

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 Reading and Viewing – Fluency)

[Fluency](#) – Ann Bayetto

How will we engage, challenge and support their learning?

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

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

What do we want them to learn?

Fluency

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 Reading and Viewing – Fluency)

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?