

01

Notice the language demand

Start with an authentic subject task. Keep the thinking ambitious.

THE UPCOMING TASK

What must learners understand or decide?

THE LANGUAGE DEMAND

Which terms, relationships or text features help them show that understanding?

ONE ACCESS CHANGE

What instruction, visual, model or rehearsal will you change?

02

Model and rehearse

Make one expert decision visible, then give learners a new case.

THE DECISION TO MODEL

Which clue matters? What alternative will you consider?

THE PARTNER REHEARSAL

What will each partner explain or check?

THE INDEPENDENT CHECK

What new case will show whether learners can transfer the reasoning?

03

Fade the scaffold

Use learner evidence to decide what support can be reduced.

CURRENT SUPPORT

What does the model, frame or organiser help learners do?

THE NEXT REDUCTION

What will remain visible, and what will be removed?

EVIDENCE OF READINESS

What will you look for before reducing support further?

04

Review and share

Compare accuracy, clarity and independence. Agree one next step.

EVIDENCE COLLECTED

Use anonymised work. Note the task and support used.

WHAT CHANGED

What improved in subject accuracy, language clarity or independence?

NEXT ADJUSTMENT AND REVIEW DATE

What will you keep, change or stop? Who will review the trial with you?