Computing e.g. Wanted poster</p>  |

# Planning Time

Work on something you will teach. It's up to you what to plan e.g. a lesson, a series of lessons, a termly overview. Work alone or separately.

However, the key principle is to key great texts at the core of your thinking process.

# A recommended starting point



After this, start mapping out your ideas onto a planning template, referring to the planning questions, and teaching sequences we shared earlier.