LIVERPOOL JOHN MOORES UNIVERSITY

PGCE Secondary

Student Teacher Lesson Plan

2026/27

Student Teacher	Dr. Bossteach	**Observer**	P. Athers	
Topic / Unit	Sequence of learning: Noughts and Crosses/ spoken language/diverse voices Lesson topic: English - Noughts and Crosses chapter 30, page 133-142 – adjectives, sensory language and dialogue		**Date**	32/00/29
Class / Key Stage	Yr 8, English (class size 28)		**Room**	EDN 204

My related targets this week are:

Minimise teacher talk
Ensure that your activities develop sequentially

After discussions about my progress, I have identified the following focus for my observer:

What do I want the students to learn? What are the objectives of this lesson?

Pupils will learn that....
Pupils will explore what is revealed by the adjectives and sensory language in an extract from 'Noughts and Crosses' involving Callum and Mr. Jason (Mr Jason's history lesson).
Key Stage 3: Be able to discuss inference and context
Write accurately and for a variety of purposes
One the pupils asked me about the tools that they needed to answer these questions. I need to make this clearer.

What is this lesson building on, and building towards?

Pupils will have read the chapter 30 in the previous lesson and the online resources have been shared o the VLE and with parents.

What might the pupils find difficult, or what misconceptions might they already have?

Some pupils will have already finished reading the novel
Some pupils will not know what adjectives are
Some pupils may not know how to make a mind map
Some pupils will not be able to recall aspects of the novel
Some pupils wanted to focus on debating the broader issues. Thought this was relevant and important I need to talk to my mentor about striker a finer balance.

What key / new terminology am I introducing?

What resources do I need?

Novel and workbook or printouts of worksheets
PPT with instructions, bullet points of plot points and activities
Mini Whiteboards
My mentor has fewer resources than this and all these bits of paper were hard to manage and the pupils weren't sure what to do with them.

What health and safety considerations do I need to make?
Hazard: Covid. Risks: See school/government policy and guidelines. Control measures: See school/government policy and guidelines. Hazard: Obstacles: feet and bags. Risks: Slips and trips. Control measures: Remind pupils of conduct/rules/expectations. Movement around the space controlled.

Lesson Parts

How will the pupils enter the classroom?	
Who is doing what?	What adaptations are needed?
Teacher: Make PPT slide with objectives visible. Set up whiteboards and pens. Greet pupils at the door. Objectives on PPT slide. Reinforce the expectations of silent reading Take register. **Learners:** Collect books and numbered handouts	Following seating plan that has been adapted to anticipate potential behaviour issues and to maximise opportunities for adaptive teaching. This worked well, apart from one table, which need to be tactfully broken up.

Part 1		
Who is doing what?	What adaptations are needed?	How do I check understanding?

Learners:	**Adaptive teaching (whole lesson):**	**Formative assessment (whole lesson):**
Pupils read their assigned or chosen book silently for 10 minutes It took some pupils a long time to focus. This is a matter of balance and tact. How might I improve the speed with which pupils start reading and create an atmosphere more conducive to enjoying reading? **Teacher:** Go through objectives by asking selected pupils to read out and each objective and nominate another to explain. Two pupils were anxious about this. How might I choose readers more carefully?	HA I will show evidence of targeting HA pupils for peer modelling to further stretch their understanding. Stretch and challenge didn't work because the Has were helping others. SEND Chunking of extract. Bullet points of plot on PPT slide. Sit HA with SEND where possible. Email resources to SENDCO/TA beforehand. This started to work but neds to be embedded. EAL Use translations via Google Translate. Support for the EAL pupils will be through careful pairings/groups. Use of uncluttered and clear visual aids throughout. This was successful but the volume of materials was overwhelming.	'Silent starter' retrieval task. Peer and self -assessment Peer modelling of progress with work and SPAG. Group discussion Mini presentation Showing whiteboards I think this took up too much time and was at the expense of progress. Teacher feedback Targeted questioning; pose, pause, pounce, bounce Think pair share Peer and self- assessment: WWW/EBI. Ongoing assessment against success criteria
How will I transition to the next phase?		
Two nominated pupils distribute worksheets 1 and 2.		

Part 2		
Who is doing what?	What adaptations are needed?	How do I check understanding?

Teacher: Recap of prior learning. Whole class questioning: what did we learn last lesson? Show instructions on PPT - Remember 5 things that you remember about the novel so far? How can I ensure that you are looking at the class while writing on the board at the same time? Teacher uses a summary of pupils' contributions to create a mind map on the whiteboard or on Jamboard or Mindmeister. This is then saved/photographed and shared with the pupils. How could I follow this up in future lessons? **Learners:** Look at lesson objectives for last lesson. Students will be asked to read over their previous lesson targets. Work in pairs to summarise 5 things that you remember about the novel so far. Write on whiteboards. Was there space for 5? How might this be a more impactful learning episode? Hold up whiteboards to reveal what they recall so far. When you are not holding up whiteboards – write down notes in your book from teacher's mind map under 'revision notes'.		Oral assessment for responses How useful was this informal assessment?
How will I transition to the next phase?		

Part 3		
Who is doing what?	What adaptations are needed?	How do I check understanding?

Learners: Pupils silently complete the noughts and crosses grid (Here is the answer, what is the question?) that has been laid out on the desks.	How was this worksheet adaptive, scaffolded?	Targeted questioning to assess progress.
How will I transition to the next phase?		

Part 4		
Who is doing what?	What adaptations are needed?	How do I check understanding?
Teacher: PPT slide with instructions for worksheet 1 and 2. **Learners:** Worksheet 1 – adjectives in the chapter Finish worksheet 1 after no more than ten minutes. If they finish early, move on to worksheet 2. Based on this class's performance, how much time would I allot next time? Worksheet 2 – Callum's 5 senses. In pairs, write examples from the extract that relate to the 5 senses and discuss the effect on the reader. What is revealed about the plot, characters and themes? Worksheet 2: Callum's senses in the chapter	Teacher modelling available if required: provide WAGOLL (what a good one looks like).	
How will I transition to the next phase?		
How could I make the distribution of the worksheets more efficient and timely?		

Part 5		
Who is doing what?	What adaptations are needed?	How do I check understanding?

Teacher: Extension task – ask any willing pupils to act out or write a mini monologue - what Callum would want to say to Mr Jason. **Learners:** Look at this structure to help structure answers. Make a mind map to summarise answers. Extension/homework activity: Fill in what you learn about character, plot and context from the following aspects of dialogue. Worksheet 3 How important would WAGOLL be here?		Plenary - targeted questioning, using adaptive questioning and pose pause pounce, bounce. Pose: what did you write for each worksheet? Pause -think and read others' answers Pounce - – can you describe? Bounce - can you explain? Can you illustrate? Can you compare? Can you link to broader issues? (target HA)? Did pppb help or get in the way? Because I wasn't sure hot to do this, it didn't feel natural.
How will I transition to the next phase?		

Phase 6		
Who is doing what?	What adaptations are needed?	How do I check understanding?
Teacher: Set www and EBI focus for peer feedback 2) Set targets for next lesson. 3) Set homework -read next chapter Return to objectives and ask how they have been met. **Learners:** www and EBI self-assessment and then peer feedback. List targets for next lesson. Summarise 3 things that you learnt today in either a complex sentence in your exercise/workbook. What is a sentence? What is a complex sentence? I need to discuss potential misconceptions more with my mentor.		Reveal activity on PPT: 1) Self assess – www/ebi and spag. Peer assess if permitted I didn't know how effective informal assessment was here.

How will the pupils leave the classroom?	
Who is doing what?	What adaptations are needed?
Learners: Pack away books and resources safely.	

How successful was I at following the departmental/school expectations of behaviour at the end of the lesson?	

Reflections

What feedback did you receive / reflections do you have on this lesson?
Step 1 - Deconstruct the lesson The pupils arrived at different times, so it was hard to get them to settle read at the same time. Because the whiteboards and pens were set up at the start, some pupils were distracted and started drawing when they should have been reading. The retrieval activity was effective in that the answers focused them back into the novel, as they had been reading from their own choices. I feel that asking the pupils to test each other on the objectives wasted a little time. During the mini plenary, I found it hard to keep to pose, pause, pounce, bounce. Though it should work with practice, I need to rehearse it better so the pupils know why they're being asked to do it. During worksheet 1 -I was glad I'd numbered the worksheets, as they were getting a little lost. There were a few misconceptions about whet themes mean and what they themes in the novel are. Nobody but pupil X attempted the extension task in worksheet 3. Perhaps I'd pitched this too high, though I'll make sure I re-use the worksheet when they are feeling more confident. The seating plan helped the stronger pupils support the weaker ones, apart from on one table, where the weaker ones started behaving in a hostile way towards the brighter ones because they felt patronised. Two pupils didn't know what mind map was. Only a handful grasped how to make the most of a mind map and where to store it for revision. I was happy with their summary of the extent to which they met the learning objectives but unsure as to who learned what and how. **Step 2 – Reflect on the lesson** I was happy with the effect of reinforcing the expectations regarding silent reading - that worked well. Given that there are a broad range of abilities and pupils identified as SEND, I need to practise scaffolding activities and the answers to their questions.

There were several EAL pupils who supported each other but I need to find ways to make them feel more valued.

At times the class wanted to debate the issues of role reversal and racism in more depth. I feel that I cut that short at times so I could concentrate on completing the activities.

Similarly, I felt that, while there was a lot of variety, which maintained a steady pace, there was potentially two lessons' worth of activities here. My mentor had told me that I was in danger of 'doing English', rather than enabling the pupils to learn in a logical manner.

During the previous lesson, the brightest pupils was seen to be spending a lot of time helping others but not stretching her own understanding. She was a little more motivated today, as I started pushing her further with my questioning. I need to do more of this, so I can spread her positive influence around the room while still ensuring that she is being stretched and challenged.

Step 3 Reconstruct the lesson
I need to apply, then reflect on what I have read in the recommended literature on scaffolding and teaching in a diverse classroom.
I need to allow space and time for the pupils to show evidence of their progress in the lesson.

I need to think about how I might spread this lesson over two lessons, to allow more time for retrieval, reinforcement and stretch and challenge.

I need to be more explicit about why the pupils are being asked to complete activities, for example the skills they will be developing, how the activity links to prior and future learning and assessment.

I need to speak to my mentor about how to apply Rosenshine's principles in an English classroom.
I need to develop the confidence to be more mindful of the different ways in which I can model reading, use WAGOLL effectively, model oracy and completing worksheets.

Step 4 Key priority areas to transform practice
Look at the resources on Litdrive and Pearltrees about teaching the text.
Draw from the reading list of practitioner books on teaching literature and teaching in a diverse classroom.
Use notes from observations of others in the department to help with scaffolding, management of activities and promoting literacy.

Look at the literature on strategies for reading .

What discussion points / questions will you take to your next mentor meeting?
How do you actively promote literacy (including oracy)? How might you have reduced the number of activities but maintained the pace? How do you handle questions that are potentially inflammatory and to which you might not know the answer?