



THINK, PAIR AND BUILD ON THE EVIDENCE

Scaffold the start. Grow the response.



THE IDEA

Use pair talk to improve a claim with relevant evidence rather than simply agreeing on an answer.



IN THE CLASSROOM

Choose a question, a plausible claim and several possible evidence items.

ACROSS SUBJECTS

Maths: cite a worked value or counterexample. Humanities: identify a source detail and explain its relevance.

HOW TO USE IT

1



Use pair talk to improve a claim with relevant evidence rather than simply agreeing on an answer.

2



Select evidence that answers this question, not merely an interesting detail.

3



Name the source, value or quotation precisely.

4



Explain how the selected evidence supports or challenges the claim.

THINK, PAIR AND BUILD ON THE EVIDENCE

Claim: the liquid warmed. Evidence: the reading increased from 20 °C to 28 °C. Link: the later reading is 8 °C higher. The colour of the beaker does not support this claim.



WHY IT WORKS

Makes the language choices of a response visible before independent writing.



EAL UPGRADE

Remove the evidence shortlist; learners locate their own relevant item.



TRY IT TOMORROW

Offer a second claim and ask which evidence belongs with it and why.



TEACHER LANGUAGE

"Which detail supports this claim, and how?"