

## What is the intended learning and why is it important?

What is it that we want learners to know, understand and do?

**Why?**

## What could the intended learning look like at this level?

What could the learning look like for all / most / some / few learners?

**What? Who?**

[National Literacy Learning Progression](#) (see Speaking – Vocabulary and Comprehension - Vocabulary)

[Vocabulary](#) – Ann Bayetto

[Building Vocabulary – A Compendium of Ideas](#)

## How will we engage, challenge and support their learning?

How will we model, demonstrate, engage, support and challenge our learners?

- Balanced Literacy Diet ([Vocabulary](#))

What do we want them to learn?

# Vocabulary

How will we know if they got it?

1	Early Literacy Experiences (including Oral Language)
2	Phonological Awareness
3	Basic phonics
3	Advanced Phonics / Spelling
4	Vocabulary
5	Fluency
6	Comprehension

So what will we do to get there?

## What do they bring?

How do we know what learners know, understand and do? How can we find out?

**Who? What? How?**

[National Literacy Learning Progression](#) (see Speaking – Vocabulary and Comprehension - Vocabulary)

## What evidence will enable us to assess the intended learning?

How will we know how well they have achieved the intended learning?

**What? How? Who?**

## Design the teaching and learning plan

**Who? What? How? When? Where?**