

Picture → Word → Sentence

Help learners turn a visible observation into a precise subject sentence.

3 min preparation | Science, Maths and Humanities

Before the lesson

Choose a clear diagram or image that supports one learning goal. Select a few useful nouns and verbs, rather than a long word list.

Teach it in four steps

1. Picture: learners look quietly and point to one feature they can actually see.
2. Word: connect useful nouns and verbs to the feature; distinguish observation from inference.
3. Sentence: model one accurate sentence and let pairs build a different one.
4. Return to the image: check each noun, direction and relationship against the visual.

Science: a force diagram

Picture: a box with a 10 N upward arrow and a 10 N downward arrow. Words: upward, downward, equal, resultant. Sentence: "The forces are equal and opposite, so the resultant force is zero."

Teacher: "Which part of the diagram supports your sentence? Can we tell from these arrows alone whether the box is moving?"

Check understanding

Change one arrow to 15 N. Ask for a new sentence identifying a 5 N upward resultant force. Check whether learners adapt the meaning rather than copy the model.

Fade the support

Reduce the word bank, then ask learners to select and explain their own useful words before writing.

Adapt it across subjects

Geography: describe a visible distribution on a map before suggesting an explanation.

Maths: turn a graph feature into a sentence about a trend, with units and interval.

Adjust the language support

A1-A2 access: keep the subject goal; use visuals, a small word bank, pointing or drawing and partner rehearsal. Use a home language to establish meaning where helpful.

B1-B2 extension: ask for fuller explanations, precise subject vocabulary and qualifications. Reduce sentence openings when learners can organise the response independently.

These are starting points, not placement rules. Judge support from the learner's response to this task; proficiency can differ across skills.