

# 1-Week Teaching Plan for English Literacy

## 1. Learning Objectives and Outcomes

Are the learning objectives for the week clearly defined and specific?  
Do the objectives align with the literacy focus (e.g., phonics, reading strategy, writing)?

Are the outcomes measurable and achievable within one week?

## 2. Theoretical Alignment

Does the teaching plan adhere to a relevant framework (e.g., Bloom's Taxonomy, PDP Framework)?

- **Bloom's Taxonomy:** Does the plan include activities that address different cognitive levels (e.g., remembering, understanding, applying, analyzing, evaluating, and creating)?
- **PDP Framework:** Are the stages of Pre-task, During-task, and Post-task integrated effectively?

Are the activities grounded in sound language acquisition theories (e.g., comprehensible input, scaffolding, gradual release of responsibility)?

## 3. Scaffolding and Progression

Does the plan build skills gradually and logically throughout the week?  
Are tasks sequenced to progress from simple to more complex?  
Are there opportunities for review and reinforcement of previously taught concepts?

## 4. Input Before Output

Is there sufficient emphasis on input (listening and/or reading) before

requiring output (speaking and/or writing)?

Are learners provided with models or examples before they are asked to produce language?

## 5. Variety of Activities

Does the plan include a diverse range of activities to cater to different learning styles (e.g., auditory, visual, kinesthetic)?

Are the activities engaging and age-appropriate? Examples:

- For **phonics**: songs, rhymes, sound discrimination games
- For **reading strategies**: shared reading, guided reading, story mapping
- For **writing**: tracing, sentence construction, guided story writing

## 6. Integration of Literacy Skills

Does the plan incorporate multiple literacy components?

- For example: blending phonics with tracing, or combining a reading strategy with a comprehension task.

Is there a focus on meaningful and contextualized use of language?

## 7. Time Management and Lesson Pacing

Are the daily lessons well-timed, with appropriate time allocated for each activity?

Does the plan balance active participation with opportunities for rest or calmer activities?

## **8. Clear Instructions and Teacher Support**

Are instructions for each activity clear and easy to follow?

Are there teacher tips or suggestions for scaffolding, managing the class, and handling challenges?

Does the plan provide suggestions for differentiation for learners with varying levels of ability?

## **9. Assessment and Feedback**

Does the plan include formative assessments (e.g., observing students during activities, quick checks for understanding)?

Are there summative assessment opportunities by the end of the week to evaluate whether the objectives were met?

Does the plan suggest ways to give feedback to learners?

## **10. Relevance and Cultural Appropriateness**

Are the materials and topics culturally appropriate and relatable for the learners?

Does the content encourage engagement and curiosity?

## **11. Opportunities for Repetition and Practice**

Are learners given ample opportunities to practice the target skill in various contexts?

Is there repetition without monotony, ensuring retention of key concepts?

## **12. Engagement and Motivation**

Are activities designed to be fun and interactive, promoting learner engagement?

Are there opportunities for social interaction and collaboration (e.g., pair work, group tasks)?

## **13. Parent or Home Involvement**

Does the plan include suggestions for extending learning at home (e.g., a phonics game, reading practice)?

Are take-home activities simple and easy for parents to support?

## **14. Alignment with EFL Context**

Does the plan account for the specific needs of young EFL learners (e.g., limited vocabulary, need for visual aids)?

Are instructions and content delivered in a way that supports language acquisition (e.g., use of TPR, visual aids, scaffolding)?

## **15. Flexibility and Adaptability**

Can the plan be adjusted for different class sizes, learner levels, or unexpected interruptions?

Are there extension or modification suggestions for faster or slower learners?

## **16. Reflection and Review**

Does the plan include time for reviewing the week's content at the end?

Are there opportunities for learners to reflect on what they've learned?