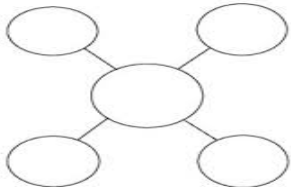


Writing Lesson Non-negotiables (KS2)

Daily Lesson			
Focus	Additional information	Where	Assessment
Grammar (Discrete teaching of SPaG)	<p>Full date written and title of SPaG objective written – both underlined. SPaG focus is taken from medium-term planning linked to ‘mastery keys’.</p> <p>Teachers to adapt provision for chn working below their year group objectives where appropriate through use of writing progression documents, helping teachers to identify where pupils might need additional support or challenge.</p> <p>Teachers to use the ‘teach simply’ approach linked to medium-term spag objectives to identify existing knowledge, learning gaps, and tailor instruction to meet individual needs.</p> <p>Teachers to ask ‘Can you still...?’ questions focusing on important elements of grammar?</p> <p>Grammar teaching will be planned for based on the following principles:</p> <ul style="list-style-type: none"> • Use high-quality texts as models for writing and analyse how authors use grammar to achieve specific effects. • Create opportunities for pupils to use grammar in natural conversations and dialogue. • Use activities where pupils can communicate information to each other, requiring them to use the specific grammatical structures (links to oracy) • When introducing a grammar point, highlight its function (what it's used for) and then provide examples in meaningful contexts. • Model grammar using small steps of teaching points, teaching for misconceptions and examples of what something is and isn't. • Use scaffolds to support understanding during practice applying grammar. <ul style="list-style-type: none"> • As much as possible, teach the grammar in context. • When giving feedback on writing, focus initially on the specific grammatical structures you're currently teaching – then, allocate some time to check basic skills: spellings, capital letters, full stops, commas and apostrophes. 	<p>Red English Book</p> <p>Mastery Keys and Vocabulary for writing units stuck in English Journals</p> <p>Supporting grammar information added to journals (written where possible – reduce need for gluing in sheets)</p> <p>Worksheets/scaffolds to support writing rather than becoming part of the outcome. All chn writing as much as possible to reinforce importance of using books to support progression of handwriting.</p> <p>Teachers to make use of ‘University of Exeter’ resources to support grammar teaching with authentic texts.</p>	<ul style="list-style-type: none"> • Can you remember?... questions. • Probing questioning during teaching and modelling, ensuring active participation – TA to move around classroom and listen to quality of discussion. • TA/Teacher to move around classroom giving feedback on pupil writing; focus on the specific grammatical structures currently teaching. • Avoid overwhelming pupils with feedback on every single error – focus on positives. • Provide opportunities for chn to self/peer assess. TA/Teacher to check in to ensure assessment is accurate. • For those chn who have not completed tasks, check their understanding as task completion may not equate to learning. • If you notice some making mistakes then you can pull a small group/ whole class, if appropriate, to reteach. • Chn to green pen their work to ensure accuracy (focus should be on the grammar at this stage), making relevant adjustments linked to feedback during live marking. Identify misconceptions rather than mistakes.

Writing Lesson Non-negotiables (KS2)

			<ul style="list-style-type: none"> Consolidate learning through misconceptions and low-stake retrieval tasks. Teacher to highlight titles in yellow to show
Collection of vocabulary & planning lesson	<ul style="list-style-type: none"> At the start of each pathway's unit, using the 'NC vocabulary' and the developing vocabulary lists presented, teachers will choose a selection of words and develop student-friendly explanations that capture the essence of the word and how it is typically used. Meanings of the 'NC vocabulary' will be covered in weekly spelling sessions to reinforce understanding. Teachers need to support the understanding of tier 2 and 3 vocabulary e.g fjord (tier 3) Depending on the written task, teacher and pupils will collate vocabulary – chn will offer ideas, teachers can explore engaging synonyms and chn will have a bank of words that they can apply to their writing along with other NC words of their choice. Link weekly RWI spelling focus words to planning to give chn opportunities to practice spellings taught Vocabulary should be organised in a simple spidergram format – chn can group words into nouns, verbs and adjectives promoting grammar knowledge TA to work with vulnerable writers to support vocab task – for chn working at pre-key stage, more emphasis can be placed on pre-key stage vocabulary to support transcription skills. 	<ul style="list-style-type: none"> Red English Book Title 'vocabulary' Separate title for 'planning' Bubble planning template used and stuck in – chn should have easy access to planning so can be stuck in before writing or after writing GDS pupils should be encouraged to plan more independently (spidergram, creating own text boxes, subheadings, word webs, bullet points, images) SEN pupils who may struggle with the typical cognitive load of presenting ideas could plan in a group led by TA. 	<ol style="list-style-type: none"> Understanding the Task and Purpose: Consider the audience: Who will be reading the writing, and how will that influence the style and tone? Get chn discussing in groups. Brainstorming and Idea Generation: Mind mapping with chn: Encourage pupils to offer ideas towards a shared mind map with the central topic in the middle and related ideas branching out. Use bullet points to generate lists of keywords, phrases, and potential ideas related to the writing – get chn to share ideas. Use images, videos, or other stimuli to spark ideas and inspire creative thinking where appropriate. Outlining: For narrative writing, it might be useful to create a storyboard with sequential images to plan the plot and events. If done as a class, assess the chn on their contributions to structure and offering of ideas.

Writing Lesson Non-negotiables (KS2)

	<ul style="list-style-type: none"> Planning for writing should be recorded in a simple graphic organiser (see bubble plan above) Mastery keys should lead the planning focus – additional features could then be prioritised (spellings, vocabulary, conjunctions, cohesive devices, target-related objectives) 		<p>Overall assessment of planning should link to pupils' ability to verbalise their ideas in a cohesive order. Time should be allocated for children to orally rehearse their ideas.</p> <p>Again, task completion should not equate to learning. Check that all children can make sense of their planning.</p>
<p>Writing – Application of grammar feature</p>	<p>When modelling writing, it is good practice to:</p> <p>Talk about the reason, audience and tone of the writing determines its structure, content and features.</p> <p>Focus in on specific concepts to demonstrate composition and effect.</p> <p>Orally rehearse sentences and other language choices, before modelling how to write them down.</p> <p>Re-read your writing, checking for sense.</p> <p>Explain your choices.</p> <p>Model automatic use and checking of basic skills, e.g. sentence demarcation.</p> <p>Make errors and be vulnerable as a writer. Use these as opportunities for teaching.</p> <p>Check and address misconceptions.</p> <p>Model meta-language – how to talk and think about language.</p> <p>Modelling can be a single sentence, a paragraph or a whole text.</p> <p>MASTERY KEY/KEYS should form the bulk of modelling (discussion and writing)</p> <p>Thinking aloud while writing might look like the following:</p>	<ul style="list-style-type: none"> Red English Book Y6 to leave right-hand page blank to edit on opposite side. Teacher to model writing on flipchart paper or if a visualiser is in your classroom, these can also be used to model writing live into a book (indeed these can be really helpful for presentation purposes as children are seeing a direct example of their book layout on screen). It is essential that one or the other method is used to teach writing effectively. Handwriting should be given equal attention 	<ul style="list-style-type: none"> Progressive development of vocabulary, reading and writing skills through the mastery approach. Full coverage of grammar and punctuation for each year group throughout pathways scheme. Clear modelled and shared writing examples through pathways to support assessment. <p>How Teachers Can Assess Effectively Portfolio:</p> <p>Collect a variety of writing pieces throughout the year to provide a comprehensive view of a pupil's development.</p> <p>Understand Criteria:</p> <p>Refer to the specific National Curriculum expectations and the DSAT teacher assessment frameworks for KS1/KS2 writing.</p> <p>Use Exemplification Materials:</p> <p>Refer to standardised pupil writing collections with detailed commentaries to help calibrate judgements and ensure consistency.</p> <p>Regular Feedback and Revision:</p> <p>Provide opportunities for pupils to review their work and make improvements, both independently and through peer assessment.</p> <p>Focus on Quality:</p>

Writing Lesson Non-negotiables (KS2)

	<p><i>I've got to write my first paragraph. How am I going to start? I think it would be good to introduce my character and where they live.</i></p> <p>In Russia, there lived a boy called Kofi.</p> <p><i>Oh, hang on, I need to remember to add expanded noun phrases. How about...</i></p> <p>In Russia, there lived a young, intelligent boy called Kofi.</p> <p><i>But I've not said anything about Russia, maybe I could add another expanded noun phrase?</i></p> <p>In the icy wilderness in Russia, there lived a young, intelligent boy called Kofi.</p> <p><i>Hmmm. I think I've put too much detail in my sentence. It's getting hard to read. I could take one of my adjectives out as I don't need two adjectives for an expanded noun phrase.</i></p> <p>In the icy wilderness in Russia, there lived a young boy called Kofi.</p> <p><i>That's better. Now I need to tell my reader more about Kofi. Should I start with what he likes or what he looks like? I think I'll think about what he likes.</i></p> <p>In the icy wilderness in Russia, there lived a young boy called Kofi. Kofi loved to play games and have fun</p> <p><i>Let's read that again, is it effective? Oh no! I've forgotten my full stop to show the end of my sentence. I've got to fix that before I move on.</i></p>	<p>during modelling – rehearsing current and previous joins.</p> <ul style="list-style-type: none"> • NO PUPIL SHOULD BE WRITING AT LENGTH UNLESS THEY ARE READY. 	<p>Look for writing that demonstrates a strong awareness of the reader and uses cohesive devices to connect ideas effectively within and between paragraphs.</p> <p>Moderation:</p> <p>Ongoing assessments, half-termly moderation using DSAT assessment framework across classes and year groups. External moderation within academy trust (x2).</p>
<p>Editing and Proofreading</p>	<ul style="list-style-type: none"> • It is essential that editing and proofreading are taught as distinct but crucial stages in the writing process, both aimed at improving a text, but with different focuses. • Editing involves revising the content, structure, and overall flow of a piece, while proofreading focuses on identifying and correcting surface-level errors like spellings, basic grammar, and punctuation. • Essentially, editing comes before proofreading, as pupils need to have a solid foundation of content before focusing on the finer details. <p>1) EDITING (driven by mastery key focus)</p> <p>Evaluate Content and Accuracy</p> <p>Review for relevance: Check if every piece of content directly supports the main argument or task.</p> <p>Add missing information or remove irrelevant sections.</p> <p>Verify facts: Ensure all information is accurate and fact-checked.</p> <p>Is the mastery skill effectively applied? How do you know?</p> <p>Restructure for Flow and Clarity</p> <p>Assess the overall structure:</p> <p>Ensure the writing has a logical organisation and that the main idea/s are clearly stated, often in the introduction.</p>	<ul style="list-style-type: none"> • Editing and proofreading evidence will be seen through the use of green pen. • 5/6 pupils will leave opposite page blank to do this. • If editing is a simple removal, change of word or correction of capitalisation or basic transcriptional errors, these can be easily corrected where the errors have been made on the page. 	<ul style="list-style-type: none"> • Although there will be some individualised comments and marking references (spelling, grammar and punctuation), whole class feedback will fuel the editing process where the teacher will identify common strengths and areas for improvement across all pupil work on a particular task (linked predominantly to the mastery key), and then provide this summarised feedback to the entire class in a single lesson. • Pupils then use this shared feedback to revise and improve their own work, rather than receiving too many individual comments in their books. This method reduces teacher workload, fosters class discussion, and empowers students to take responsibility for their learning by

Writing Lesson Non-negotiables (KS2)

	<p>Improve transitions: Use conjunctions and transition words to create smooth links between paragraphs and sentences. Reorganise for flow: Move content to improve its coherence and ensure information is easy to navigate.</p> <p>Enhance Readability and Style Simplify language or improve: Replace jargon and complex words with simpler alternatives to improve understanding or improve clarity with more precise vocabulary. Check for consistency: Maintain a consistent tone, voice, and style throughout the text (GDS)</p> <p>2) PROOFREAD Read aloud: Read your text aloud to catch long or awkward sentences and ensure it flows well. Perform a final check for spelling, punctuation, and grammar mistakes.</p>	<ul style="list-style-type: none"> Confident writers who have mastered the foundations of writing – handwriting, spelling and sentence construction may consider revising complete sentences or redraft whole paragraphs. 	<p>addressing common misconceptions and celebrating successes collectively.</p> <ul style="list-style-type: none"> Regardless of feedback type, editing and proofreading should indicate that errors have been identified and acted upon. Through ‘in the moment’ approaches, all chn should be involved in the editing process and adaptations and support for pupils with barriers to learning or planned for.
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Marking and Feedback

Please refer to marking and feedback policy 24/25.

Spellings

EYFS	In EYFS, RWI programme is introduced through daily lessons focused on learning sounds (phonemes), reading green words (words containing the new sound), and practicing handwriting and spelling. Children are grouped by their phonic ability, participate in structured lessons with partners, and are regularly re-assessed to ensure they progress at their own pace.
Year 1	<p>Key components of RWI spelling in Year 1</p> <p>Phonics Focus: Year 1 spelling is tightly linked to the RWI phonics programme, which introduces sounds (phonemes) in a specific order.</p> <p>Daily Sessions: Children participate in daily spelling sessions as part of their RWI phonics lessons.</p> <p>"Fred Fingers": This technique helps children count the sounds in a word by "squeezing" the sounds as they form their fingers.</p> <p>Red and Orange Words: These are high-frequency words that children need to be able to read and spell.</p> <p>Practice Books: These contain structured activities to practise spellings and build understanding.</p> <p>Log Books: Used to record progress and for home practice, helping to link school and home learning.</p>
Year 2-5	<p>RWI Spelling programme follows a weekly cycle, with each unit involving different activities:</p> <ol style="list-style-type: none"> Rapid Recall: Reviewing spellings from the previous unit. Introduce New Sound/Rule: A new spelling pattern or rule is introduced, often with a short introductory video. Spelling Zone Activity: Engaging activities such as: Dots and Dashes: Identifying the sounds (graphemes) within words.

Writing Lesson Non-negotiables (KS2)

	Four in a Row: A partnered game to spell words correctly in a row. Dictation: Children dictate sentences to a partner and then check them. 4. High-Frequency Words: Practicing common, often tricky words like Red and Orange words from the statutory word-lists. 5. Special Focus Sessions: Addressing specific areas that can cause confusion, such as homophones and contractions.		
Year 6	Trialling new scheme, 'Spelling Shed'.		
RWI spelling tests	Weekly Assessments: Children participate in activities like 'Speed spell tests' to check knowledge of words from previous units and 'Team teach' to assess progress in small groups. Half-Termly Practice Tests: These formal tests are given twice per term to assess spelling progress. End of Year Practice Tests: These comprehensive papers assess all the content taught throughout the year, including special focus words, red/orange words, and homophones. Placement Assessments: Children starting RWI Spelling at later stages or in different year groups take an initial placement assessment.		
Interventions.			
Get Writing	Chn grouped (Red Ditty, Green, Purple, Pink, Orange, Yellow, Blue, Grey) Reception and KS1 follow the Get Writing! RWI scheme, which contains a wide range of writing activities closely linked to the RWI Storybooks and Non-Fiction books. Children's writing is supported at every step from writing simple sentences to extended texts including invitations, letters, descriptive texts and non-fiction texts. Longer composition activities include oral rehearsal and role play so children can develop ideas before they write. Grammar, spelling, and vocabulary activities, which are drawn from the Storybooks texts and matched to the National Curriculum, are integrated to help children reach the higher standards.	Get writing books.	Check boxes throughout the books prompt children to proofread and review their writing helping them to make sustained progress.
Pupils working below the standard of national curriculum assessments	Standard 1: Composition: The pupil can say an appropriate word to complete a sentence when the adult pauses – for example: 'We're going to the... zoo/park/shop/beach' Transcription: The pupil can draw lines or shapes on a small or a large scale – for example: on paper, in the air, or in sand. Standard 2: Composition: The pupil can say a clause to complete a sentence that is said aloud – for example: 'When we went to the beach today... we ate ice cream / I played in the sand / it was hot' Transcription: The pupil can correctly form most of the 10, or more, lower-case letters in Standard 2 of English language comprehension and reading		

Writing Lesson Non-negotiables (KS2)

	<p>identify or write these 10, or more, graphemes on hearing corresponding phonemes.</p> <p>Standard 3: Composition: The pupil can make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences write a caption or short phrase using the graphemes that they already know</p> <p>Transcription: The pupil can correctly form most of the 20, or more, lower-case letters in Standard 3 of English language comprehension and reading identify or write these 20, or more, graphemes on hearing the corresponding phonemes spell words with known graphemes by identifying the phonemes and representing the phonemes with graphemes – for example: in, cat, pot.</p> <p>Standard 4: Composition: The pupil can make up their own sentences and say them aloud, after discussion with the teacher write down one of the sentences that they have rehearsed</p> <p>Transcription: The pupil can: form most lower-case letters correctly identify or write the 40, or more, graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs – for example: frog, hand, see, chop, storm, splash spell a few common exception words – for example: I, the, he, said, of</p>		
Handwriting	Children to be grouped based on level of ability following initial baseline linked to transcription progression. Groups need to be carefully organised – full use of support staff (potential 4 groups in each year). 1-1 where appropriate. Certificates to mark initial progress.	Handwriting books, handwriting paper.	Daily assessment in all writing subjects.
Assessments	Ongoing writing assessments to inform next steps with national curriculum objectives and mastery keys driving assessment.	English Books.	Individual, year group, whole-school and trust moderation of writing. (DSAT TAF)
Missed lessons	Teachers to be aware of those children who have missed lessons and interventions to be put in place when they return to plug gaps.	English Books, worksheets.	Mark in intervention.
Assessment			
RECEPTION	<p>Key Aspects of Reception Writing Assessment</p> <p><i>Meaningful Marks:</i> Children should be able to make marks that have meaning, whether it's a picture or a series of letters that they can explain. Letter Formation: The ability to form recognisable letters, with most being correctly formed, is crucial.</p> <p><i>Phonics:</i> Children should be able to spell words by identifying sounds and representing them with letters.</p> <p><i>Sentence Construction:</i> They should be able to write simple phrases and sentences that others can read.</p> <p><i>Professional Judgment:</i></p>		

Writing Lesson Non-negotiables (KS2)

	<p>Teachers use their professional judgment to interpret children's work, focusing on what the child is attempting to communicate rather than just the final product.</p> <p>How Assessment is Carried Out</p> <p><i>Continuous Observation:</i> Teachers observe and document children's writing throughout their daily activities.</p> <p><i>Informal Moderation:</i> Teachers discuss their assessments with colleagues to ensure consistency and a shared understanding of the expectations.</p> <p><i>Focus on Foundations:</i> The assessment process emphasizes the development of oral composition, handwriting, and spelling as foundational skills.</p> <p><i>Use of the Writing ELG:</i> The statutory Early Learning Goal for writing provides the benchmark for assessing children's progress.</p> <p><i>Beyond the Book:</i> Assessment goes beyond collecting a large number of books; it involves professional dialogue and a continuous journey of understanding and improving teaching and learning.</p>
Get Writing (Y1 and Y2)	<p>Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills.</p> <p>Through 'get writing', teachers will assess pupils' transcriptional skills and how they develop: ability to hold a sentence in dictation, build a sentence, spelling of key vocabulary (red and green words), grammar and accurate demarcation of sentences.</p> <p>In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.</p> <p>Pupils will move onto 'pathways to write' when they have completed the 'get writing' blue books. Pupils need to master the foundations of writing – handwriting, spelling and sentence construction. They should not be expected to write at length before they are ready. Writing beyond 'get writing' will be moderated using the DSAT assessment framework and pupils should meet the end of KS1 end-of-year expectations. Where they don't, appropriate</p>
Pathways to Write	<p>At the start of year 3, pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.</p>

Writing Lesson Non-negotiables (KS2)

	<p>By year 5, pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</p> <p>By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.</p> <p>Writing will be assessed using the DSAT assessment framework sheets for each year group – Year 6 continue to use the local authority TAF for moderation purposes.</p>		
Low-stake quizzes/generative learning strategies	Regular quiz-style questions as part of grammar retrieval practice. Include generative learning strategies (see below) to make grammar knowledge sticky.	English books, verbal, worksheets.	Quick feedback – no cold calling.
Children as scholars			
Journals	<p>Paper copy of Knowledge Organisers to be sent home at the beginning of each unit so that parents are fully informed of what they are learning. Year 5 and 6 to stick knowledge organisers in journals as a form of reference and to keep going back to. Pathways to write mastery keys could be added along with vocabulary.</p> <p>Mixture of supporting notes and stuck-in sheets.</p>	In the small yellow. journals.	N/A
IMPORTANT: Summary of Writing Framework (DFE) July 2025			
<p>1) Writing is complex Writing places significant demands on pupils' working memory so it is vital to teach it in a sequenced way that helps to manage those demands.</p> <p>2) Teach handwriting and spelling in reception Teaching handwriting and spelling (transcription) from the reception year is crucial to ensure that these skills become automatic for children. This will free up their working memory for composition.</p> <p>3) Sentence instruction is essential All writing is made up of sentences. Knowledge of grammar helps pupils to control sentences and convey meaning, but it does not support their writing fluency when taught in isolation.</p> <p>4) Spoken language is as important for writing as for reading Pupils should compose orally while they are developing their transcription skills. This can still be valuable even when they can transcribe fluently.</p>			

Writing Lesson Non-negotiables (KS2)

5) Quality is more important than length

Pupils need to master the foundations of writing – handwriting, spelling and sentence construction. They should not be expected to write at length before they are ready.

6) The reception year is vital

The reception year builds the foundations that support pupils' writing throughout primary school and underpin their future success.

7) Identify pupils who need additional support

It is important to identify the pupils who need additional support with writing as early as possible, from reception onwards. Teachers can then adapt their teaching and make it accessible. This includes giving pupils more time and practice so that they can make good progress.

8) It will take time to tackle all the challenges in teaching writing

Schools should concentrate initially on teaching high-quality transcription and sentence instruction, while gradually developing broader writing skills.

Display

Purposeful Display:

Ensure the wall is relevant to the current text, book, or writing objective and mastery keys.

Interactive and Live:

Children should feel empowered to add to, use, and refer to the wall, making it a dynamic resource.

Show the Process:

Focus on the process of writing, including planning, drafting, and editing, rather than just finished pieces.

Teacher-Led Development:

The wall should demonstrate the progression of skills and their application to longer pieces of writing.

Student-Involvement:

Involve children in the creation and upkeep of the working wall to give them ownership and increase its usefulness.

Writing Lesson Non-negotiables (KS2)

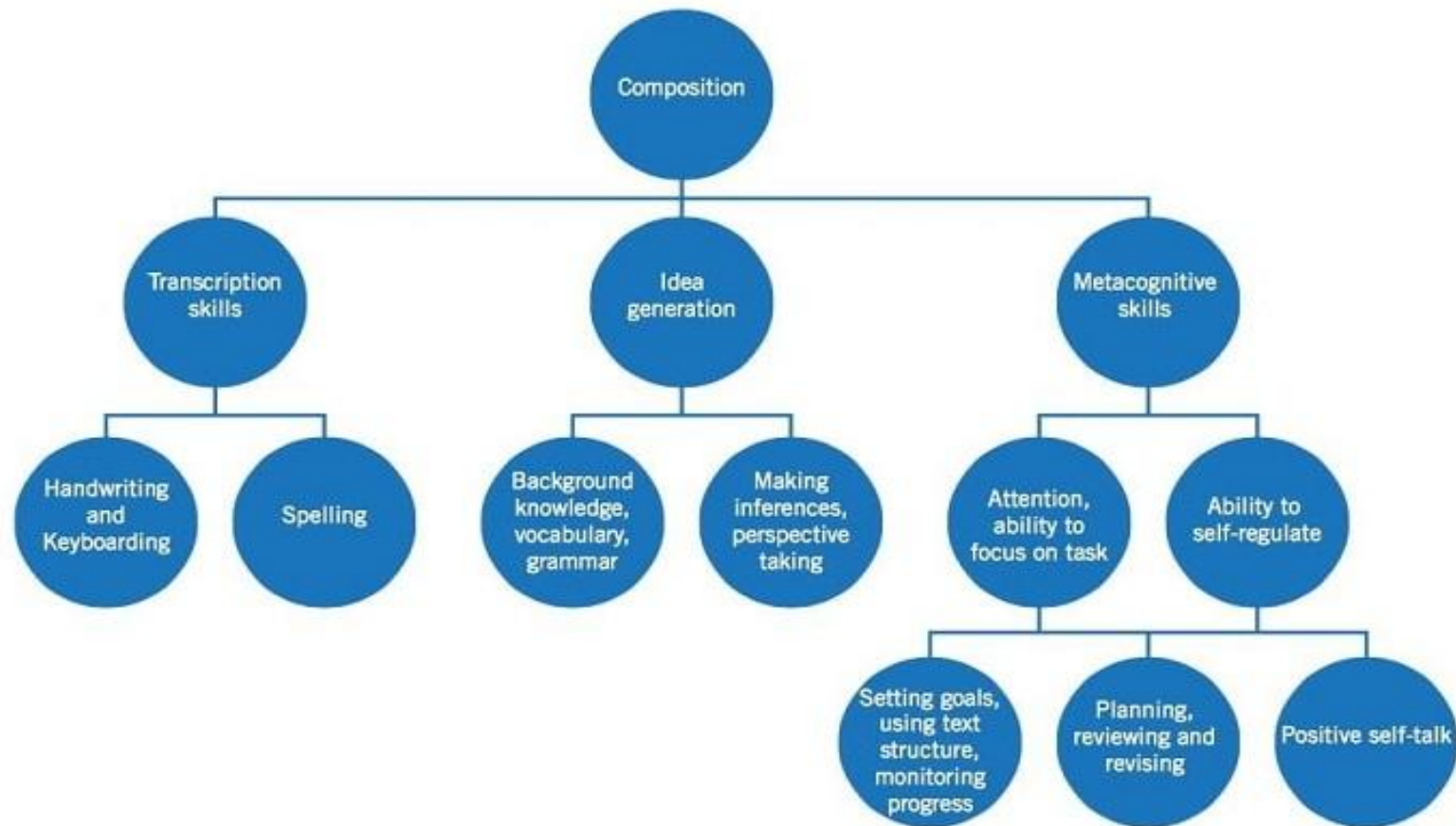
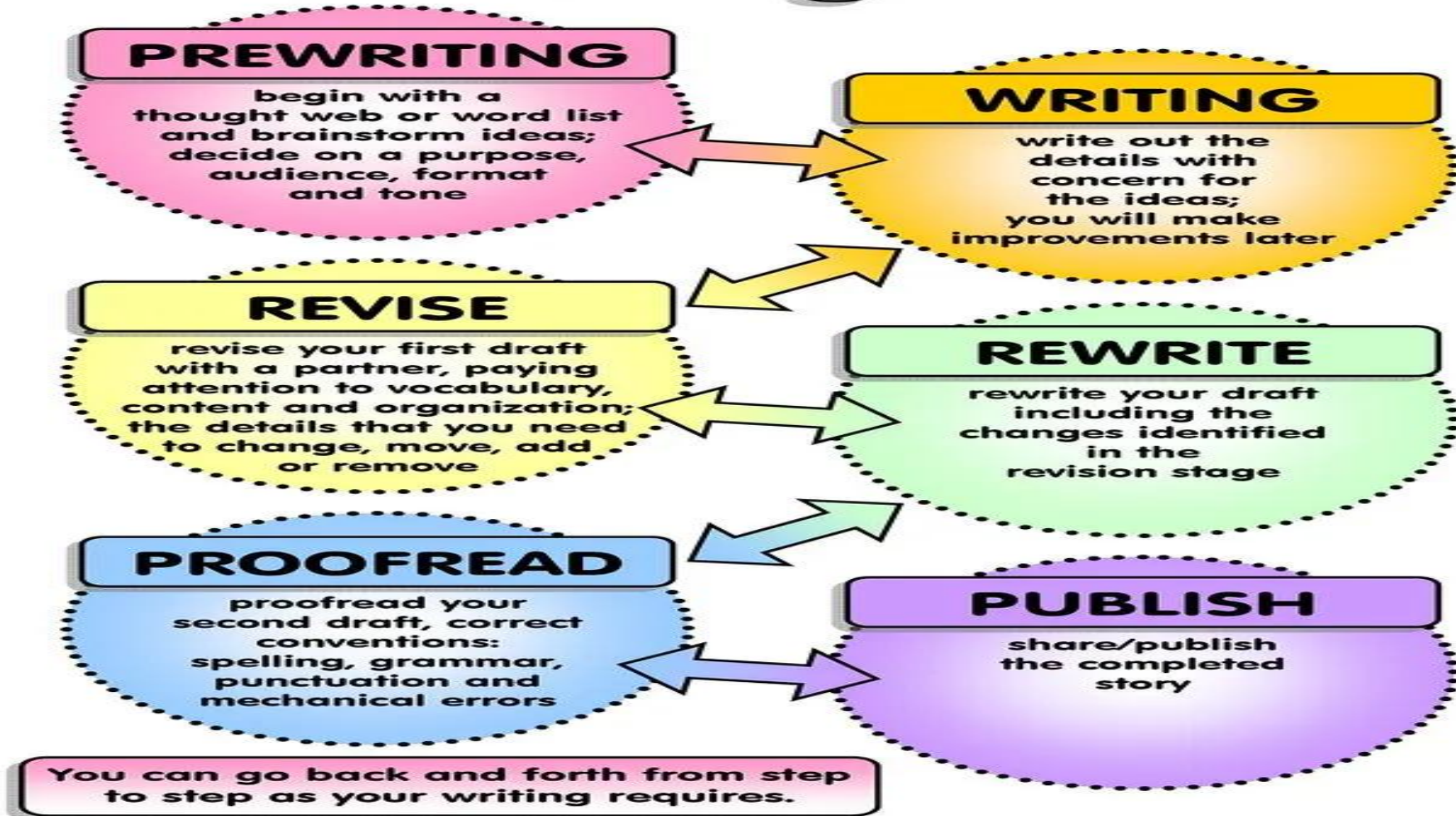


Figure 2. The not-so simple view of writing

The Writing Process



How Students can Maximise their Learning

A Generative Learning Approach



Summarising



Breaking down complex material into easy to read, abridged notes. Summarising Key content.

Mapping



Creating a flow chart, concept map or graphic organiser to explain links with more complex material.

Drawing



Drawing an illustration to compliment a written piece of work, or drawing to explain a set of instructions or connections

Imagining



Creating a mental image for a piece of work, how it will look or happen. Visualising before carrying out the action, physical or mental process.

Self-Testing



Recall and retrieving all you know about a topic, through writing or mapping. Testing through low stakes quizzes.

Self-Explaining



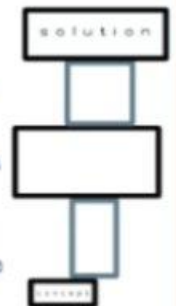
Elaborating (explaining) how and why. Breaking down work with examples or processes that lead to an answer.

Teaching



Teaching or explaining to a peer on their knowledge of a topic. Questioning and guiding, building your own topic knowledge.

Enacting



Using aides/prompts to complete a task. Working through a problem with visual or mental clues to help solve the problem or learn the method.