

SPEAKING | 01 OF 100

3 MIN | SOLO -> PAIRS

Think-Pair-Report



Think-Pair-Report is a speaking routine built around a new question. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a new question | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Give everyone quiet thinking time and a prompt that requires a reason, example or evidence. Offer a short sentence stem if useful.
- 2 Learners rehearse in pairs or a small group. Each listener must build on, question or summarise the previous idea before adding another.
- 3 Invite a report from any group member and check that all voices contributed before the report.

TRY IT IN THIS SUBJECT

History Pairs discuss two interpretations of a source. Each speaker supports a view with a quotation and responds to a partner's evidence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 02 OF 100

5 MIN | PAIRS

Describe and Draw



Describe and Draw is a speaking routine built around a simple diagram. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a simple diagram | 5 min | Pairs

HOW TO RUN IT

- 1 Give partners different but complementary information, keeping each sheet private. Set a shared outcome they can reach only by talking.
- 2 Partner A describes their information; Partner B asks for clarification and records it. Swap roles, then combine the information.
- 3 Check the joint answer against both sources and ask which question helped resolve uncertainty.

TRY IT IN THIS SUBJECT

Geography Learners present a map observation, point to the relevant feature and answer a partner's follow-up question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 03 OF 100

7 MIN | PAIRS

Explain One Graph Point



Explain One Graph Point is a speaking routine built around a graph with a clear feature. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Explanation

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a graph with a clear feature | 7 min | Pairs

HOW TO RUN IT

- 1 Give learners a diagram, worked example or procedure and model how to narrate one step clearly.
- 2 One learner explains while a partner tracks the steps, points to evidence and asks for clarification. Swap roles.
- 3 Ask the listener to restate the process; compare the retelling with the visual or worked example.

TRY IT IN THIS SUBJECT

English Partners rehearse an interpretation of a character. The listener asks for a quotation, then the speaker refines the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 04 OF 100

9 MIN | SOLO -> PAIRS

Because-But-So Round



Because-But-So Round is a speaking routine built around a unit concept. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a unit concept | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

PE One learner gives a movement instruction with precise verbs; the partner follows it and says which word made the action clear.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 05 OF 100

11 MIN | PAIRS

Teach One Step



Teach One Step is a speaking routine built around a worked process. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a worked process | 11 min | Pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

Science Partners explain a labelled process diagram. The listener asks which detail supports each step, then retells the sequence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 06 OF 100

3 MIN | PAIRS

Ask for Evidence



Ask for Evidence is a speaking routine built around a partner claim. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a partner claim | 3 min | Pairs

HOW TO RUN IT

- 1 Prepare a topic prompt and two open questions. Model a follow-up question that asks for a reason or example.
- 2 Partners take interviewer and speaker roles, listen closely and ask a follow-up. Swap roles halfway through.
- 3 Each interviewer reports the partner's idea accurately, using one detail from the response.

TRY IT IN THIS SUBJECT

Mathematics One learner explains a solution while a partner asks why each operation is needed; they switch roles on a new problem.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 07 OF 100

5 MIN | SOLO -> PAIRS

Two-Minute Expert



Two-Minute Expert is a speaking routine built around a familiar topic term. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Presentation

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a familiar topic term | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Give each group a different short source, example or part of a problem. Assign an expert role and a note frame.
- 2 Experts agree the key information, then teach it to a mixed group. Listeners ask one clarification question and record the explanation.
- 3 Each learner gives a short synthesis using at least two contributions from the group.

TRY IT IN THIS SUBJECT

History Pairs discuss two interpretations of a source. Each speaker supports a view with a quotation and responds to a partner's evidence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 08 OF 100

7 MIN | PAIRS

Gallery Walk: Notice and Explain



Gallery Walk: Notice and Explain is a speaking routine built around four examples or viewpoints displayed around the room. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Explanation

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need four examples or viewpoints displayed around the room | 7 min | Pairs

HOW TO RUN IT

- 1 Place a prompt, image or data display at each station. Give learners a short speaking goal and a phrase for adding evidence.
- 2 Pairs rotate, take turns explaining one observation and asking a follow-up question. Change speaker at every station.
- 3 Ask each learner to report one idea they heard from a partner and the evidence that supported it.

TRY IT IN THIS SUBJECT

Geography Learners present a map observation, point to the relevant feature and answer a partner's follow-up question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 09 OF 100

9 MIN | PAIRS

Rehearse a Definition



Rehearse a Definition is a speaking routine built around a current vocabulary word. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Rehearsal and fluency

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a current vocabulary word | 9 min | Pairs

HOW TO RUN IT

- 1 Give everyone quiet thinking time and a prompt that requires a reason, example or evidence. Offer a short sentence stem if useful.
- 2 Learners rehearse in pairs or a small group. Each listener must build on, question or summarise the previous idea before adding another.
- 3 Invite a report from any group member and check that all voices contributed before the report.

TRY IT IN THIS SUBJECT

English Partners rehearse an interpretation of a character. The listener asks for a quotation, then the speaker refines the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 10 OF 100

11 MIN | SOLO -> PAIRS

Question Stem Swap



Question Stem Swap is a speaking routine built around a short explanation. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a short explanation | 11 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a topic prompt and two open questions. Model a follow-up question that asks for a reason or example.
- 2 Partners take interviewer and speaker roles, listen closely and ask a follow-up. Swap roles halfway through.
- 3 Each interviewer reports the partner's idea accurately, using one detail from the response.

TRY IT IN THIS SUBJECT

PE One learner gives a movement instruction with precise verbs; the partner follows it and says which word made the action clear.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 11 OF 100

3 MIN | PAIRS

Silent Think, Paired Talk



Silent Think, Paired Talk is a speaking routine built around a challenging prompt. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Presentation

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a challenging prompt | 3 min | Pairs

HOW TO RUN IT

- 1 Give everyone quiet thinking time and a prompt that requires a reason, example or evidence. Offer a short sentence stem if useful.
- 2 Learners rehearse in pairs or a small group. Each listener must build on, question or summarise the previous idea before adding another.
- 3 Invite a report from any group member and check that all voices contributed before the report.

TRY IT IN THIS SUBJECT

Science Partners explain a labelled process diagram. The listener asks which detail supports each step, then retells the sequence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 12 OF 100

5 MIN | PAIRS

Build a Shared Explanation



Build a Shared Explanation is a speaking routine built around a process with four steps. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a process with four steps | 5 min | Pairs

HOW TO RUN IT

- 1 Give everyone quiet thinking time and a prompt that requires a reason, example or evidence. Offer a short sentence stem if useful.
- 2 Learners rehearse in pairs or a small group. Each listener must build on, question or summarise the previous idea before adding another.
- 3 Invite a report from any group member and check that all voices contributed before the report.

TRY IT IN THIS SUBJECT

Mathematics One learner explains a solution while a partner asks why each operation is needed; they switch roles on a new problem.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 13 OF 100

7 MIN | SOLO -> PAIRS

Mini Debate with Evidence



Mini Debate with Evidence is a speaking routine built around a debatable claim. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a debatable claim | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Present a debatable question and give learners time to prepare one claim and one piece of evidence. Provide respectful response stems.
- 2 Pairs state a view, listen without interrupting, then respond to the evidence rather than the speaker. Switch positions or roles.
- 3 Learners summarise the strongest opposing point before stating whether their own view changed.

TRY IT IN THIS SUBJECT

History Pairs discuss two interpretations of a source. Each speaker supports a view with a quotation and responds to a partner's evidence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 14 OF 100

9 MIN | PAIRS

Clarify and Confirm



Clarify and Confirm is a speaking routine built around a set of task instructions. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a set of task instructions | 9 min | Pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

Geography Learners present a map observation, point to the relevant feature and answer a partner's follow-up question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 15 OF 100

11 MIN | PAIRS

Partner Retell



Partner Retell is a speaking routine built around a short teacher explanation. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a short teacher explanation | 11 min | Pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

English Partners rehearse an interpretation of a character. The listener asks for a quotation, then the speaker refines the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 16 OF 100

3 MIN | SOLO -> PAIRS

Say It with a Connector



Say It with a Connector is a speaking routine built around two related ideas. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need two related ideas | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

PE One learner gives a movement instruction with precise verbs; the partner follows it and says which word made the action clear.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 17 OF 100

5 MIN | PAIRS

Spot the Difference



Spot the Difference is a speaking routine built around two similar models. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need two similar models | 5 min | Pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

Science Partners explain a labelled process diagram. The listener asks which detail supports each step, then retells the sequence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 18 OF 100

7 MIN | PAIRS

Choose a Method Aloud



Choose a Method Aloud is a speaking routine built around two ways to solve a problem. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need two ways to solve a problem | 7 min | Pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

Mathematics One learner explains a solution while a partner asks why each operation is needed; they switch roles on a new problem.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 19 OF 100

9 MIN | SOLO -> PAIRS

Explain a Diagram in Turns



Explain a Diagram in Turns is a speaking routine built around one process diagram. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need one process diagram | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Give everyone quiet thinking time and a prompt that requires a reason, example or evidence. Offer a short sentence stem if useful.
- 2 Learners rehearse in pairs or a small group. Each listener must build on, question or summarise the previous idea before adding another.
- 3 Invite a report from any group member and check that all voices contributed before the report.

TRY IT IN THIS SUBJECT

History Pairs discuss two interpretations of a source. Each speaker supports a view with a quotation and responds to a partner's evidence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 20 OF 100

11 MIN | PAIRS

Ask Three Follow-Ups



Ask Three Follow-Ups is a speaking routine built around a partner's answer. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a partner's answer | 11 min | Pairs

HOW TO RUN IT

- 1 Prepare a topic prompt and two open questions. Model a follow-up question that asks for a reason or example.
- 2 Partners take interviewer and speaker roles, listen closely and ask a follow-up. Swap roles halfway through.
- 3 Each interviewer reports the partner's idea accurately, using one detail from the response.

TRY IT IN THIS SUBJECT

Geography Learners present a map observation, point to the relevant feature and answer a partner's follow-up question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 21 OF 100

3 MIN | PAIRS

One Word, One Example



One Word, One Example is a speaking routine built around a technical term. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a technical term | 3 min | Pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

English Partners rehearse an interpretation of a character. The listener asks for a quotation, then the speaker refines the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 22 OF 100

5 MIN | SOLO -> PAIRS

Listen, Paraphrase, Extend



Listen, Paraphrase, Extend is a speaking routine built around a peer idea. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a peer idea | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

PE One learner gives a movement instruction with precise verbs; the partner follows it and says which word made the action clear.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

Make a Prediction Together

7 min · Pairs

Prepare

a new scenario

Teaching sequence

1. Give each learner private time to predict from the same evidence.
2. Partners state predictions with a reason, then compare assumptions or conditions.
3. Agree a joint prediction with a stated condition; each learner explains it independently.

Worked example

Partners inspect a force diagram and predict how changing the forward force could affect acceleration. They state that mass and the opposing force are held constant.

Teacher prompt

Where do your predictions agree, and what condition must stay the same?

Scaffold the language. Preserve the thinking.

SPEAKING | 24 OF 100

9 MIN | PAIRS

Role Cards: Scientist and Reporter



Role Cards: Scientist and Reporter is a speaking routine built around an investigation result. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need an investigation result | 9 min | Pairs

HOW TO RUN IT

- 1 Give everyone quiet thinking time and a prompt that requires a reason, example or evidence. Offer a short sentence stem if useful.
- 2 Learners rehearse in pairs or a small group. Each listener must build on, question or summarise the previous idea before adding another.
- 3 Invite a report from any group member and check that all voices contributed before the report.

TRY IT IN THIS SUBJECT

Mathematics One learner explains a solution while a partner asks why each operation is needed; they switch roles on a new problem.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 25 OF 100

11 MIN | SOLO -> PAIRS

Role Cards: Historian and Curator



Role Cards: Historian and Curator is a speaking routine built around a historical source. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a historical source | 11 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

History Pairs discuss two interpretations of a source. Each speaker supports a view with a quotation and responds to a partner's evidence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 26 OF 100

3 MIN | PAIRS

Role Cards: Coach and Analyst



Role Cards: Coach and Analyst is a speaking routine built around a sports data set. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a sports data set | 3 min | Pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

Geography Learners present a map observation, point to the relevant feature and answer a partner's follow-up question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 27 OF 100

5 MIN | PAIRS

Evidence Line-Up



Evidence Line-Up is a speaking routine built around four claims about a topic. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Presentation

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need four claims about a topic | 5 min | Pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

English Partners rehearse an interpretation of a character. The listener asks for a quotation, then the speaker refines the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 28 OF 100

7 MIN | SOLO -> PAIRS

Rank and Defend



Rank and Defend is a speaking routine built around three solution methods. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need three solution methods | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

PE One learner gives a movement instruction with precise verbs; the partner follows it and says which word made the action clear.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 29 OF 100

9 MIN | PAIRS

Explain It to a New Learner



Explain It to a New Learner is a speaking routine built around a unit concept. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a unit concept | 9 min | Pairs

HOW TO RUN IT

- 1 Give learners a diagram, worked example or procedure and model how to narrate one step clearly.
- 2 One learner explains while a partner tracks the steps, points to evidence and asks for clarification. Swap roles.
- 3 Ask the listener to restate the process; compare the retelling with the visual or worked example.

TRY IT IN THIS SUBJECT

Science Partners explain a labelled process diagram. The listener asks which detail supports each step, then retells the sequence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

Explain, Follow Up and Switch Roles

speaking-30 | 11 min | Pairs

Teaching purpose

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

The activity

Use two different responses for a two-minute partner exchange. Speaker A explains; Speaker B asks one follow-up, then both switch roles.

Teaching sequence

1. Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
2. Pairs take turns speaking and listening, using a follow-up question to develop the idea.
3. Ask each learner to report or extend an idea using a reason, example or piece of evidence.

Subject example: Mathematics

One learner explains a solution while a partner asks why each operation is needed; they switch roles on a new problem.

Teacher prompt

What reason or evidence would help your partner follow that idea?

SPEAKING | 31 OF 100

3 MIN | SOLO -> PAIRS

Micro Presentation



Micro Presentation is a speaking routine built around one labelled model. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Presentation

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need one labelled model | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

History Pairs discuss two interpretations of a source. Each speaker supports a view with a quotation and responds to a partner's evidence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 32 OF 100

5 MIN | PAIRS

Information Gap Map



Information Gap Map is a speaking routine built around two incomplete maps. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need two incomplete maps | 5 min | Pairs

HOW TO RUN IT

- 1 Give partners different but complementary information, keeping each sheet private. Set a shared outcome they can reach only by talking.
- 2 Partner A describes their information; Partner B asks for clarification and records it. Swap roles, then combine the information.
- 3 Check the joint answer against both sources and ask which question helped resolve uncertainty.

TRY IT IN THIS SUBJECT

Geography Learners present a map observation, point to the relevant feature and answer a partner's follow-up question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 33 OF 100

7 MIN | PAIRS

Question Carousel



Question Carousel is a speaking routine built around four displayed prompts. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need four displayed prompts | 7 min | Pairs

HOW TO RUN IT

- 1 Place a prompt, image or data display at each station. Give learners a short speaking goal and a phrase for adding evidence.
- 2 Pairs rotate, take turns explaining one observation and asking a follow-up question. Change speaker at every station.
- 3 Ask each learner to report one idea they heard from a partner and the evidence that supported it.

TRY IT IN THIS SUBJECT

English Partners rehearse an interpretation of a character. The listener asks for a quotation, then the speaker refines the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 34 OF 100

9 MIN | SOLO -> PAIRS

Take a Position and Move



Take a Position and Move is a speaking routine built around a statement with two sides. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a statement with two sides | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Present a debatable question and give learners time to prepare one claim and one piece of evidence. Provide respectful response stems.
- 2 Pairs state a view, listen without interrupting, then respond to the evidence rather than the speaker. Switch positions or roles.
- 3 Learners summarise the strongest opposing point before stating whether their own view changed.

TRY IT IN THIS SUBJECT

PE One learner gives a movement instruction with precise verbs; the partner follows it and says which word made the action clear.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 35 OF 100

11 MIN | PAIRS

One-Minute Summary



One-Minute Summary is a speaking routine built around today's learning. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Presentation

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need today's learning | 11 min | Pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

Science Partners explain a labelled process diagram. The listener asks which detail supports each step, then retells the sequence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 36 OF 100

3 MIN | PAIRS

Explain the Error Kindly



Explain the Error Kindly is a speaking routine built around an incorrect worked example. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need an incorrect worked example | 3 min | Pairs

HOW TO RUN IT

- 1 Give learners a diagram, worked example or procedure and model how to narrate one step clearly.
- 2 One learner explains while a partner tracks the steps, points to evidence and asks for clarification. Swap roles.
- 3 Ask the listener to restate the process; compare the retelling with the visual or worked example.

TRY IT IN THIS SUBJECT

Mathematics One learner explains a solution while a partner asks why each operation is needed; they switch roles on a new problem.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 37 OF 100

5 MIN | SOLO -> PAIRS

Use a Precise Comparison



Use a Precise Comparison is a speaking routine built around two cases. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need two cases | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

History Pairs discuss two interpretations of a source. Each speaker supports a view with a quotation and responds to a partner's evidence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 38 OF 100

7 MIN | PAIRS

Ask before You Tell



Ask before You Tell is a speaking routine built around an unfamiliar object. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need an unfamiliar object | 7 min | Pairs

HOW TO RUN IT

- 1 Prepare a topic prompt and two open questions. Model a follow-up question that asks for a reason or example.
- 2 Partners take interviewer and speaker roles, listen closely and ask a follow-up. Swap roles halfway through.
- 3 Each interviewer reports the partner's idea accurately, using one detail from the response.

TRY IT IN THIS SUBJECT

Geography Learners present a map observation, point to the relevant feature and answer a partner's follow-up question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 39 OF 100

9 MIN | PAIRS

Paired Problem Solving



Paired Problem Solving is a speaking routine built around a multi-step task. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Questioning

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a multi-step task | 9 min | Pairs

HOW TO RUN IT

- 1 Give everyone quiet thinking time and a prompt that requires a reason, example or evidence. Offer a short sentence stem if useful.
- 2 Learners rehearse in pairs or a small group. Each listener must build on, question or summarise the previous idea before adding another.
- 3 Invite a report from any group member and check that all voices contributed before the report.

TRY IT IN THIS SUBJECT

English Partners rehearse an interpretation of a character. The listener asks for a quotation, then the speaker refines the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 40 OF 100

11 MIN | SOLO -> PAIRS

Student-Led Retrieval



Student-Led Retrieval is a speaking routine built around last lesson's vocabulary. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need last lesson's vocabulary | 11 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

PE One learner gives a movement instruction with precise verbs; the partner follows it and says which word made the action clear.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 41 OF 100

3 MIN | PAIRS

Add a Counterexample



Add a Counterexample is a speaking routine built around a broad rule. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a broad rule | 3 min | Pairs

HOW TO RUN IT

- 1 Present a debatable question and give learners time to prepare one claim and one piece of evidence. Provide respectful response stems.
- 2 Pairs state a view, listen without interrupting, then respond to the evidence rather than the speaker. Switch positions or roles.
- 3 Learners summarise the strongest opposing point before stating whether their own view changed.

TRY IT IN THIS SUBJECT

Science Partners explain a labelled process diagram. The listener asks which detail supports each step, then retells the sequence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 42 OF 100

5 MIN | PAIRS

Say What the Evidence Shows



Say What the Evidence Shows is a speaking routine built around a short data set. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a short data set | 5 min | Pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

Mathematics One learner explains a solution while a partner asks why each operation is needed; they switch roles on a new problem.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 43 OF 100

7 MIN | SOLO -> PAIRS

Speak from a Picture



Speak from a Picture is a speaking routine built around a subject image. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Presentation

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a subject image | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

History Pairs discuss two interpretations of a source. Each speaker supports a view with a quotation and responds to a partner's evidence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 44 OF 100

9 MIN | PAIRS

Make a Case in Three Turns



Make a Case in Three Turns is a speaking routine built around a claim, evidence and reason. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a claim, evidence and reason | 9 min | Pairs

HOW TO RUN IT

- 1 Give everyone quiet thinking time and a prompt that requires a reason, example or evidence. Offer a short sentence stem if useful.
- 2 Learners rehearse in pairs or a small group. Each listener must build on, question or summarise the previous idea before adding another.
- 3 Invite a report from any group member and check that all voices contributed before the report.

TRY IT IN THIS SUBJECT

Geography Learners present a map observation, point to the relevant feature and answer a partner's follow-up question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 45 OF 100

11 MIN | PAIRS

Pass the Question



Pass the Question is a speaking routine built around one open question. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need one open question | 11 min | Pairs

HOW TO RUN IT

- 1 Prepare a topic prompt and two open questions. Model a follow-up question that asks for a reason or example.
- 2 Partners take interviewer and speaker roles, listen closely and ask a follow-up. Swap roles halfway through.
- 3 Each interviewer reports the partner's idea accurately, using one detail from the response.

TRY IT IN THIS SUBJECT

English Partners rehearse an interpretation of a character. The listener asks for a quotation, then the speaker refines the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 46 OF 100

3 MIN | SOLO -> PAIRS

Teach Back and Check



Teach Back and Check is a speaking routine built around a short routine. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a short routine | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a diagram, worked example or procedure and model how to narrate one step clearly.
- 2 One learner explains while a partner tracks the steps, points to evidence and asks for clarification. Swap roles.
- 3 Ask the listener to restate the process; compare the retelling with the visual or worked example.

TRY IT IN THIS SUBJECT

PE One learner gives a movement instruction with precise verbs; the partner follows it and says which word made the action clear.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 47 OF 100

5 MIN | PAIRS

Agree a Definition



Agree a Definition is a speaking routine built around two example cases. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Presentation

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need two example cases | 5 min | Pairs

HOW TO RUN IT

- 1 Present a debatable question and give learners time to prepare one claim and one piece of evidence. Provide respectful response stems.
- 2 Pairs state a view, listen without interrupting, then respond to the evidence rather than the speaker. Switch positions or roles.
- 3 Learners summarise the strongest opposing point before stating whether their own view changed.

TRY IT IN THIS SUBJECT

Science Partners explain a labelled process diagram. The listener asks which detail supports each step, then retells the sequence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 48 OF 100

7 MIN | PAIRS

Use Wait Time and Return



Use Wait Time and Return is a speaking routine built around a question with thinking time. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a question with thinking time | 7 min | Pairs

HOW TO RUN IT

- 1 Give everyone quiet thinking time and a prompt that requires a reason, example or evidence. Offer a short sentence stem if useful.
- 2 Learners rehearse in pairs or a small group. Each listener must build on, question or summarise the previous idea before adding another.
- 3 Invite a report from any group member and check that all voices contributed before the report.

TRY IT IN THIS SUBJECT

Mathematics One learner explains a solution while a partner asks why each operation is needed; they switch roles on a new problem.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 49 OF 100

9 MIN | SOLO -> PAIRS

Explain a Choice of Evidence



Explain a Choice of Evidence is a speaking routine built around three possible sources. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need three possible sources | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a diagram, worked example or procedure and model how to narrate one step clearly.
- 2 One learner explains while a partner tracks the steps, points to evidence and asks for clarification. Swap roles.
- 3 Ask the listener to restate the process; compare the retelling with the visual or worked example.

TRY IT IN THIS SUBJECT

History Pairs discuss two interpretations of a source. Each speaker supports a view with a quotation and responds to a partner's evidence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 50 OF 100

11 MIN | PAIRS

Interview a Character



Interview a Character is a speaking routine built around a topic or historical figure. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a topic or historical figure | 11 min | Pairs

HOW TO RUN IT

- 1 Prepare a topic prompt and two open questions. Model a follow-up question that asks for a reason or example.
- 2 Partners take interviewer and speaker roles, listen closely and ask a follow-up. Swap roles halfway through.
- 3 Each interviewer reports the partner's idea accurately, using one detail from the response.

TRY IT IN THIS SUBJECT

Geography Learners present a map observation, point to the relevant feature and answer a partner's follow-up question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 51 OF 100

3 MIN | PAIRS

Plan a Group Conclusion



Plan a Group Conclusion is a speaking routine built around shared results. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Presentation

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need shared results | 3 min | Pairs

HOW TO RUN IT

- 1 Give learners a clear subject question and a short thinking pause. Model one useful way to explain or respond.
- 2 Pairs take turns speaking and listening, using a follow-up question to develop the idea.
- 3 Ask each learner to report or extend an idea using a reason, example or piece of evidence.

TRY IT IN THIS SUBJECT

English Partners rehearse an interpretation of a character. The listener asks for a quotation, then the speaker refines the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 52 OF 100

5 MIN | SOLO -> PAIRS

Exit Talk: One Thing I Can Explain



Exit Talk: One Thing I Can Explain is a speaking routine built around a closing reflection. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

Clear roles and a purposeful question give more learners time to rehearse, listen and build on ideas.

What you need a closing reflection | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a diagram, worked example or procedure and model how to narrate one step clearly.
- 2 One learner explains while a partner tracks the steps, points to evidence and asks for clarification. Swap roles.
- 3 Ask the listener to restate the process; compare the retelling with the visual or worked example.

TRY IT IN THIS SUBJECT

PE One learner gives a movement instruction with precise verbs; the partner follows it and says which word made the action clear.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What reason or evidence would help your partner follow that idea?"

SPEAKING | 53 OF 100

4 MIN | PAIRS

Information Gap: Ask to Complete



Information Gap: Ask to Complete is a 4-minute speaking routine. Partners hold different information and must ask precise questions to complete a shared record. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need two complementary information cards | 4 min | Pairs

HOW TO RUN IT

- 1 Set up two complementary information cards; name the subject question and show a short model of the task.
- 2 Learners partners hold different information and must ask precise questions to complete a shared record. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Geography to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Geography One learner has map symbols; the other has locations. They ask for the detail needed to finish a map.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What in the example makes you say that?"

SPEAKING | 54 OF 100

5 MIN | SOLO -> PAIRS

Gallery Walk with a Listening Job



Gallery Walk with a Listening Job is a 5-minute speaking routine. At each display, visitors listen for one idea they can question, connect or carry forward. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Questioning

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need student work and a response prompt | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up student work and a response prompt; name the subject question and show a short model of the task.
- 2 Learners at each display, visitors listen for one idea they can question, connect or carry forward. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Art to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Art Visitors name a design choice and ask how it changes the viewer's reading.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"Can you show the step or detail that supports your answer?"

SPEAKING | 55 OF 100

6 MIN | SMALL GROUPS

Four-Sentence Explanation



Four-Sentence Explanation is a 6-minute speaking routine. Build a concise explanation through four turns: idea, evidence, reasoning and limitation. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need four role or sentence cards | 6 min | Small groups

HOW TO RUN IT

- 1 Set up four role or sentence cards; name the subject question and show a short model of the task.
- 2 Learners build a concise explanation through four turns: idea, evidence, reasoning and limitation. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science A group explains a result, cites a measurement, gives a reason and notes one limitation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"How would this change in a different subject example?"

SPEAKING | 56 OF 100

7 MIN | PAIRS

Describe, Draw, Compare



Describe, Draw, Compare is a 7-minute speaking routine. One learner describes a figure while a partner draws, then they compare and improve the instructions. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need a simple hidden diagram | 7 min | Pairs

HOW TO RUN IT

- 1 Set up a simple hidden diagram; name the subject question and show a short model of the task.
- 2 Learners one learner describes a figure while a partner draws, then they compare and improve the instructions. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Mathematics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Mathematics Describe a geometric construction without showing the model; compare the drawing with the original.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"Which part can you now do without the prompt?"

SPEAKING | 57 OF 100

8 MIN | SOLO -> PAIRS

Question Ladder Discussion



Question Ladder Discussion is an 8-minute speaking routine. Move from clarification to evidence to implication, with each question building on the last. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need question ladder card | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up question ladder card; name the subject question and show a short model of the task.
- 2 Learners move from clarification to evidence to implication, with each question building on the last. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from English to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

English Ask what a speaker means, what line supports it and why the choice matters.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What would you ask next to make the meaning clearer?"

SPEAKING | 58 OF 100

9 MIN | SMALL GROUPS

Think, Rehearse, Record



Think, Rehearse, Record is a 9-minute speaking routine. Give private planning time, a paired rehearsal and a short individual recorded response. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Rehearsal and fluency

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need prompt, timer and optional recorder | 9 min | Small groups

HOW TO RUN IT

- 1 Set up prompt, timer and optional recorder; name the subject question and show a short model of the task.
- 2 Learners give private planning time, a paired rehearsal and a short individual recorded response. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Humanities to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Humanities Students rehearse a one-minute evidence-based response before recording independently.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"Can you explain why that choice fits this task?"

SPEAKING | 59 OF 100

4 MIN | PAIRS

Explain It, Then Invite a Challenge



Explain It, Then Invite a Challenge is a 4-minute speaking routine. A learner explains a solution; a partner asks one respectful question that tests the reasoning. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need shared problem and challenge stems | 4 min | Pairs

HOW TO RUN IT

- 1 Set up shared problem and challenge stems; name the subject question and show a short model of the task.
- 2 Learners a learner explains a solution; a partner asks one respectful question that tests the reasoning. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Mathematics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Mathematics Explain a chosen strategy, then answer "Would it still work if...?" with a new value.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What in the example makes you say that?"

SPEAKING | 60 OF 100

5 MIN | SOLO -> PAIRS

Talk Tokens with a Purpose



Talk Tokens with a Purpose is a 5-minute speaking routine. Use limited tokens tied to specific moves so each learner contributes and listens. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need three talk tokens per learner | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up three talk tokens per learner; name the subject question and show a short model of the task.
- 2 Learners use limited tokens tied to specific moves so each learner contributes and listens. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Spend one token to add evidence, one to ask a question and one to connect ideas.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"Can you show the step or detail that supports your answer?"

SPEAKING | 61 OF 100

6 MIN | SMALL GROUPS

Role-Swap Interview



Role-Swap Interview is a 6-minute speaking routine. Partners interview each other from complementary roles, then swap and summarise the other view. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need role cards and three prompts | 6 min | Small groups

HOW TO RUN IT

- 1 Set up role cards and three prompts; name the subject question and show a short model of the task.
- 2 Learners partners interview each other from complementary roles, then swap and summarise the other view. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from English to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

English Interview a character and a witness about the same event; report the difference in perspective.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"How would this change in a different subject example?"

SPEAKING | 62 OF 100

7 MIN | PAIRS

Rank, Explain, Re-rank



Rank, Explain, Re-rank is a 7-minute speaking routine. Learners rank options, explain their reasoning, hear another view, then decide whether to change. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Explanation

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need four options and ranking strip | 7 min | Pairs

HOW TO RUN IT

- 1 Set up four options and ranking strip; name the subject question and show a short model of the task.
- 2 Learners rank options, explain their reasoning, hear another view, then decide whether to change. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Geography to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Geography Rank responses to flood risk, then revise after hearing a different evidence-based argument.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"Which part can you now do without the prompt?"

SPEAKING | 63 OF 100

8 MIN | SOLO -> PAIRS

Listen, Paraphrase, Add



Listen, Paraphrase, Add is an 8-minute speaking routine. A speaker makes one point; the next person paraphrases before adding a connected idea. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need topic prompt and connector bank | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up topic prompt and connector bank; name the subject question and show a short model of the task.
- 2 Learners a speaker makes one point; the next person paraphrases before adding a connected idea. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from History to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

History Paraphrase a peer's cause of an event before contributing a second cause.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What would you ask next to make the meaning clearer?"

SPEAKING | 64 OF 100

9 MIN | SMALL GROUPS

Map Talk: Give the Route



Map Talk: Give the Route is a 9-minute speaking routine. One learner gives directions using spatial language while a partner traces the route. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need simple map and route cards | 9 min | Small groups

HOW TO RUN IT

- 1 Set up simple map and route cards; name the subject question and show a short model of the task.
- 2 Learners one learner gives directions using spatial language while a partner traces the route. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Geography to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Geography Give a route with landmarks, direction words and one check question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"Can you explain why that choice fits this task?"

SPEAKING | 65 OF 100

4 MIN | PAIRS

Expert and Curious Learner



Expert and Curious Learner is a 4-minute speaking routine. One learner explains a process; the other uses planned prompts to uncover each step. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Explanation

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need expert/curious role cards | 4 min | Pairs

HOW TO RUN IT

- 1 Set up expert/curious role cards; name the subject question and show a short model of the task.
- 2 Learners one learner explains a process; the other uses planned prompts to uncover each step. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Explain a food chain while a partner asks about each transfer of energy.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What in the example makes you say that?"

SPEAKING | 66 OF 100

5 MIN | SOLO -> PAIRS

Debate a Data Display



Debate a Data Display is a 5-minute speaking routine. Use a graph to support a claim, challenge an interpretation and agree what the data cannot show. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need one data display and discussion stems | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up one data display and discussion stems; name the subject question and show a short model of the task.
- 2 Learners use a graph to support a claim, challenge an interpretation and agree what the data cannot show. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Mathematics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Mathematics Discuss whether a graph shows a meaningful difference and what extra information is needed.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"Can you show the step or detail that supports your answer?"

SPEAKING | 67 OF 100

6 MIN | SMALL GROUPS

Talk for a Shared Definition



Talk for a Shared Definition is a 6-minute speaking routine. Negotiate a definition by testing candidate examples and non-examples aloud. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Presentation

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need concept cards and definition frame | 6 min | Small groups

HOW TO RUN IT

- 1 Set up concept cards and definition frame; name the subject question and show a short model of the task.
- 2 Learners negotiate a definition by testing candidate examples and non-examples aloud. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Mathematics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Mathematics Agree what counts as a prime number by checking examples and boundary cases.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"How would this change in a different subject example?"

SPEAKING | 68 OF 100

7 MIN | PAIRS

Silent Think, Then Circle Talk



Silent Think, Then Circle Talk is a 7-minute speaking routine. Learners jot a thought, speak in a small circle and make a final contribution after listening. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need prompt and private note card | 7 min | Pairs

HOW TO RUN IT

- 1 Set up prompt and private note card; name the subject question and show a short model of the task.
- 2 Learners jot a thought, speak in a small circle and make a final contribution after listening. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from English to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

English Interpret an image first privately, then add or revise an idea after peers speak.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"Which part can you now do without the prompt?"

SPEAKING | 69 OF 100

8 MIN | SOLO -> PAIRS

Teach a Partner with a Checkpoint



Teach a Partner with a Checkpoint is an 8-minute speaking routine. Teach one short step, pause for the partner to show it, then adjust the explanation. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need worked example and check prompt | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up worked example and check prompt; name the subject question and show a short model of the task.
- 2 Learners teach one short step, pause for the partner to show it, then adjust the explanation. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Design technology to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Design technology Explain one stage of a build; pause while the partner sketches the result before continuing.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What would you ask next to make the meaning clearer?"

SPEAKING | 70 OF 100

9 MIN | SMALL GROUPS

One Claim, Three Voices



One Claim, Three Voices is a 9-minute speaking routine. Three learners contribute the claim, evidence and reasoning in linked short turns. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Turn-taking

WHY IT HELPS

This gives learners time to prepare a point and a clear reason to contribute. The structure supports participation while leaving the ideas and reasoning in their hands.

What you need claim/evidence/reasoning role cards | 9 min | Small groups

HOW TO RUN IT

- 1 Set up claim/evidence/reasoning role cards; name the subject question and show a short model of the task.
- 2 Learners three learners contribute the claim, evidence and reasoning in linked short turns. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Build an oral explanation of an investigation with each turn clearly connected.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"Can you explain why that choice fits this task?"

SPEAKING | 71 OF 100

5 MIN | PAIRS

Think, Rehearse, Share



Learners jot three key words, rehearse with one partner and then give a concise explanation to a new partner. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Rehearsal and fluency | ★☆☆ Independent response

WHY IT HELPS

A low-stakes rehearsal helps learners organise ideas before speaking to a wider audience.

What you need a prompt and thirty seconds of thinking time | 5 min | Pairs

HOW TO RUN IT

- 1 Give one subject question and 30 seconds of silent planning.
- 2 Partners take turns rehearsing for 20 seconds without interruption.
- 3 Each learner repeats the idea to a new partner, improving one point.

TRY IT IN THIS SUBJECT

Science Explain one result from an investigation using the key terms from the lesson.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you make clearer on the second attempt?"

SPEAKING | 72 OF 100

7 MIN | SOLO -> PAIRS

Ask for Clarification



Partners practise asking for an example, repetition or clearer wording before responding to an idea. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Repair and clarification | ★☆☆ Independent response

WHY IT HELPS

Clarification strategies keep a discussion moving when meaning is uncertain.

What you need a discussion prompt and clarification stems | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Model three ways to ask for clarification without rejecting the speaker.
- 2 Pairs discuss a subject statement; listeners must ask one genuine clarification question.
- 3 Switch roles and finish by restating the clarified idea.

TRY IT IN THIS SUBJECT

Mathematics Ask a partner to clarify which step they used to solve a multi-step problem.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What question helped you understand the idea more clearly?"

SPEAKING | 73 OF 100

9 MIN | SMALL GROUPS

Explain a Diagram to a Listener



One learner describes a diagram; the partner recreates it and asks questions about location and sequence. This routine takes about 9 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Explanation and sequencing | ★☆☆ Independent response

WHY IT HELPS

Describing for a listener develops precise language for relationships and position.

What you need a diagram hidden from the listening partner | 9 min | Small groups

HOW TO RUN IT

- 1 Give the speaker a labelled diagram and the listener a blank copy.
- 2 The speaker explains the parts without showing the image; the listener sketches.
- 3 Compare diagrams and identify which words made the description precise.

TRY IT IN THIS SUBJECT

Biology Describe a cell diagram so a partner can add and place the organelles.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"Which location word or relationship made the biggest difference?"

SPEAKING | 74 OF 100

11 MIN | PAIRS

Evidence Circle



Each speaker adds a different piece of evidence or explains how it changes the group's view. This routine takes about 11 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Building on others | ★☆☆ Independent response

WHY IT HELPS

A shared evidence pool gives each learner a clear contribution to make.

What you need one claim and three evidence cards | 11 min | Pairs

HOW TO RUN IT

- 1 Place a claim and evidence cards in the centre of each group.
- 2 Learners take turns selecting one card and explaining its relevance.
- 3 A final speaker summarises the strongest supported view and names a remaining question.

TRY IT IN THIS SUBJECT

Humanities Discuss which source best supports a claim about how a place has changed.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"How did your evidence add to or change the group's thinking?"

Build Recall, Explanation and Evaluation Questions

speaking-75 | 13 min | Solo → pairs

Teaching purpose

Question design helps learners move from facts toward deeper subject thinking.

The activity

Groups build a sequence from recall to explanation to evaluation, then choose one question to discuss.

Teaching sequence

1. Display stems for what, how or why, and how far or what if.
2. Groups write one question at each depth about the topic.
3. They select the question that will open the richest discussion and explain why.

Subject example: English

Build questions about a character from what happened to why a choice matters.

Teacher prompt

Which question makes you explain rather than list?

SPEAKING | 76 OF 100

5 MIN | SMALL GROUPS

Mini Teach-Back



Learners prepare a one-minute explanation with a main point, one example and a check question for listeners. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Presentation | ★☆☆ Independent response

WHY IT HELPS

A small audience and simple structure make subject presentation manageable.

What you need a short source or worked example | 5 min | Small groups

HOW TO RUN IT

- 1 Give each pair a short section or worked example to understand.
- 2 Learners plan a one-minute teach-back using point, example and check question.
- 3 Listeners answer the check question and name one clear explanation choice.

TRY IT IN THIS SUBJECT

Mathematics Teach a partner how to compare two representations of the same value.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did your listener understand from the example?"

SPEAKING | 77 OF 100

7 MIN | PAIRS

Agree, Add, Challenge



Learners respond to a classmate by agreeing with a reason, adding evidence or challenging a point respectfully. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Responding to ideas | ★☆☆ Independent response

WHY IT HELPS

Structured response moves support purposeful, connected discussion.

What you need three response stems and a debatable claim | 7 min | Pairs

HOW TO RUN IT

- 1 Offer a claim that has room for more than one evidence-based view.
- 2 Model the stems "I agree because...", "I would add..." and "I see it differently because..."
- 3 Partners take turns making and answering one contribution.

TRY IT IN THIS SUBJECT

History Discuss which factor was most important in a historical change.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"Which part of your partner's idea did you respond to?"

SPEAKING | 78 OF 100

9 MIN | SOLO -> PAIRS

Map Talk



Partners describe and trace a route using precise location and direction language, then compare routes. This routine takes about 9 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Using spatial language | ★☆☆ Independent response

WHY IT HELPS

A genuine information gap gives learners a reason to use precise spatial language.

What you need a map and a blank route sheet | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Give one learner a map and the other a route sheet with a destination.
- 2 The map holder describes the route without pointing; the partner traces it.
- 3 Compare routes and refine any ambiguous direction.

TRY IT IN THIS SUBJECT

Geography Describe a route from a source to a settlement using direction and landmark language.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"Which instruction could be interpreted in two ways?"

SPEAKING | 79 OF 100

11 MIN | SMALL GROUPS

Pronounce, Stress, Explain



Learners practise a word's syllables and stress, then use it in a clear subject sentence. This routine takes about 11 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Intelligibility and word stress | ★☆☆ Independent response

WHY IT HELPS

Word stress can help listeners recognise important terms during explanations.

What you need a short list of key subject terms | 11 min | Small groups

HOW TO RUN IT

- 1 Choose three subject terms that learners will need to say aloud.
- 2 Clap or mark the syllables and model the stressed part.
- 3 Learners rehearse each term in a sentence to a partner for intelligibility.

TRY IT IN THIS SUBJECT

Science Practise "photosynthesis", "organism" and "temperature" in concise explanations.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"Which syllable carries the strongest stress?"

SPEAKING | 80 OF 100

13 MIN | PAIRS

One-Minute Compare



Learners compare two items using a point of similarity, one difference and a qualified conclusion. This routine takes about 13 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Comparing and qualifying | ★☆☆ Independent response

WHY IT HELPS

Comparison talk develops precision and prepares ideas for analytical writing.

What you need two methods, sources or interpretations | 13 min | Pairs

HOW TO RUN IT

- 1 Choose two methods or examples with a meaningful similarity and difference.
- 2 Give learners quiet planning time to note both.
- 3 Pairs explain the comparison and finish with "Overall... because...".

TRY IT IN THIS SUBJECT

Mathematics Compare two solution methods and explain when one is more efficient.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What is similar, and where does the difference matter?"

SPEAKING | 81 OF 100

5 MIN | SOLO -> PAIRS

Listen, Then Build



Each learner must paraphrase the previous contribution before adding a new idea or question. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Turn-taking | ★☆☆ Independent response

WHY IT HELPS

Paraphrasing before adding helps learners respond to each other rather than deliver separate monologues.

What you need a group problem with rotating roles | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a problem and assign a first speaker, paraphraser and questioner.
- 2 Rotate roles after each contribution; require a short accurate paraphrase.
- 3 Review which questions moved the group towards a solution.

TRY IT IN THIS SUBJECT

Design technology Choose and justify a material for a prototype by building on earlier suggestions.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What idea from the previous speaker did you carry forward?"

SPEAKING | 82 OF 100

7 MIN | SMALL GROUPS

Explain, Then Take a Question



After a prepared explanation, listeners ask one honest question and the speaker answers without reading notes. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Spontaneous response | ★☆☆ Independent response

WHY IT HELPS

A follow-up question checks understanding and builds flexible speaking.

What you need a short explanation and audience questions | 7 min | Small groups

HOW TO RUN IT

- 1 Give learners time to prepare a 30-second explanation.
- 2 Listeners write one question that seeks clarification or evidence.
- 3 The speaker answers from understanding, then checks whether the answer helped.

TRY IT IN THIS SUBJECT

Art Explain how a design choice supports the intended audience, then answer a peer question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What helped you answer when you could not rely on your notes?"

SPEAKING | 83 OF 100

8 MIN | SMALL GROUPS

Think, Sketch, Explain



Think, Sketch, Explain is a practical speaking routine for rehearsing an explanation. It takes about 8 min and uses paper and a subject prompt.

SKILL FOCUS ★★☆☆ Rehearsing an explanation

WHY IT HELPS

A private rehearsal and a visual prompt can help more learners enter talk.

What you need paper and a subject prompt | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare paper and a subject prompt and share the purpose: rehearsing an explanation. Keep the source or subject question visible.
- 2 Give quiet thinking time to sketch or jot an idea. Partners take turns explaining it, then add one detail after listening.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Sketch a simple circuit and explain how the parts work together.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about rehearsing an explanation, and what evidence helped you decide?"

SPEAKING | 84 OF 100

5 MIN | PAIRS

Build on That



Build on That is a practical speaking routine for collaborative response. It takes about 5 min and uses a discussion question and response stems.

SKILL FOCUS ★★☆☆ Collaborative response

WHY IT HELPS

Explicit response language helps discussion connect rather than fragment.

What you need a discussion question and response stems | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a discussion question and response stems and share the purpose: collaborative response. Keep the source or subject question visible.
- 2 Learners respond using "I'd like to add...", "I agree because..." or "I see it differently...". Ask them to name the idea they are building on.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Humanities Build on a peer's reason for choosing a local improvement project.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about collaborative response, and what evidence helped you decide?"

SPEAKING | 85 OF 100

7 MIN | SOLO -> PAIRS

Explain, Then Example



Explain, Then Example is a practical speaking routine for clarifying ideas. It takes about 7 min and uses a concept and one example.

SKILL FOCUS ★★☆☆ Clarifying ideas

WHY IT HELPS

Examples help listeners test what an explanation means.

What you need a concept and one example | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a concept and one example and share the purpose: clarifying ideas. Keep the source or subject question visible.
- 2 State the idea in a sentence, give a concrete example, and explain how the example illustrates it. Partners ask one clarifying question.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Mathematics Explain a fraction equivalence and show it with a visual model.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about clarifying ideas, and what evidence helped you decide?"

SPEAKING | 86 OF 100

8 MIN | SMALL GROUPS

Partner A, Partner B Evidence



Partner A, Partner B Evidence is a practical speaking routine for evidence in talk. It takes about 8 min and uses a short source and paired roles.

SKILL FOCUS ★★☆☆ Evidence in talk

WHY IT HELPS

A clear challenge question makes evidence part of ordinary classroom talk.

What you need a short source and paired roles | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a short source and paired roles and share the purpose: evidence in talk. Keep the source or subject question visible.
- 2 Partner A offers a claim; Partner B asks "Which detail supports that?" Switch roles and add a source reference.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

History Use a source image to support or question a claim about daily life.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about evidence in talk, and what evidence helped you decide?"

SPEAKING | 87 OF 100

5 MIN | PAIRS

Thirty-Second Summary



Thirty-Second Summary is a practical speaking routine for speaking for gist. It takes about 5 min and uses a short text, demonstration or explanation.

SKILL FOCUS ★★☆☆ Speaking for gist

WHY IT HELPS

Short summaries build selection and clear oral organisation.

What you need a short text, demonstration or explanation | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a short text, demonstration or explanation and share the purpose: speaking for gist. Keep the source or subject question visible.
- 2 After the input, each learner gives a thirty-second summary with one key idea and one supporting point. Partners check against the source.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Geography Summarise the main point of a short explanation about a river feature.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about speaking for gist, and what evidence helped you decide?"

SPEAKING | 88 OF 100

7 MIN | SOLO -> PAIRS

Question Ladder



Question Ladder is a practical speaking routine for asking questions. It takes about 7 min and uses a topic or demonstration.

SKILL FOCUS ★★☆☆ Asking questions

WHY IT HELPS

Planning question types helps learners move beyond recall.

What you need a topic or demonstration | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a topic or demonstration and share the purpose: asking questions. Keep the source or subject question visible.
- 2 Learners prepare one clarify, one explain and one extend question. They choose the most useful question to ask aloud.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Physics Ask what happened, why it happened and what might change the result.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about asking questions, and what evidence helped you decide?"

SPEAKING | 89 OF 100

8 MIN | SMALL GROUPS

Describe Without Naming



Describe Without Naming is a practical speaking routine for precise description. It takes about 8 min and uses a picture, model or object hidden from a partner.

SKILL FOCUS ★★☆☆ Precise description

WHY IT HELPS

A real information gap gives a reason to use precise language.

What you need a picture, model or object hidden from a partner | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a picture, model or object hidden from a partner and share the purpose: precise description. Keep the source or subject question visible.
- 2 Describe its shape, position, parts and relation to other features. The listener sketches or selects the matching item.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Art Describe a composition so a partner can identify the placement and contrast.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about precise description, and what evidence helped you decide?"

SPEAKING | 90 OF 100

5 MIN | PAIRS

Same Idea, Different Words



Same Idea, Different Words is a practical speaking routine for paraphrasing in discussion. It takes about 5 min and uses a partner's short explanation.

SKILL FOCUS ★★☆☆ Paraphrasing in discussion

WHY IT HELPS

Paraphrase signals careful listening and provides a chance to repair misunderstandings.

What you need a partner's short explanation | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a partner's short explanation and share the purpose: paraphrasing in discussion. Keep the source or subject question visible.
- 2 Listen without interrupting, paraphrase the key point and ask if the meaning is right before adding your own view.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

English Restate a partner's interpretation of a character's choice.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about paraphrasing in discussion, and what evidence helped you decide?"

SPEAKING | 91 OF 100

7 MIN | SOLO -> PAIRS

Vote with a Reason



Vote with a Reason is a practical speaking routine for justifying a choice. It takes about 7 min and uses two or three possible answers.

SKILL FOCUS ★★☆☆ Justifying a choice

WHY IT HELPS

A reasoned choice makes thinking visible and keeps disagreement constructive.

What you need two or three possible answers | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare two or three possible answers and share the purpose: justifying a choice. Keep the source or subject question visible.
- 2 Choose an option, state one reason, then listen to another choice and say what evidence might change your mind.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Choose the best material for a task and justify it with one property.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about justifying a choice, and what evidence helped you decide?"

SPEAKING | 92 OF 100

8 MIN | SMALL GROUPS

Role Cards for Equal Turns



Role Cards for Equal Turns is a practical speaking routine for taking turns. It takes about 8 min and uses small-group roles and a prompt.

SKILL FOCUS ★★☆☆ Taking turns

WHY IT HELPS

Simple roles can distribute responsibility and make participation easier to notice.

What you need small-group roles and a prompt | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare small-group roles and a prompt and share the purpose: taking turns. Keep the source or subject question visible.
- 2 Assign facilitator, evidence finder and summariser. Rotate roles so each learner contributes one idea and one response.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Humanities Discuss which evidence best explains a community change.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about taking turns, and what evidence helped you decide?"

SPEAKING | 93 OF 100

5 MIN | PAIRS

Talk Through a Process



Talk Through a Process is a practical speaking routine for sequencing aloud. It takes about 5 min and uses a familiar process or visual sequence.

SKILL FOCUS ★★☆☆ Sequencing aloud

WHY IT HELPS

Speaking through a process rehearses both sequence and causal links.

What you need a familiar process or visual sequence | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a familiar process or visual sequence and share the purpose: sequencing aloud. Keep the source or subject question visible.
- 2 Explain each step using first, next, because and finally. A partner listens for a skipped link and asks about it.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Food technology Explain the stages of preparing an ingredient safely.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about sequencing aloud, and what evidence helped you decide?"

SPEAKING | 94 OF 100

7 MIN | SOLO -> PAIRS

Agree, Extend, Challenge



Agree, Extend, Challenge is a practical speaking routine for academic discussion. It takes about 7 min and uses a prompt and three response moves.

SKILL FOCUS ★★☆☆ Academic discussion

WHY IT HELPS

A small repertoire of moves gives discussion direction without scripting thought.

What you need a prompt and three response moves | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a prompt and three response moves and share the purpose: academic discussion. Keep the source or subject question visible.
- 2 Learners choose one move to respond to a peer: agree with a reason, extend the point or challenge it with evidence.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Geography Discuss whether a map supports one explanation of settlement patterns.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about academic discussion, and what evidence helped you decide?"

SPEAKING | 95 OF 100

8 MIN | SMALL GROUPS

One-Minute Expert



One-Minute Expert is a practical speaking routine for explaining to peers. It takes about 8 min and uses a familiar topic and a visual prompt.

SKILL FOCUS ★★☆☆ Explaining to peers

WHY IT HELPS

A short audience-facing explanation encourages selection and rehearsal.

What you need a familiar topic and a visual prompt | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a familiar topic and a visual prompt and share the purpose: explaining to peers. Keep the source or subject question visible.
- 2 Prepare three key points, explain them in one minute, then answer one listener question. Rotate speaker and listener roles.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Biology Explain one plant adaptation using a labelled image.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about explaining to peers, and what evidence helped you decide?"

SPEAKING | 96 OF 100

5 MIN | PAIRS

Whisper Rehearsal



Whisper Rehearsal is a practical speaking routine for low-stakes rehearsal. It takes about 5 min and uses a sentence stem and lesson question.

SKILL FOCUS ★★☆☆ Low-stakes rehearsal

WHY IT HELPS

Rehearsal gives learners time to shape an answer before public talk.

What you need a sentence stem and lesson question | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a sentence stem and lesson question and share the purpose: low-stakes rehearsal. Keep the source or subject question visible.
- 2 Practise an answer quietly with a partner before sharing with the class. Improve one word or add evidence during rehearsal.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Mathematics Rehearse how to explain why a solution is reasonable.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about low-stakes rehearsal, and what evidence helped you decide?"

SPEAKING | 97 OF 100

7 MIN | SOLO -> PAIRS

Find the Common Ground



Find the Common Ground is a practical speaking routine for synthesising views. It takes about 7 min and uses two different responses to a question.

SKILL FOCUS ★★☆☆ Synthesising views

WHY IT HELPS

Fair synthesis requires speakers to represent more than their own view.

What you need two different responses to a question | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare two different responses to a question and share the purpose: synthesising views. Keep the source or subject question visible.
- 2 Listen for one shared idea and one difference. Summarise both views fairly before offering a conclusion.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Humanities Compare two proposals for improving a shared space.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about synthesising views, and what evidence helped you decide?"

SPEAKING | 98 OF 100

8 MIN | SMALL GROUPS

Say It Three Ways



Say It Three Ways is a practical speaking routine for rephrasing for clarity. It takes about 8 min and uses a key idea and three sentence frames.

SKILL FOCUS ★★☆☆ Rephrasing for clarity

WHY IT HELPS

Rephrasing lets learners test meaning from several angles.

What you need a key idea and three sentence frames | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a key idea and three sentence frames and share the purpose: rephrasing for clarity. Keep the source or subject question visible.
- 2 Explain an idea as a definition, an example and a cause or effect. A partner names which version clarified it most.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Physics Describe friction as a definition, a real-life example and an effect.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about rephrasing for clarity, and what evidence helped you decide?"

SPEAKING | 99 OF 100

5 MIN | PAIRS

The Follow-Up Question



The Follow-Up Question is a practical speaking routine for extending a response. It takes about 5 min and uses a partner answer and question prompts.

SKILL FOCUS ★★☆☆ Extending a response

WHY IT HELPS

A thoughtful follow-up can deepen talk beyond first responses.

What you need a partner answer and question prompts | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a partner answer and question prompts and share the purpose: extending a response. Keep the source or subject question visible.
- 2 After a partner answers, ask how, why or what if. Give them thinking time, then summarise their reply.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Ask what might happen if a variable changed in an investigation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about extending a response, and what evidence helped you decide?"

SPEAKING | 100 OF 100

7 MIN | SOLO -> PAIRS

Explain a Choice from Evidence



Explain a Choice from Evidence is a practical speaking routine for oral justification. It takes about 7 min and uses two pieces of evidence and a decision.

SKILL FOCUS ★★☆☆ Oral justification

WHY IT HELPS

Linking evidence to a spoken decision supports clear subject reasoning.

What you need two pieces of evidence and a decision | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare two pieces of evidence and a decision and share the purpose: oral justification. Keep the source or subject question visible.
- 2 State the choice, cite one piece of evidence and explain why it matters. Invite a partner to test the reasoning.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Art Choose a design option and justify it with a user need and material property.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Give thinking time, clear partner roles and a useful way into the discussion. Invite learners to add their own reasoning.

CHECK LEARNING

Can each learner explain an idea and respond to a partner's contribution?

TEACHER LANGUAGE

"What did you notice about oral justification, and what evidence helped you decide?"