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 **Handout 1a: Talk-for-Writing unit-planning toolkit**Reflect on the questions below. Decide if your unit needs to be adapted to help students internalise the tune of your subject. Formative assessment and consolidating learning should underpin all stages to ensure student progress.

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| --- | --- | --- |
| **Key ingredients to consider** | **Practical suggestions** | **Actions** |
| Laying the foundations |  |  |
| * Does formative assessment guide my teaching and planning?
* Is my classroom set-up interactive?
 | * Integrating formative assessment
* Classroom set-up
 |  |
| **Step A:** Planning progression | **Step A:** Planning progression | **Step A:** Planning progression |
| * How does my unit build on prior learning?
 | * Framing learning grids
 |  |
| C:\Users\Julia\Documents\Work\Book manuscripts\QWCOpen Uni\new LAC book\drafts\draftsOct\Final copy\icons DVDproofs\StepAExemplar text.jpgHow does my exemplar text support spoken/written progress? | * See Chapter 3 and Handout 3
 |  |
| **Step B:** Warming-up words | **Step B:** Warming-up words | **Step B:** Warming-up words |
| * How have I flagged up key words for this unit?
 | * Never-heard-the-word grids
* Word-clumping activities
 |  |
| C:\Users\Julia\Documents\Work\Book manuscripts\QWCOpen Uni\new LAC book\drafts\draftsOct\Final copy\icons DVDproofs\StepBwarm up words.jpgHow have I supported students in using these words orally in context? | * **Sorting** activities
* Labelling
* Mime
* Talking the text
* Rhyme
* Word root detective
* **Linking:** Word dominoes
* Exam terminology analysis
 |  |
| **Step C:** Warming-up phrases | **Step C:** Warming-up phrases | **Step C:** Warming-up phrases |
| C:\Users\Julia\Documents\Work\Book manuscripts\QWCOpen Uni\new LAC book\drafts\draftsOct\Final copy\icons DVDproofs\StepCwarm up phrases.jpgHow have I supported students in using the sentence signposts and typical phrasing of my  subject? | * Raiding the reading
* Clumping sentence signposts
* Sorting sentence signposts
* Sequencing text with images
* Sequencing text
* Mime
* Sequencing writing frames
* Language of evaluation
* Statement sorting
* Analysing sentence signposts
 |  |
| **Step D:** Internalising the text | **Step D:** Internalising the text | **Step D:** Internalising the text |
| C:\Users\Julia\Documents\Work\Book manuscripts\QWCOpen Uni\new LAC book\drafts\draftsOct\Final copy\icons DVDproofs\StepDTalking text.jpgHow am I helping the students to internalise the language they will need for this unit? | * Talking the exemplar text
* ‘What = good’ activities
* Using icons to talk the gist of a text
* Using high-level exemplar text
* Analysing exam exemplar text
* Boxing up to analyse tricky questions
* Sorting and talking activities to aid structure and cohesion
* Building up the exemplar text
 |  |
| **Step E:** Consolidating learning | **Step E:** Consolidating learning | **Step E:** Consolidating learning |
| C:\Users\Julia\Documents\Work\Book manuscripts\QWCOpen Uni\new LAC book\drafts\draftsOct\Final copy\icons DVDproofs\StepEembedding.jpgHow have I ensured that learning is embedded throughout the unit? | * Revisit framing learning grids
* Co-construct key learning points
* Revisit never-heard-the-word grids
* Word dominoes
* Living sentences
* Annotating exemplar text
* The visiting professor challenge
* The in-teacher-role challenge
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