

Years: Secondary years 7,8,9,10 EAL Stages S1, S2, S3, S4		Unit name:				Time allocation:				
Topic focus	Learning area / content objectives / cultural understandings			Main text focus						
				Text-type and mode	Listened to	Spoken	Read	Written	Viewed	Produced
				Narrative						
				Recount						
				Procedure						
Topic specific vocabulary		Linguistic structure focus		Report						
				Explanation						
				Discussion						
				Argument/ exposition						
				Other:						
Assessment types used Teacher led <ul style="list-style-type: none"> • Informal observation • Planned observation • Questioning/discussion • Focused analysis of student work 		Self and peer <ul style="list-style-type: none"> • Self-reflection • Peer discussion • Peer observation • • 		Linguistic features focus						
EAL focus										
Resources										
				Functions						
				Classroom learning <ul style="list-style-type: none"> • arguing • classifying • establishing limits • evaluating • hypothesising • identifying • judging • offering • persuading • planning • predicting • requesting • sequencing • warning 	Getting things done <ul style="list-style-type: none"> • comparing • clarifying • describing • explaining • instructing • inquiring • justifying • questioning • reporting • suggesting 	Maintaining communication Expressing: <ul style="list-style-type: none"> • apology • appreciation • approval • certainty • concern • frustration • indifference • intention • needs/wants • preferences • probability • regret 				

Teaching and learning activities	Linguistic focus	Assessment for learning ideas

Unit evaluation: Unit name:

Date:

<p>General evaluation</p> <p>Were the students interested in the topic? Did planned activities need to be modified? Why? Which teaching strategies were particularly successful?</p>	
<p>Content learning goals</p> <p>Were the topic goals achieved? Did the topic lead to worthwhile learning?</p>	
<p>English language learning goals</p> <p>Were general English language learning needs highlighted by the unit? Was there a balance between written and spoken texts?</p>	
<p>EAL considerations</p> <p>How successfully did the unit involve the EAL students? Which English language needs were identified as a priority for future units?</p>	
<p>Ideas for further units/activities</p> <p>What language focuses need to be targeted again in future units? What further topics will complement this unit?</p>	
<p>Assessment for learning strategies</p> <p>Did the chosen assessment strategies ensure students achieved the unit learning goals? Did the assessment feed into planning and teaching? Were students involved in the assessment process? Were the success criteria for the focused analysis assessment tasks clear and student friendly? Were students able to use criteria to provide feedback to their peers? Were students able to use feedback from assessment to improve their learning?</p>	