**Explicit Teaching at Springwood Road School**

**NOTE: Although these stages must be followed in sequence, not every step will be completed in every lesson.**

**An initial lesson, for example, may contain just the warm up, lesson orientation and I Do. Be sure to Check for Understanding before you progress to ‘You Do’.**

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|  | **TEACHER** | **STUDENT** |
| **WARM UP** | * Driving the lesson * Stopping and asking questions (application of skill) * Considering next warm-up – repeat current set or add new skill to set * Ensuring student engagement – no opting out (don’t rely on hands-up only) * Change warm up regularly to maintain student interest | * + Drilling or rehearsing a skill subset   + Applying skill to novel situation when asked   + Actively participating |
| **LESSON ORIENTATION** | * + Establishing goals and purpose of lesson (or unit)   + Explicitly state WALT and WILF | * + Actively listening   + Preparing for learning   + Be able to verbalise WALT and WILF   + Understand lesson intent |
| **I DO** | * Provide gradual release of responsibility – step by step teaching * Modelling * Thinking aloud * Catering for all ability groups * Check for understanding before progressing to We Do. * Revise/reinforce before moving into We Do | * + Actively listening   + Taking guided notes where necessary   + Asking questions if they don’t understand   + Building stamina |
| **WE DO** | * + Providing interactive instruction   + Working with students – moving among groups   + Checking, prompting, giving clues, scaffolding   + Providing additional modelling   + Meeting with needs-based flexible groups   + Clarify confusion   + Ensure concept is understood before progressing to You Do. | * + Asking and answering questions – no opting out   + Working with teacher and classmates to practise/apply new knowledge or skill   + Completing the process alongside others   + Building stamina |
| **YOU DO** | * + Providing feedback   + Evaluating – Judgement   + Determining level of understanding   + Moving among students / groups of students   + Providing support | * + Working on my own or small groups to apply new knowledge   + Independent work/ partner work/ group work   + Relying on my notes and classroom learning to complete the task   + Taking full responsibility for my learning   + Staying on task   + Asking for help if I need it |
| **REVIEW** | * + Referring to set WALT and WILF   + Revisit content of lesson   + Questioning students to reinforce understanding   + Consider implication for opening next lesson sequence   + Check understanding and clarify answers | * + Answering revision questions posed by teacher   + Consider new learning   + Reflect on lesson’s content   + Acknowledge what they have learnt and what they need to improve |

**Gradual Release of Responsibility of Comprehension Strategies**

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| **I DO** | STEP 1 | ***Select a Text***  Texts can range from easy to challenging. The criteria for text selection should focus on text usefulness for teaching a particular strategy, student interests and connections to literacy themes. If the text is challenging use *read-aloud* when modelling. |
| STEP 2 | ***Explain the strategy***  Focus on the two questions: *What is this strategy?* *Why is it helpful/necessary for comprehension?*  Provide examples to assist this explanation and, wherever possible, make connections to students’ background knowledge and prior learning. |
| STEP 3 | ***Model the strategy in use***  Read a section of the text aloud and use a *think aloud* and a visual (symbol, chart, etc.) to share ideas with students.  Explain your thinking so that students have a clear idea of the active process that readers experience. If a strategy requires a written or sketched response, model that during this step. |
| **WE DO** | STEP 4 | ***Guided Practice***  Read the next section of the text aloud and ask students to work with a partner to apply the new strategy.  Discuss the response from paired students and read aloud another section of the text. |
| **YOU DO** | STEP 5 | ***Independent Practice***  Monitor as students work independently within the whole group.  Differentiate instruction by providing scaffolding for those students who need more support (through further modelling or guided support) and by releasing the task to those students who are ready to use it.  The goal is to ensure that students know the strategy and the process for using it. Ultimately students develop a range of strategies they can use as needed when they are reading on their own. |
| **REVIEW** | STEP 6 | *Reflection*  Ask students to reflect on how using the strategy helped them to understand the text. Invite them to share their reflections in small groups or with the whole class. Discuss how they can use the strategy when they are reading on their own. |