Date: 27 October 2016

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| **Learning**  *(Describe the detail of learning developed via the lesson.)* | **Description of lesson or activity and lesson organisation**  *(Note organisations used throughout e.g. individual learning, paired discussion.)* | **Student teacher role**  *(Detail your involvement as observing, assisting or leading learning for specific groups. This should be planned by the class teacher.)* | **Comments e.g.**  *To what extent did pupils engage with the learning experience?*  *To what extent was the learning achieved?*  *What would be appropriate next steps?*  *How effective was your contribution to the lesson? How do you know?* |
| **NUMERACY & MATHEMATICS**  Pupils were learning to: |  |  |  |
| **LITERACY & ENGLISH**  **9:30**  The importance of VCOP within their writing.  **10:00**  Giving children feedback to help them progress and show them the areas they need to improve on.  **10:45**  The teacher began explaining the writers craft task that the children would be doing and getting assessed on.  Having explored the  elements which writers  use in different genres,  I can use what I learn  to create my own  stories, poems and  plays with interesting  structures, characters  and/or settings.  ENG 1-31a | Going over what VCOP meant and examples of each.  Teacher used the IWB to record the children’s ideas.  Whole class worked together.  Children shared ideas, this allowed all pupils to hear ideas that they may not have thought of.  Going over previous work and make children aware of areas they must work on.  Children received individual feedback, from this they were aware of their own areas for development and could focus on them for their writing assessment.  Teacher and I explained to each individual the areas they need to work on.  Haunted house image on the IWB.  Spooky music playing.  The teacher read out the story that the children were going to be using for their writer’s craft. | This lesson was led by the teacher; therefore, my involvement was observing.  During this time, I assisted the teacher by going around the children and discussing the areas they need to improve on.  The teacher had marked the areas that needed to be worked on with a dot, therefore it was easy for me to understand.  This activity was teacher led therefore my role was to observe. | All children sat on the floor and the teacher used the IWB to record the children’s ideas. She asked what the letters in VCOP stand for and then asked for examples of each.  The purpose of this, was to help the children for their writing assessment later in the day as they are marked against these criteria.  From this activity, all children could listen and learn and get ideas for their writing. This highlighted the importance of VCOP to the children. An extension task from this could be to get the children to write sentences in their jotter using all parts of VCOP to show they are able to do this on their own.  The teacher gave out the children’s previous writing piece that had been marked, the areas that the children needed to work on were marked with a dot. The purpose of this activity was so that the children are aware of the areas they need to focus on and understand the marking criteria. I feel like this was very useful as without doing this the children would not know what areas they need to try and improve. During this time, I went around the children and asked them about the areas they needed to improve, this let me know they understood the feedback and knew their next steps.  The teacher set the scene and a spooky atmosphere, the purpose of this was to get the children thinking about Halloween and a spooky story as the story was about a haunted house. Due to this being a cold writing piece, the children would not be allowed help once started as they were getting assessed on it, therefore the teacher wanted to do as much scene setting as possible to help the children build up ideas of what they could write about.  The children seemed to enjoy this, they got excited when the teacher played the music and all looked mesmerised when the teacher was telling the story. Once the teacher had read the story twice, she asked the children if they had any ideas as to what they were going to write on about, many of the children all seemed to have lots of ideas; by asking the children this the teacher could be confident to set the children off to do their task.  The children showed they comprehended the story through the teacher teasing out the story from the children. The teacher then discussed the dos and don’t’s, for example to try their best to follow on from the story and not to start a new topic, added to this the teacher discussed not to talk in third person as the story does not start like this.  The children started their writing and the teacher removed all the work off the board to ensure it was all the children’s own work. Although all children were on the same task there was differentiation between the level of work.  The range was from first level developing (ENG 1-31a) to second level secure. Depending on the level the children had different learning outcomes and their story was slightly different.  For example, at first level one of the outcomes was “I can use capital letters and full stops” compared to second level where one of the learning outcomes was “I can use a range of punctuation including exclamation marks”.  This highlighted to me that it is important to get it right for every child and ensure you give them work for their own ability.  The teacher encouraged pupils to use a dictionary and to use white boards and pens to spell out words as she would not be giving them any help.  The teacher did not put a time limit on the writing as she felt like it is so important to allow children to write as much as they want within reason. Even after lunch time there was still children writing. |