



Cognitive Load

Be aware of overloading working memory

- Intrinsic - how hard it is
- Extrinsic - unnecessary distractions
- Germane - effort needed for schema construction
- Develop long-term memory to free up working memory
- Develop schema - interconnected web of knowledge

Stages of Practice

Build confidence without too many errors

- Begin with guided practice (close supervision & feedback)
- Obtain a high success rate
- Move to independent practice when ready

Sequencing & Modelling

To develop knowledge & understanding

- Worked examples
- Dual coding with visuals & words
- Deliberate vocabulary development
- Big picture, small picture
- Abstract concepts & concrete examples
- Live modelling & metacognitive talk
- Scaffolding
- WAGOLs & success criteria
- Anticipate & correct misconceptions

Reviewing material

To review the previous lesson (daily) & to review previously taught material (weekly/monthly)

- Quizzing
- Knowledge organisers
- Rehearse & perform
- Peer support
- Concrete examples

Make it generative, varied, efficient, specific & inclusive

Questioning

To check for understanding

- Cold calling
- Think, pair, share
- Show-me boards
- Probing questions
- Process questions
- No opt out
- Say it again, better
- Question > thinking time > name

Read Write Inc

Habits & routines

- 1, 2, 3
- Praise effort
- Spotlight children
- Thinking out loud & modelling
- “Have a think.”
- Correct errors & practise together
- Magnet eyes
- “It’s your time to shine.”
- “It’s not new, for you.”
- No hands up > teacher choice
- TTYP & MTYT