

Symbol	Strategy	Teacher should:	Pupil should:
	Retrieval Practice	<ul style="list-style-type: none"> ● Circulate the classroom as pupils complete questions. ● Record/note common misconceptions. ● Note pupils to celebrate for speedy recall. 	<ul style="list-style-type: none"> ● Answer questions in silence. ● Try and retrieve the answers from memory ● Do not looking back at notes. ● Self-mark or peer-mark at the end.
	Everybody Reads	<ul style="list-style-type: none"> ● Manage a whole class reading session ● Model reading aloud a sentence or two. ● Call children's names, to indicate that they should read aloud a sentence or two, then switch. ● Define key words as you encounter them. 	<ul style="list-style-type: none"> ● Follow the text with a ruler or finger and 'read along' with the person reading aloud. ● Be ready to read aloud when name is called. ● Ask if you are unsure of the meanings of any words.
	Find the answer.	<ul style="list-style-type: none"> ● Read the question aloud. ● Ask pupils to independently revisit the text, image or data to find the answer. ● Reveal answer and ensure pupils self-mark or correct/edit their answers. 	<ul style="list-style-type: none"> ● Pupils should know this is a straightforward retrieval task, with the answer in text. ● They should reread and to search and find the answer or key information. ● Self-mark or edit incorrect answers.
	Tell The Story	<ul style="list-style-type: none"> ● The teacher should use narrative to reveal a key events or processes. ● This retelling should be performative, exciting, memorable and clearly sequenced. 	<ul style="list-style-type: none"> ● Listen and watch the teacher's story. ● Volunteer to take part in the story as one of the characters. ● Act out the story, repeating the key steps.
	Partner Talk	<ul style="list-style-type: none"> ● Clearly state the question, problem or topic. ● Scan to ensure all pupils actively engage in purposeful talk, with eye contact and turn taking. ● Drop into conversations to correct/question/move on thinking. 	<ul style="list-style-type: none"> ● Turn and face your partner. ● Repeat the question, problem or topic. ● Review key information and vocabulary in the booklet. ● Build on each other's responses
	Analyse the Source	<ul style="list-style-type: none"> ● Display the source on the board. ● Model looking closely/reading carefully ● Think out loud to model making links with your own background knowledge and the booklet. 	<ul style="list-style-type: none"> ● Look closely at the source. ● Annotate it if helpful. ● Link back to information in the booklet and in your own background knowledge
	Disciplinary Thinking	<ul style="list-style-type: none"> ● Clearly read the question and give the pupils a set amount of time to independently answer. ● Explain that pupils will need to justify their response with evidence/reasoning. ● Circulate to spot misconceptions and address. 	<ul style="list-style-type: none"> ● Read the question carefully. ● Use background knowledge to write a full answer, justifying the response. ● Be ready to share the answer you've written. ● Edit and improve answer based on feedback.
	Plot The Data	<ul style="list-style-type: none"> ● Provide pupils with some data which they need to organise graphically. ● Model the first step, or explain/scribe the steps. 	<ul style="list-style-type: none"> ● Look at all of the given data carefully. ● Record it in the set format (e.g. a graph or a timeline).
	Everybody Writes	<ul style="list-style-type: none"> ● Explain to pupils that they need to give a written response. ● May need to model an example, a sentence opening, or jot key words. 	<ul style="list-style-type: none"> ● Pupils should provide a written response to a question. ● This could be a word, full sentence or paragraph ● Use technical vocabulary where possible.
	Redraft	<ul style="list-style-type: none"> ● Display a great example of written work from a pupil, or a common mistake. ● Explain what is great / weak about the answer. ● Ask pupils improve their answer accordingly. 	<ul style="list-style-type: none"> ● Look carefully at the displayed answer. ● Discuss/consider what is great / weak about it. ● Compare to your own answer. ● Edit your own response to improve it.
	Debate It	<ul style="list-style-type: none"> ● Present a 'motion' for pupils to either support or oppose, ● Facilitate either a formal or informal debate. ● Probe and challenge pupils' assertions 	<ul style="list-style-type: none"> ● Pupils should choose to either support or defend. ● Select reasons and evidence from the text and/or their own knowledge ● Respond to challenges from peers.
	This Reminds Me	<ul style="list-style-type: none"> ● Make explicit a link to a previous topic which shares a similar/contrasting theme, concept, person or event. ● Ask pupils to make a link between this topic and something studied in a previous unit of work. 	<ul style="list-style-type: none"> ● Pupils should be encouraged to make links from previous units and share these with the class. ● Pupils should explain how previous learning links. ● They should give reasons for why they think that there are similarities/differences between times.