

DEEPEN

(APPLY)

- Deepen when will it be?
 - Start of a unit?
 - o End of a unit?
- Applying to different contexts
- Making links between learning
- Demonstrating in different ways
- Use teacher talk tactics e.g. So what? Why can't I? What if?



PRIOR KNOWLEDGE

(DECAD)

END (PLENARY)

- short review of taught knowledge
- Check key sticky knowledge (exit pass)

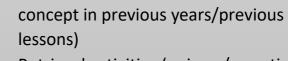
01 DAILY REVIEW

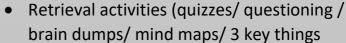
(RECAP)

START

- Short recap of previous taught knowledge
- Recap key sticky knowledge
- Recap earlier key sticky knowledge
- See script







 Re-teach previous content if this cannot be retrieved

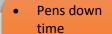


5 mins max RP

Quizzing 2/3 weekly slips in

(w/b)

books



 Visual aids, diagrams and dual coding may be useful at this stage.



HAVE A GO

(PRACTISE)

- Working independently on similar examples
- Demonstrate initial level of understanding of new learning
- Checking for understanding recap if needed
- Scaffold as needed

09 INDEPENDENT PRACTICE



OS CHECK STUDENT UNDERSTANDING

Repeated

practice

TEACH

(YOU DO)

- Guiding practice
- Independently working on similar examples
- Demonstrate initial level of understanding of new learning
- Pupils may still receive support at this stage, but most will be independent.



Teaching Sequence Pedagogy

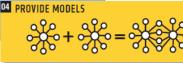
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NEW MATERIALS IN SMALL STEPS

(I DO - MODELLING)

TEACH

- Teach new material and new vocab in small steps
- Explicit instruction by the teacher as the 'expert'
- Worked examples (for each step)
- Thinking aloud
- Teacher is the expert children look & listen





OF CHECK STUDENT UNDERSTANDING



TEACH

(WE DO)

- Worked examples led by the teacher
- Children joining in with the teacher as directed in small steps
- Teacher directing learning
- The teacher may choose to use interactive activities during this stage so that all children can be involved in answering every question.



- Keeping children together
- 'Shared' examples worked through

REMEMBER

Not all sessions will include all aspects of the teaching sequence.

i.e. Foundation sessions where there is lots of content may require one session to cover content and then a further session to deepen the children's learning. Both sessions would require recap and retrieval.

- Teacher feedback and monitoring
- Who needs further support?