



At Towngate Primary Academy, we underpin all of our learning with Rosenshine's Principles - 17 Principles of Effective Instruction in order to develop a consistent approach to teaching and learning. These are:

1. Begin a lesson with a short review of previous learning.

Prior learning is reviewed in a variety of short, snappy sessions. Occasionally, teachers use flashcards, low-stake quizzes, and complete a review of learning from 'last year, last term, last month and last week.'

2. Present new material in small steps with student practice after each step.

New material is presented in writing, grammar, punctuation and spelling through a process of 'thinking out loud': this allows the teacher to model the new learning in smaller chunks before allowing the children to have a go in a 'my turn, your turn' scenario.

3. Breaking down learning / limit the amount of material students receive at one time. Opportunities are provided to allow the children to process the information given in a staggered input: learning is broken down and modelled before the children are allowed the time to practise themselves.

Instructions provided for the children when writing are clear: all writing is derived from four key questions:

Why am I writing? Who am I writing for? Who am I writing for? What will my writing look and sound like? By considering these key areas, children can quickly understand their audience and purpose to allow them to be well-prepared for the writing process.

4. Ask a large number of questions and check for understanding.

Questions are posed to the children at differing stages of their learning: where children are demonstrating success and readiness for independent learning. Open-ended questions are used to deepen and extend pupils' thinking and reasoning - particularly when discussing authorial language choices and grammatical structures.

5. Providing high quality models.

High quality models are used to set an expectation for pupils. In the classroom, modelled texts are written to demonstrate the standard expected for the year group and these are shared as part of the writing process with pupils. Time is dedicated to the children unpicking these texts to identify genre features and therefore provide models for the pupils' own writing. Models are used in whole class teaching / partner and collaborative working.

6. Guiding student practice

Within writing, grammar, punctuation and spelling, student practice is guided through a process of 'thinking out loud'; this ensures that pupils are provided a commentary for selecting appropriate language / vocabulary in order to be successful as writers



independently. Guided practice also takes place whereby the modelling of using independent resources is explicit and taught - particularly when pupils are supported to edit and redraft their written work.

7. Check for understanding

Staggered starting points are in place to enable pupils to understand the knowledge taught at the appropriate time; ways in which student understanding is assessed is through open-ended questioning; posing opportunities for the children to discuss the odd one out / true or false reasoning questions for grammar; live guidance and feedback is in place which allows teaching staff assess pupils' understanding and identify ways in which to move learning forward.

8. Obtain a high success rate

Opportunities when teaching grammar are provided for children to practise a key skill to become competent in grammatical features and structures; in order to stretch and deepen pupils' learning, children are provided with age-appropriate tasks to explain, justify and reason the impact and purpose of grammatical structures.

9. Providing scaffolds for tricky tasks

For writing, all classrooms have working walls which demonstrate the process of becoming an effective writer: working walls document the stages of drafting, acquisition of language and understanding of grammatical features which contribute to the wider piece. Resources are available to allow pupils to independently develop their language choices in order to move towards becoming a self-assured linguist. Staff are used in the classroom to support pupils in overcoming barriers to writing, withdrawing this support over the course of the academic year.

10. Independent practice

It is our expectation and hope that all pupils become independent in their writing journey; in order to achieve this, children are supported in knowing where and how to find support for their own writing and work collaboratively in order to learn from one another and share high quality ideas.

11. Weekly / Monthly Review

To review learning, teachers use grammatical terminology consistently in their teaching practice; this ensures that pupils regularly hear age-appropriate terminology which subsequently builds a coherent understanding. Reviews in writing, grammar, punctuation and spelling occur low-stake quizzes such as 'Who Wants to be a Millionaire', 'Blockbusters' and 'Boggle'.