



Lesson Component	Definition	Links to Rosenshine's Principles	What would you expect to see? At all stages, TA to support identified individuals or groups to access learning
Big Picture	The overview of the lesson and how this fits into the wider learning sequence is shared.	Review (Daily, weekly, monthly)	*Learning intentions shared *Links to working walls *WAGOLL of intended outcomes *Big questions and how learning today relates to this *What came before and what comes after – putting learning into context. Why this, why now? *Links to curriculum drivers e.g. ambition
Reactivate	Children recall prior knowledge linked to the day's learning.	Daily review Questioning (adapted where needed) Checking understanding	*Links made to prior learning within the current sequence *Language ... 'Yesterday, we....' *Whole class together *Quick activities and tools to involve all learners – choice of 3, IPads, starter quizzes, whiteboards etc.
Teach 'My Turn'	Children learn new content by teacher instruction and modelling. New learning is introduced by showing how it builds on prior learning	Present new material using small steps Provide models Checking understanding	*High quality teacher instruction and modelling *Modelling - physical, conceptual and narration *Teaching of specific vocabulary *Plan opportunities to address potential misconceptions *AfL to get a sense of children's understanding
Learning Together 'Our Turn'	Children start to apply new learning together as a class, in groups and/or in pairs	Guided student practice Provide scaffolds for difficult tasks Guide student practice Obtain a high success rate	*Worked examples *Effective questioning *Use of visualiser *Practice on whiteboards *Opportunities for oracy development

LESSON DESIGN @ WYNNDALÉ

Independent Learning 'Your Turn'	Children apply learning independently, going beyond that which was modelled together	Provide scaffolds for difficult tasks Checking understanding Obtain a high success rate	*Range of scaffolds available to support learners to reach ambitious goals. These include sentence stems, vocabulary prompts, writing frames, manipulatives *Teacher identifies any misconceptions and addresses these throughout the independent session *Appropriate challenge for all learners *You see children developing automaticity and improved fluency
Reflect	Key learning is reviewed, giving the children opportunities to demonstrate successes and identify next steps	Review (Daily) Questioning Obtain a high success rate	*Use of visualiser to share learning to reflect on *Opportunities to further develop oracy *Confidence in responses from children – they can articulate their thinking and their learning *Connect learning to future learning *Ask children to summarise learning *Include a question for children to respond to

Our 'My Turn, Our Turn, Your Turn' Pedagogy

'My Turn, Our Turn, Your Turn' is the pedagogical approach we use within our lesson design which enables our children to build their independence. Children see new learning modelled by an adult, have opportunities to practice, before then working independently. The aim of this is to allow children to move gradually from dependence to independence with confidence and understanding.

'My Turn'		'Our Turn'			'Your Turn'	
Direct instruction	Modelling	Questioning	Worked examples, practice and scaffold	Check for understanding	Independent practice	Feedback
						

