



Early Career Training Programme

Clinic 4: Thinking hard Participant Workbook (Universal Pack)

**KEEP
GETTING
BETTER**

Name:

Session date:

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Pre-clinic tasks

The following tasks are to be completed before you attend Clinic 4. This should take no longer than 30 minutes to complete.

In Clinic 4, you will read and analyse 3-4 scenarios that consider the following teaching problem across a range of contexts:

How can teachers support all pupils to extend their thinking?

The scenarios will exemplify the four module principles below, demonstrating how teachers can support all pupils to extend their thinking.

Module principle	Description
Plan a knowledge-rich curriculum	In order to think critically, pupils need secure background knowledge. By specifying content meticulously in our curriculum, we can focus on building detailed mental models.
Sequence content so it logically builds	The curriculum best supports pupils to acquire well-connected mental models when content within it is logically sequenced. Sequence content so that it builds according to the logic of the subject matter. Develop understanding by linking new content to what pupils already know and can do.
Use questioning to deepen understanding	Pupils' understanding is strengthened when they are encouraged to explain, discuss and reflect on their thinking. Ask purposeful, open questions that support pupils to deepen and articulate their thinking in lessons.
Scaffold for success	The design of the task should enable all pupils to access it and experience challenge. Where pupils need scaffolds to successfully complete the task, their use should be carefully modelled at an appropriate point. Teachers should plan to remove scaffolding when pupils are ready, so that they experience independent learning.

These module principles are relevant to all teachers and can be applied across all contexts, regardless of phase, subject or setting.

The following two tasks will help you to familiarise yourself with the module principles before you attend the clinic. During the clinic, you will build on this prior knowledge by exploring the module principles in greater depth with the support of your facilitator, before applying these to your own practice.

Task 1

- Read the scenario below.
- Answer the questions, using the module principle as a guide.

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Scenario

Mrs Howells is teaching her year 9 tutor group about healthy relationships in PSHE. Pupils have built on their previous understanding of different types of relationships, including friendships, family and romantic relationships. They have also explored concepts such as boundaries, trust and respect.

Mrs Howells has thought carefully about what pupils already know and how she can help them apply what they have learned by making reasoned judgements about real-life scenarios. She begins the lesson by revisiting key ideas from previous sessions, asking:

“What are some qualities of a healthy relationship?”

Pupils recall terms such as trust, respect, honesty, support and good communication. Mrs Howells lists these on the board, reinforcing the vocabulary and linking back to earlier discussions.

Next, she shares a series of short scenarios for pupils to consider. She reads aloud the first one and shares her thinking, modelling how to use the talk frame:

“Alex’s friend regularly puts him down in front of others, saying it’s just a joke. I’m going to use our discussion frame to help me organise my thoughts. First, I’ll consider if this behaviour is healthy or unhealthy. I think this behaviour is unhealthy because it shows a lack of respect for Alex’s feelings and can damage his confidence and wellbeing. Even if it is called a joke, it crosses boundaries and can make Alex feel uncomfortable or hurt. A healthy relationship would involve treating each other with kindness and respect, especially in front of others. One way to respond could be for Alex to speak to his friend privately and explain how these comments make him feel and to stop making the jokes. If Alex finds it difficult to talk to his friend, he might choose to speak to a trusted adult for advice or support.”

Mrs Howells then introduces further scenarios that require pupils to consider possible actions, such as setting boundaries, seeking support, or helping a friend. She provides a talk frame on the board to support their discussions:

- I think this behaviour is healthy/unhealthy because...
- A healthy relationship would look like...
- One way to respond could be...

Pupils are already familiar with think-pair-share, so Mrs Howells reminds them that they will have time to think first, then discuss in pairs, before sharing their ideas with the class. As she circulates and pupils give their responses, she pushes their thinking by asking to follow-up questions such as “How might this behaviour affect someone’s wellbeing?” and “Why might it feel difficult to respond in this situation?”. Mrs Howells gives pupils some additional thinking time and encouragement to “have a go” at these more challenging questions before asking for a response. To finish the lesson, she brings pupils together to share their reflections and encourages pupils to consider how they might use what they have learned to support themselves and others, both in and out of school.

After reading the scenario, reflect on the following questions and respond, using the table below:

Module Principle	Question(s)	Response
Plan a knowledge-rich curriculum	What is the key knowledge that pupils need to learn?	
Sequence content so it logically builds	Is this knowledge sequenced in a logical way? How?	
Use questioning to deepen understanding	What questions have been asked by the teacher to deepen pupils' thinking?	
Scaffold for success	What scaffolds are used to enable all pupils to access it?	

Task 2

- Take a moment to reflect on the module principles for this clinic.
- Consider a recent lesson you taught where you planned questions and scaffolds to support pupils to think hard about the content they were learning.
- Complete the table, reflecting on your experience.

Example: This is completed example for the first two module principles to support your thinking.

Module principle	Do you feel that you applied this module principle?	If yes , how did this module principle support your practice?	If no , what might you do next time to use this module principle?
Plan a knowledge-rich curriculum	Yes	Having studied the curriculum plan, I knew the key knowledge for the lessons in this unit. This meant that I could make sure pupils regularly retrieved this knowledge as part of Do Now tasks, to help it become more secure.	
Sequence content so it	No		I planned the sequence of content so that new material

Commented [LW2]: @Chloe Wardle This phrase might need tweaking, but I noticed it wasn't changed from a previous clinic template. A note to copy and paste this into the sec and prim workbooks too.

logically builds			would build on previous learning, but I didn't explain this to pupils as I thought it would already be clear. Next time I could begin the lesson by explaining how the new learning will build on what pupils have studied previously, and how they can use what they have learned before to help them in the upcoming lesson.
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Module principle	Do you feel that you applied this module principle? (Y/N)	If yes , how did this module principle support your practice?	If no , what might you do next time to use this module principle?
Plan a knowledge-rich curriculum			
Sequence content so it logically builds			
Use questioning to deepen understanding			
Scaffold for success			

Teaching problem

How can teachers support all pupils to extend their thinking?

Paired discussion

Reflect on your experiences of supporting pupils to think hard.

Questions:

1. Why is it important for pupils to think hard?
2. How can we support pupils to think hard through talk tasks?
3. How can we scaffold challenging tasks so they are accessible for all?

Notes:

What are module principles?

Module principles are the components of an approach that can be applied across all subjects, phases or settings. They serve as a guide for what good practice is likely to look like.

Module principles for extending pupils' thinking and supporting them to think hard.

Module principle	Description
Plan a knowledge-rich curriculum	In order to think critically, pupils need secure background knowledge. By specifying content meticulously in our curriculum, we can focus on building detailed mental models.
Sequence content so it logically builds	The curriculum best supports pupils to acquire well-connected mental models when content within it is logically sequenced. Sequence content so that it builds according to the logic of the subject matter. Develop understanding by linking new content to what pupils already know and can do.
Use questioning to deepen understanding	Pupils' understanding is strengthened when they are encouraged to explain, discuss and reflect on their thinking. Ask purposeful, open questions that support pupils to deepen and articulate their thinking in lessons.

Scaffold for success	The design of the task should enable all pupils to access it and experience challenge. Where pupils need scaffolds to successfully complete the task, their use should be carefully modelled at an appropriate point. Teachers should plan to remove scaffolding when pupils are ready, so that they experience independent learning.
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I do

Scenario

Miss Gibson's year 4 class have been reading 'Charlotte's Web' by E.B. White as their class text. In previous lessons, pupils have explored characterisation and plot, developing their understanding of key vocabulary such as mood, atmosphere and effect. In this lesson, pupils will be analysing the penultimate chapter, where one of the characters (Wilbur) says a sad, final farewell to Charlotte the spider.

When planning, Miss Gibson has thought carefully about the knowledge pupils will need to access and analyse the language used in the text. She has considered how this lesson builds logically on what they have already learned and how it prepares them for future learning. Ultimately, she wants pupils to apply this understanding in their own narrative writing during Literacy lessons, using language choices to create a specific mood and atmosphere.

She begins the lesson by recapping the key vocabulary, which is written on a working wall, and prompts pupils to refer to it in their discussions. After a close read of the chapter, Miss Gibson asks the following question to pupils:

"Talk to your partner. How does this chapter make you feel, why?"

Miss Gibson circulates and summarises a few responses such as sad, tense, relieved and bittersweet, with reasons why. She then explains that they are going to look more closely at how the author has created this mood through their language choices.

She shares the following questions on the board, explaining that they will work through each question in turn, using think-pair-share. She reads each question aloud before pupils discuss it:

- > Which words or phrases make you feel this way? Why do you think the author chose to use this word?
- > How does this final moment connect to what we already know about Charlotte as a character?
- > When Wilbur saves the egg sac, how does the mood change? Which words show this change?
- > How does the atmosphere in this chapter compare to earlier chapters of the book?

After this, she gathers the class back together to zoom in on a specific example. She shows a single line from the text on the board:

"Good-bye!" she whispered.

After this, she poses a question to the whole class.

How might this sentence feel different if the author had used the word 'said' instead of 'whispered'?

By planning this careful sequence of questions, Miss Gibson supports pupils to move beyond their initial emotional response to the text and begin to explain how an author's language choices create mood, building the knowledge and vocabulary they will need for their own narrative writing.

Task: Take notes while the facilitator models how the module principles appear in the first scenario.

Module Principle	Response
Plan a knowledge-rich curriculum	
Sequence content so it logically builds	
Use questioning to deepen understanding	
Scaffold for success	
Other notes:	

We do

There are two 'We do' scenarios. Read and analyse each scenario with the following questions in mind. Use the table below the scenarios to write your response.

1. Where can you see evidence of the module principles in the scenario?
2. What impact do the module principles have on the teacher's actions and practice?

We do – Scenario 1

Mrs Howells is teaching her year 9 tutor group about healthy relationships in PSHE. Pupils have built on their previous understanding of different types of relationships, including friendships, family and romantic relationships. They have also explored concepts such as boundaries, trust and respect.

Mrs Howells has thought carefully about what pupils already know and how she can help them apply what they have learned by making reasoned judgements about real-life scenarios. She begins the lesson by revisiting key ideas from previous sessions, asking:

“What are some qualities of a healthy relationship?”

Pupils recall terms such as trust, respect, honesty, support and good communication. Mrs Howells lists these on the board, reinforcing the vocabulary and linking back to earlier discussions.

Next, she shares a series of short scenarios for pupils to consider. She reads aloud the first one and shares her thinking, modelling how to use the talk frame:

“Alex’s friend regularly puts him down in front of others, saying it’s just a joke. I’m going to use our discussion frame to help me organise my thoughts. First, I’ll consider if this behaviour is healthy or unhealthy. I think this behaviour is unhealthy because it shows a lack of respect for Alex’s feelings and can damage his confidence and wellbeing. Even if it is called a joke, it crosses boundaries and can make Alex feel uncomfortable or hurt. A healthy relationship would involve treating each other with kindness and respect, especially in front of others. One way to respond could be for Alex to speak to his friend privately and explain how these comments make him feel and to stop making the jokes. If Alex finds it difficult to talk to his friend, he might choose to speak to a trusted adult for advice or support.”

Mrs Howells then introduces further scenarios that require pupils to consider possible actions, such as setting boundaries, seeking support, or helping a friend. She provides a talk frame on the board to support their discussions:

- I think this behaviour is healthy/unhealthy because...
- A healthy relationship would look like...
- One way to respond could be...

Pupils are already familiar with think-pair-share, so Mrs Howells reminds them that they will have time to think first, then discuss in pairs, before sharing their ideas with the class. As she circulates and pupils give their responses, she pushes their thinking by asking to follow-up questions such as “How might this behaviour affect someone’s wellbeing?” and “Why might it feel difficult to respond in this situation?”.

Mrs Howells gives pupils some additional thinking time and encouragement to “have a go” at these more challenging questions before asking for a response. To finish the lesson, she brings pupils together to

share their reflections and encourages pupils to consider how they might use what they have learned to support themselves and others, both in and out of school.

We do – Scenario 2

Mr Ayres is teaching his year 6 class about the circulatory system. So far, pupils have revisited the idea that the body needs a 'transport system' and learnt about the function of the heart.

Next lesson, Mr Ayres is going to teach pupils about the function of blood vessels. As he prepares, Mr Ayres thinks about what pupils have already learned, so he can build on their understanding in a logical way, making clear links between lessons. He considers what essential knowledge pupils will need to make sense of how blood vessels work and how they fit into the circulatory system.

He revisits the learning objective for this lesson and identifies the key knowledge pupils will need. To support his explanation and for pupils build a secure understanding, he plans to introduce the key vocabulary, such as artery and vein, alongside a labelled diagram. He decides to display the key vocabulary on the board throughout the lesson, so pupils can refer to it.

Mr Ayres also considers how he can plan questions that deepen pupils' thinking, prompting them to explain their reasoning and make connections between key concepts, for example by comparing the role of arteries and veins. He plans to share the following question and statements in turn:

Check for understanding Are the following statements true or false? Explain why. 'Blood vessels only carry blood to the heart.' 'The blood in most arteries is rich in oxygen.' 'Blood can be red or blue.' Sentence starter "I think this is true/false because..."	Key vocabulary Blood vessel Artery Vein Oxygen Oxygenated Deoxygenated
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Mr Ayres plans to show one statement at a time, giving pupils time to think and respond by writing 'T' or 'F' on their mini whiteboards. This allows him to check understanding across the class and address any misconceptions.

Once pupils have the correct answer, Mr Ayres will model how to explain their reasoning using the sentence starter and key vocabulary on the board. Pupils will then discuss their answer with a partner before sharing with the whole class. This approach gives everyone the chance to share their understanding and practise using the key vocabulary.

When asking pupils to share their responses with the class, he will encourage pupils to use the key vocabulary and sentence starter that are visible on the board. Where pupils need further support to explain their answer, he goes back to the diagram he showed earlier in the lesson, prompting pupils to use it in as evidence in their explanations or to help clarify any misunderstanding. To stretch thinking further, he plans to use follow-up questions, such as:

“Can you build on that answer?”

“Can you link this idea to what we learned about the heart in the last lesson?”

By planning these follow-up questions, Mr Ayres aims to deepen understanding and encourage all pupils to make meaningful connections in their learning.

Analysis		
Module Principle	We do scenario 1	We do scenario 2
Plan a knowledge-rich curriculum		
Sequence content so it logically builds		
Use questioning to deepen understanding		

Scaffold for success		
Other notes:		

Task: share in pairs.

Notes:

Task: share with the group.

Reflect and record: Reflect on the group discussion and record your final thoughts on the 'we do' scenarios.

Notes:

Option A: Non-example

Read and analyse

Mrs Howells is teaching her Year 9 tutor group about healthy relationships in PSHE. Pupils have built on their previous understanding of different types of relationships, including friendships, family and romantic relationships. They have also explored concepts such as boundaries, trust and respect.

Mrs Howells has thought carefully about what pupils already know and how she can help them apply what they have learned by making reasoned judgements about real-life scenarios. She begins the lesson by reading aloud a scenario and shares her thinking:

“Alex’s friend regularly puts him down in front of others, saying it’s just a joke. I’m going to use our discussion frame to help me organise my thoughts. First, I’ll consider if this behaviour is healthy or unhealthy. I think this behaviour is unhealthy because it shows a lack of respect for Alex’s feelings and can damage his confidence and wellbeing. Even if it is called a joke, it crosses boundaries and can make Alex feel uncomfortable or hurt. A healthy relationship would involve treating each other with kindness and respect, especially in front of others. One way to respond could be for Alex to speak to his friend privately and explain how these comments make him feel and to stop making the jokes. If Alex finds it difficult to talk to his friend, he might choose to speak to a trusted adult for advice or support.”

Mrs Howells then introduces further scenarios that require pupils to consider possible actions, such as setting boundaries, seeking support, or helping a friend. She provides a talk frame on the board to support their discussions:

- I think this behaviour is healthy/unhealthy because...
- A healthy relationship would look like...
- One way to respond could be...

Pupils are already familiar with think-pair-share, so he reminds them that they will have time to think first, then discuss in pairs, before sharing their ideas with the class. As he circulates and pupils give their responses, he listens carefully and helps them summarise their thoughts. To finish the lesson, he brings pupils together to share their reflections and encourages pupils to consider how they might use what they have learned to support themselves and others, both in and out of school.

Answer the following questions:

1. Which of the module principles are **not** present in this scenario? (there may be more than one)
 - > Plan a knowledge-rich curriculum
 - > Sequence content so it logically builds
 - > Use questioning to deepen understanding
 - > Scaffold for success

Provide your reasoning for the missing module principle(s):

2. What impact does the missing module principle have on the scenario?

Option B: Practice/Planning task

Task:

1. Identify an upcoming lesson that you are going to teach.
2. Identify the content you want pupils to think hard about.
3. Plan a sequence of questions that logically builds from consolidation to stretching pupils thinking.
4. Consider the scaffolds that pupils might need to access the task and answer the questions.

Module Principle	Prompt questions:
Plan a knowledge-rich curriculum	Have you specified exactly what it is that you want pupils to learn?
Sequence content so it logically builds	Does the content build in a way that is logical for the subject matter? Have you built on pupils' prior knowledge?
Use questioning to deepen understanding	Do the questions get pupils to think about the most important ideas or concepts in the lesson? Do the questions encourage pupils to extend their thinking? Do the questions build in complexity?
Scaffold for success	What do you think are likely barriers to pupils accessing the task? How will you use scaffolding to support all pupils to access the task? How might the scaffolds you use be faded, or removed, over time?

Plan:

Share your planning task with a partner, ask them to provide feedback on the prompt questions.

Module Principle	Prompt questions:
Plan a knowledge-rich curriculum	Have they specified exactly what it is that they want pupils to learn?
Sequence content so it logically builds	Does the content build in a way that is logical for the subject matter? Have they built on prior knowledge?
Use questioning to deepen understanding	Will the questions get the children to think about what you want them to? Do the questions encourage pupils to extend their thinking? Do the questions build in complexity?
Scaffold for success	What do they think are likely barriers to pupils accessing the task? How have they use scaffolding to support all pupils to access the task? How have they considered how the scaffolding might be removed over time?

Feedback notes:

Reflection

- > As you were planning, which of the module principles felt most natural to you? Which principles do you think you are already using to support pupils to think hard?
- > Which of the module principles do you think you are not yet using, or do you find more challenging?
- > What are your next steps in response to this clinic? What or who will support you to achieve these?

Notes:

Option C: I Do 2

Task: Take notes while the facilitator models how the module principles appear in this scenario.

Scenario

Mr Bennett is a teacher in a secondary specialist school, working with a year 8 class with communication needs. Most pupils in his class are supported one-to-one by learning support assistants (LSAs). In mathematics this term, his class have been learning about the properties of 2D shapes, including concepts such as parallel lines and symmetry.

This lesson, Mr Bennett would like pupils to further consolidate their knowledge, as well as deepen their understanding of geometrical reasoning. Mr Bennett knows that reasoning can be a challenge for some of his pupils due to their communication and interaction needs, so he has planned to scaffold the activity to support them to give a reason for their answers.

Mr Bennett begins the lesson with a retrieval activity prompting pupils to review some of the key vocabulary he would like them to use during the lesson, such as 'equal' and 'symmetry'. These words are projected on the board with a visual reminder and available on individual word mats to support pupils.

Prior to beginning the activity, Mr Bennett introduces the word 'reason' and asks pupils if they know what this word means. When no pupil offers an answer Mr Bennett defines 'reason' for pupils, then models how to provide a reason for the following statement:

'A rectangle has two pairs of equal sides.'

He demonstrates using the word 'because' to explain his answer: "I think this is true because a rectangle has two long sides that are the same length, and two short sides that are the same length."

Mr Bennett then leads a whole-class shared example to build pupils' confidence. He provides prompt questions, such as "How do you know?" and "Can you show me with your shapes?" to encourage reasoning.

Mr Bennett also provides a template for pupil responses in order to reduce cognitive load. This template includes a sentence starter (using true/false) and the word 'because'. He asks pupils to work with a partner, or their LSA, to complete an activity where they decide if the statement on the board is true or false and use the template to explain their answer.

Toward the end of the activity, he provides a more challenging statement to pupils:

Statement: Triangles always have a line of symmetry.

Word bank (with visuals): irregular, regular, equal, unequal, symmetry.

Mr Bennett circulates the room. He knows that some pupils may only think to consider one type of triangle (an equilateral) in relation to the statement, so is particularly looking out for this as he listens to their answers. When he sees that this is the case for a couple of pupils, he asks "Is this true for all triangles?" "Are there different types of triangles? How might this change your answer?"

Mr Bennett monitors the class to consider how much more time the pupils need to complete their answers, where some have finished ahead of others, he uses this opportunity to develop their communication skills by asking them to share their answers with each other.

Once Mr Bennett feels that pupils have had enough time to complete the activity, he welcomes pupils to volunteer their answers. To do so, he offers a choice of them reading it aloud themselves, an adult reading it for them, or sharing it with an adult only.

Module Principle	Response
Plan a knowledge-rich curriculum	
Sequence content so it logically builds	
Use questioning to deepen understanding	
Scaffold for success	

Close

Reflection

1. Of the module principles, which do you already use to help you to support pupils to think hard?
2. Which of the module principles will you use more in order to support you to:
 - a. Support pupils to think hard through talk tasks?
 - b. Scaffold challenging tasks so they are accessible for all?

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Appendices (Alternative I do scenarios)

Alternative I do 1

Mr Osman is an English teacher. His year 10 class are mid-way through a unit on poems about identity. In previous lessons, pupils have explored the theme of identity across a range of poems, developing their understanding of structural and literary concepts such as stanza, tone, voice, perspective and imagery.

Mr Osman has considered how this lesson builds logically on what they have already learned and how it prepares them for future learning. In this lesson, pupils will have the opportunity to apply their understanding and analysis to an unseen poem. Ultimately, he wants to prepare pupils to analyse unfamiliar texts with increasing confidence and independence.

Mr Osman has thought carefully about the background knowledge and key vocabulary that pupils need to access and analyse the chosen poem. He begins the lesson by revisiting the key vocabulary, from a word bank in pupils' exercise books, and prompts them to refer to it in their discussions. After reading the poem aloud, Mr Osman puts the following question on the board and models to the class:

“What do you think this poem is about and why do you think that?”

Mr Osman: Let's start by thinking about that this poem is about. I'm going to show you how I might answer this question. Amaan, can you ask me the questions please?

Amaan (pupil): What do you think this poem is about Mr Osman?

Mr Osman: I think the poem is about culture and identity. My first instinct is that the speaker feels conflicted, like they don't quite fit in where they currently are and they miss the culture of their home.

Amaan (pupil): Why do you think that?

Mr Osman: There's a line that says, 'I go between two worlds.' That sounds like they're not sure where they belong. [Turns to the class] Notice how I used evidence from the poem to support my answer. That's what I'd like you to do in your own discussions. Now, I'd like you to turn to your partner and share what you think the poem is about and why. Partner A will ask the question first and Partner B will answer. Then, we'll swap.

After this, Mr Osman presents pupils with a set of questions, along with prompts to support and extend thinking. He asks pupils work through each question in turn to analyse the poem, using pair talk before

whole-class discussion. He reads each question aloud before pupils are given some independent thinking time before discussing it in pairs:

Question	Follow-up prompts
Who is the speaker in this poem?	> How do you know that? > Which words or phrases give you clues or evidence of this?
What message do you think the poet is trying to communicate?	> How do you know that? > How might they feel, and why? > Can you find a word or phrase that supports your idea?
Which words or phrases stand out to you, why?	> What effect do they have on the reader? > How does it link to the theme or title of the poem?
How does the presentation of identity in this poem compare or contrast with the other poems we have read?	> What is similar or different about how identity is explored? > Can you give examples from other poems to support your answer? > Does this poem use similar language devices to one we have already studied? Does it use them to convey the same ideas and attitudes or different ones?

During the discussion, Mr Osman circulates the room. Where pupils need more support, he reminds them of the importance of challenge and error in learning. He then encourages them to read the stanza with her to help them spot key words or phrases, discuss their meaning, and build a fuller answer using evidence from the text. He makes a note of pupils' responses and ideas to draw out during the whole-class feedback.

Alternative I do 2

Miss Jenkins is a reception teacher in a specialist school for pupils with autism. She is working one-to-one with a child called Jaden, who enjoys sensory activities and loves being outdoors in nature. Recently, she has noticed that Jaden has been excitedly spotting signs of spring. Miss Jenkins would like to use this interest to develop recent learning on spatial reasoning and comparison, giving Jaden the opportunity to apply this in a new, meaningful context.

She sets up a small gardening patch in the outdoor area, with a range of tools and a tray of seeds and bulbs. Miss Jenkins then models and encourages Jaden to explore the soil, seeds and bulbs with his hands, noticing the different textures, sizes and shapes.

Miss Jenkins wants Jaden to consider which tool is appropriate for the size of hole needed and use the comparison vocabulary they have been working on (big, bigger, biggest etc.) to explain his choices. To support Jaden in extending his thinking and beginning to offer explanations for why things might happen, she has prepared some scaffolded questions in advance. However, Miss Jenkins is also mindful that Jaden benefits from clear, visual instructions. She provides a simple sequence of photographs (a jig) which helps Jaden understand what he needs to do, in which order and signals when the task is complete. She then introduces her questions gradually, giving Jaden extra time to process and respond. She uses gentle encouragement and positive reinforcement to build his confidence as he explores his choices.

Miss Jenkins: Ok, Jaden. First, you need to choose a seed or bulb to plant.

Jaden: [picks up a seed and shows Miss Jenkins].

Miss Jenkins: What is that?

Jaden: Seed.

Miss Jenkins: Good, you have your seed. What do you need to do next?

Jaden: Make a hole!

Miss Jenkins: That's right, you need to make a hole for your seed. Look at the tools, do you think you need a big tool or a small tool for your seed?

Jaden: Small. [He picks up a small spoon]

Miss Jenkins: That's right Jaden. You used the spoon because it's smaller, just like your seed. Now, what do you need to do next?

Jaden: Put the seed in!

Miss Jenkins: Now, let's try with a bulb [she passes Jaden a bulb]. Uh oh. I don't think the spoon will work this time!

Jaden: Oh no!

Miss Jenkins: Is the bulb bigger or smaller than the seed, Jaden?

Jaden: Bigger

Miss Jenkins: Yes, the bulb is bigger. So, do you think you need a bigger tool or a smaller tool to dig a hole for the bulb?

Jaden: The biggest one! [he picks up a trowel]

Miss Jenkins: Good choice. You chose a trowel. The trowel is bigger than the spoon. Let's see if it makes a bigger hole for your bulb.