

## BEFORE

## DURING

## AFTER

### Learning Focus

could include

Identify and introduce the learning focus  
(*WALT and WILF*)

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Access prior knowledge and strategy review  
(*graphic organisers, questioning, true/false statements*)

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Allow for discovery learning  
(*child led activities, inquiry based learning, flipped classroom*)

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Model the learning focus and related language  
(*mini-lesson, think aloud, mentor text, stimulus...*)

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### Application of learning focus

could include

Opportunities to engage with and respond to texts  
(*collaboration, strategy use, critical thinking, range of texts, modes of response, disciplinary literacy*)

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Discussion and dialogue with appropriate scaffolding and prompts  
(*buddy system, anchor/living charts*)

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Explain thought processes  
(*Opportunities for children to describe their learning, think pair share, literature circle, stop and think cue cards*)

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[PDST reading videos](#)

### Review of learning focus

could include

Consolidation and review of intended learning  
(*self and peer assessment, questioning, learning log*)

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Extend thinking and apply new learning  
(*critical reflection and discussion, applying skills in new context*)

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Looking forward  
(*identifying future learning focus, continuing to provide opportunities for practising new skills/applying new concepts*)

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Assessment, monitoring and feedback

In responding to needs and learning focus, consider how best to group children within the class (individual/pair/small group/whole class)  
Groupings should be fluid and flexible.