

Label then Explain

7 min · Solo → pairs

Prepare

a labelled process diagram

Classroom task

Give each learner a labelled process diagram and a clear question. Allow 1 minute to note three key terms, 4 minutes to draft, then 2 minutes to underline the sentence that answers the task and compare it with a partner.

Teaching sequence

1. Show a labelled process diagram and a question that asks learners to explain how the process works. Identify the key terms and the order of the stages.
2. Learners use the labels to draft a connected explanation. Model one useful sequence or cause linker, then ask learners to explain the relationship between two stages.
3. Learners underline the sentence that answers the question. A partner checks it against the diagram; learners add or revise one missing link before writing a fresh explanation independently.

Worked example

Show a labelled water-cycle diagram. Ask how water returns to the ground. Learners use evaporation, condensation and precipitation in order, then underline the sentence that directly answers the question.

Teacher prompt

Which labelled feature supports your explanation, and what happens next?

Independent transfer

Use a fresh process diagram. Learners independently write two connected stages and underline the sentence that answers a new question.

WRITING | 02 OF 100

5 MIN | PAIRS

Claim with Two Data Points



Claim with Two Data Points is a writing routine built around a small data table. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Editing

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a small data table | 5 min | Pairs

HOW TO RUN IT

- 1 Give learners a question and a small set of relevant notes, quotations or data. Model selecting the strongest evidence.
- 2 Draft a claim, include the evidence and add the reasoning that links it to the claim. Read the answer aloud to check the logic.
- 3 Learners underline claim, evidence and reasoning in their final response and revise any missing link.

TRY IT IN THIS SUBJECT

Art Display two studies of the same subject. Learners write a comparison using a precise technique word and evidence from each image.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 03 OF 100

7 MIN | PAIRS

Because Sentence



Because Sentence is a writing routine built around a cause-and-effect example. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a cause-and-effect example | 7 min | Pairs

HOW TO RUN IT

- 1 Show two short subject sentences and name the relationship the writer needs to express.
- 2 Join or extend the sentences with a connector or clause; discuss how the choice changes the meaning.
- 3 Learners write a new example from the current topic and check that the relationship is accurate.

TRY IT IN THIS SUBJECT

Science Use results from a simple investigation. Learners write a claim, include one measured result and explain how the result supports the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 04 OF 100

9 MIN | SOLO -> PAIRS

Compare in One Sentence



Compare in One Sentence is a writing routine built around two contrasting examples. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sentence construction

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need two contrasting examples | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Show two short subject sentences and name the relationship the writer needs to express.
- 2 Join or extend the sentences with a connector or clause; discuss how the choice changes the meaning.
- 3 Learners write a new example from the current topic and check that the relationship is accurate.

TRY IT IN THIS SUBJECT

Mathematics Show two worked solutions. Learners write a short comparison explaining which method is more efficient and why.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 05 OF 100

11 MIN | PAIRS

Definition from Features



Definition from Features is a writing routine built around a new unit concept. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sentence construction

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a new unit concept | 11 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

History Provide a source quotation and a question. Learners draft a paragraph that introduces the claim, embeds evidence and explains its significance.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 06 OF 100

3 MIN | PAIRS

Method in Sequence



Method in Sequence is a writing routine built around a practical procedure. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Organisation

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a practical procedure | 3 min | Pairs

HOW TO RUN IT

- 1 Give learners the question, success criteria and a small set of notes or evidence. Model turning one note into a point.
- 2 Arrange ideas in the order the reader needs: claim, evidence, explanation or the sequence the task requires.
- 3 Learners check that every planned point answers the question before drafting.

TRY IT IN THIS SUBJECT

Geography Give a map and a data table. Learners write a caption that identifies a pattern and supports it with a named location and figure.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

Evidence Caption

5 min · Solo → pairs

Prepare

a graph or image

Teaching sequence

1. Choose the figure, table or image and the claim the caption must support.
2. Write a caption naming what is shown, the relevant conditions and one precise evidence detail.
3. Check that the caption helps the reader interpret the evidence without overstating the conclusion.

Worked example

“Plant height after seven days under two light conditions: the brighter-light plant grew 5 cm and the comparison plant grew 2 cm.” Keep the units and conditions; explain causation elsewhere if justified.

Teacher prompt

Can the reader identify the evidence and conditions from your caption?

Scaffold the language. Preserve the thinking.

WRITING | 08 OF 100

7 MIN | PAIRS

Answer in Three Parts



Answer in Three Parts is a writing routine built around a short explain question. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a short explain question | 7 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

Art Display two studies of the same subject. Learners write a comparison using a precise technique word and evidence from each image.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 09 OF 100

9 MIN | PAIRS

Summary Without Copying



Summary Without Copying is a writing routine built around one short paragraph. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Organisation

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need one short paragraph | 9 min | Pairs

HOW TO RUN IT

- 1 Show the response shape the subject task requires and a short model. Highlight the order and language features.
- 2 Learners use a planning grid to place the relevant content in that order, then draft one section at a time.
- 3 Check the draft against the task and remove any sentence that does not help the reader understand the result.

TRY IT IN THIS SUBJECT

Science Use results from a simple investigation. Learners write a claim, include one measured result and explain how the result supports the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 10 OF 100

11 MIN | SOLO -> PAIRS

Use a Precise Verb



Use a Precise Verb is a writing routine built around a set of vague draft sentences. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sentence construction

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a set of vague draft sentences | 11 min | Solo -> pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

Mathematics Show two worked solutions. Learners write a short comparison explaining which method is more efficient and why.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 11 OF 100

3 MIN | PAIRS

Write from a Table



Write from a Table is a writing routine built around a table with a clear pattern. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a table with a clear pattern | 3 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

History Provide a source quotation and a question. Learners draft a paragraph that introduces the claim, embeds evidence and explains its significance.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 12 OF 100

5 MIN | PAIRS

Build a Paragraph Frame



Build a Paragraph Frame is a writing routine built around a current subject question. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Organisation

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a current subject question | 5 min | Pairs

HOW TO RUN IT

- 1 Provide a frame that names the thinking the sentence must express, leaving the key subject idea for learners to supply.
- 2 Model one response with accurate evidence. Invite learners to rehearse, then complete the frame using their own evidence.
- 3 Offer a second prompt with less support and check that learners can make the same move independently.

TRY IT IN THIS SUBJECT

Geography Give a map and a data table. Learners write a caption that identifies a pattern and supports it with a named location and figure.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 13 OF 100

7 MIN | SOLO -> PAIRS

Turn Notes into a Report



Turn Notes into a Report is a writing routine built around five unordered investigation notes. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sentence construction

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need five unordered investigation notes | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Show the response shape the subject task requires and a short model. Highlight the order and language features.
- 2 Learners use a planning grid to place the relevant content in that order, then draft one section at a time.
- 3 Check the draft against the task and remove any sentence that does not help the reader understand the result.

TRY IT IN THIS SUBJECT

English Share a model analytical paragraph. Learners borrow its evidence-and-explanation structure to analyse a different quotation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 14 OF 100

9 MIN | PAIRS

Explain a Calculation



Explain a Calculation is a writing routine built around one worked maths problem. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Editing

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need one worked maths problem | 9 min | Pairs

HOW TO RUN IT

- 1 Give learners a question and a small set of relevant notes, quotations or data. Model selecting the strongest evidence.
- 2 Draft a claim, include the evidence and add the reasoning that links it to the claim. Read the answer aloud to check the logic.
- 3 Learners underline claim, evidence and reasoning in their final response and revise any missing link.

TRY IT IN THIS SUBJECT

Art Display two studies of the same subject. Learners write a comparison using a precise technique word and evidence from each image.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 15 OF 100

11 MIN | PAIRS

Describe a Trend



Describe a Trend is a writing routine built around a line graph. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a line graph | 11 min | Pairs

HOW TO RUN IT

- 1 Show the response shape the subject task requires and a short model. Highlight the order and language features.
- 2 Learners use a planning grid to place the relevant content in that order, then draft one section at a time.
- 3 Check the draft against the task and remove any sentence that does not help the reader understand the result.

TRY IT IN THIS SUBJECT

Science Use results from a simple investigation. Learners write a claim, include one measured result and explain how the result supports the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 16 OF 100

3 MIN | SOLO -> PAIRS

Write a Source Comparison



Write a Source Comparison is a writing routine built around two historical sources. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Using evidence

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need two historical sources | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

Mathematics Show two worked solutions. Learners write a short comparison explaining which method is more efficient and why.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 17 OF 100

5 MIN | PAIRS

Give a Supported Opinion



Give a Supported Opinion is a writing routine built around a debatable curriculum question. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sentence construction

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a debatable curriculum question | 5 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

History Provide a source quotation and a question. Learners draft a paragraph that introduces the claim, embeds evidence and explains its significance.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

Rehearse a Claim-Evidence Sentence

writing-18 | 7 min | Pairs

Teaching purpose

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

The activity

Model one brief example using a claim and evidence pair. Learners create their own version and swap with a partner for one accuracy check.

Teaching sequence

1. Show two short subject sentences and name the relationship the writer needs to express.
2. Join or extend the sentences with a connector or clause; discuss how the choice changes the meaning.
3. Learners write a new example from the current topic and check that the relationship is accurate.

Subject example: Geography

Give a map and a data table. Learners write a caption that identifies a pattern and supports it with a named location and figure.

Teacher prompt

Which part of the success criterion can you see in this sentence?

WRITING | 19 OF 100

9 MIN | SOLO -> PAIRS

Revise for Accuracy



Revise for Accuracy is a writing routine built around a first draft with broad terms. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a first draft with broad terms | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Set one clear review focus, such as evidence, sequence or a precise verb. Show a short example of useful feedback.
- 2 Partners read for that focus, mark one strength and give one specific next step linked to the criteria.
- 3 Writers revise one place and note what changed; collect the new sentence to check whether feedback helped.

TRY IT IN THIS SUBJECT

English Share a model analytical paragraph. Learners borrow its evidence-and-explanation structure to analyse a different quotation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 20 OF 100

11 MIN | PAIRS

Instruction Card



Instruction Card is a writing routine built around a classroom routine or method. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a classroom routine or method | 11 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

Art Display two studies of the same subject. Learners write a comparison using a precise technique word and evidence from each image.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 21 OF 100

3 MIN | PAIRS

Glossary Entry with Example



Glossary Entry with Example is a writing routine built around a key term from the unit. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sentence construction

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a key term from the unit | 3 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

Science Use results from a simple investigation. Learners write a claim, include one measured result and explain how the result supports the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 22 OF 100

5 MIN | SOLO -> PAIRS

Question and Answer Pair



Question and Answer Pair is a writing routine built around a common misconception. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Editing

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a common misconception | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

Mathematics Show two worked solutions. Learners write a short comparison explaining which method is more efficient and why.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 23 OF 100

7 MIN | PAIRS

Write the Conclusion First



Write the Conclusion First is a writing routine built around a short set of results. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a short set of results | 7 min | Pairs

HOW TO RUN IT

- 1 Show the response shape the subject task requires and a short model. Highlight the order and language features.
- 2 Learners use a planning grid to place the relevant content in that order, then draft one section at a time.
- 3 Check the draft against the task and remove any sentence that does not help the reader understand the result.

TRY IT IN THIS SUBJECT

History Provide a source quotation and a question. Learners draft a paragraph that introduces the claim, embeds evidence and explains its significance.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 24 OF 100

9 MIN | PAIRS

One-Minute Freewrite



One-Minute Freewrite is a writing routine built around a topic image or specimen. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a topic image or specimen | 9 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

Geography Give a map and a data table. Learners write a caption that identifies a pattern and supports it with a named location and figure.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 25 OF 100

11 MIN | SOLO -> PAIRS

From Diagram to Sequence



From Diagram to Sequence is a writing routine built around a flow diagram. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Organisation

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a flow diagram | 11 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners the question, success criteria and a small set of notes or evidence. Model turning one note into a point.
- 2 Arrange ideas in the order the reader needs: claim, evidence, explanation or the sequence the task requires.
- 3 Learners check that every planned point answers the question before drafting.

TRY IT IN THIS SUBJECT

English Share a model analytical paragraph. Learners borrow its evidence-and-explanation structure to analyse a different quotation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 26 OF 100

3 MIN | PAIRS

Explain Similarity and Difference



Explain Similarity and Difference is a writing routine built around two related concepts. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Editing

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need two related concepts | 3 min | Pairs

HOW TO RUN IT

- 1 Give learners a question and a small set of relevant notes, quotations or data. Model selecting the strongest evidence.
- 2 Draft a claim, include the evidence and add the reasoning that links it to the claim. Read the answer aloud to check the logic.
- 3 Learners underline claim, evidence and reasoning in their final response and revise any missing link.

TRY IT IN THIS SUBJECT

Art Display two studies of the same subject. Learners write a comparison using a precise technique word and evidence from each image.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

Write a Prediction

5 min · Pairs

Prepare

a new experiment or scenario

Teaching sequence

1. Describe the existing pattern or relationship before predicting beyond it.
2. Write the expected outcome and give the pattern or mechanism that supports it.
3. Name a condition or possible result that would weaken the prediction.

Worked example

“With mass constant, increasing the forward resultant force should increase acceleration.” The prediction depends on the stated conditions.

Teacher prompt

What is expected, why, and under which conditions?

Scaffold the language. Preserve the thinking.

Caption a Model

7 min · Solo → pairs

Prepare

a physical or drawn model

Teaching sequence

1. Identify the concept represented by the model and the features essential to its meaning.
2. Write a caption linking a feature to its subject meaning.
3. Check the caption against the model and state one limitation where needed.

Worked example

For a particle model: “Particles are close together but irregularly arranged, representing a liquid.” A caption about neat circles would not explain the model’s meaning.

Teacher prompt

Which model feature does your caption interpret?

Scaffold the language. Preserve the thinking.

WRITING | 29 OF 100

9 MIN | PAIRS

Use a Counterexample



Use a Counterexample is a writing routine built around a rule or definition. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sentence construction

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a rule or definition | 9 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

History Provide a source quotation and a question. Learners draft a paragraph that introduces the claim, embeds evidence and explains its significance.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 30 OF 100

11 MIN | PAIRS

Make the Claim Cautious



Make the Claim Cautious is a writing routine built around an uncertain result. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Editing

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need an uncertain result | 11 min | Pairs

HOW TO RUN IT

- 1 Give learners a question and a small set of relevant notes, quotations or data. Model selecting the strongest evidence.
- 2 Draft a claim, include the evidence and add the reasoning that links it to the claim. Read the answer aloud to check the logic.
- 3 Learners underline claim, evidence and reasoning in their final response and revise any missing link.

TRY IT IN THIS SUBJECT

Geography Give a map and a data table. Learners write a caption that identifies a pattern and supports it with a named location and figure.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 31 OF 100

3 MIN | SOLO -> PAIRS

Shorten without Losing Meaning



Shorten without Losing Meaning is a writing routine built around a long model answer. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a long model answer | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

English Share a model analytical paragraph. Learners borrow its evidence-and-explanation structure to analyse a different quotation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 32 OF 100

5 MIN | PAIRS

Build a Comparison Table



Build a Comparison Table is a writing routine built around two cases or texts. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need two cases or texts | 5 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

Art Display two studies of the same subject. Learners write a comparison using a precise technique word and evidence from each image.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 33 OF 100

7 MIN | PAIRS

Describe a Change Over Time



Describe a Change Over Time is a writing routine built around before-and-after data. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sentence construction

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need before-and-after data | 7 min | Pairs

HOW TO RUN IT

- 1 Show the response shape the subject task requires and a short model. Highlight the order and language features.
- 2 Learners use a planning grid to place the relevant content in that order, then draft one section at a time.
- 3 Check the draft against the task and remove any sentence that does not help the reader understand the result.

TRY IT IN THIS SUBJECT

Science Use results from a simple investigation. Learners write a claim, include one measured result and explain how the result supports the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 34 OF 100

9 MIN | SOLO -> PAIRS

Answer with a Quote



Answer with a Quote is a writing routine built around a short evidence source. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Using evidence

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a short evidence source | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a question and a small set of relevant notes, quotations or data. Model selecting the strongest evidence.
- 2 Draft a claim, include the evidence and add the reasoning that links it to the claim. Read the answer aloud to check the logic.
- 3 Learners underline claim, evidence and reasoning in their final response and revise any missing link.

TRY IT IN THIS SUBJECT

Mathematics Show two worked solutions. Learners write a short comparison explaining which method is more efficient and why.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 35 OF 100

11 MIN | PAIRS

Write a Reflection Sentence



Write a Reflection Sentence is a writing routine built around a completed practical task. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a completed practical task | 11 min | Pairs

HOW TO RUN IT

- 1 Show two short subject sentences and name the relationship the writer needs to express.
- 2 Join or extend the sentences with a connector or clause; discuss how the choice changes the meaning.
- 3 Learners write a new example from the current topic and check that the relationship is accurate.

TRY IT IN THIS SUBJECT

History Provide a source quotation and a question. Learners draft a paragraph that introduces the claim, embeds evidence and explains its significance.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 36 OF 100

3 MIN | PAIRS

Draft a Set of Steps



Draft a Set of Steps is a writing routine built around a problem-solving process. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a problem-solving process | 3 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

Geography Give a map and a data table. Learners write a caption that identifies a pattern and supports it with a named location and figure.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 37 OF 100

5 MIN | SOLO -> PAIRS

Explain a Choice



Explain a Choice is a writing routine built around two possible methods. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sentence construction

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need two possible methods | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a question and a small set of relevant notes, quotations or data. Model selecting the strongest evidence.
- 2 Draft a claim, include the evidence and add the reasoning that links it to the claim. Read the answer aloud to check the logic.
- 3 Learners underline claim, evidence and reasoning in their final response and revise any missing link.

TRY IT IN THIS SUBJECT

English Share a model analytical paragraph. Learners borrow its evidence-and-explanation structure to analyse a different quotation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 38 OF 100

7 MIN | PAIRS

Create a Worked Example



Create a Worked Example is a writing routine built around a familiar subject problem. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Editing

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a familiar subject problem | 7 min | Pairs

HOW TO RUN IT

- 1 Show a short example of the target response. Read it once for meaning, then annotate the move the writer makes.
- 2 Name the move, identify why it works and jointly try it on a different piece of subject content.
- 3 Learners use the move independently and compare their sentence with the success criterion.

TRY IT IN THIS SUBJECT

Art Display two studies of the same subject. Learners write a comparison using a precise technique word and evidence from each image.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 39 OF 100

9 MIN | PAIRS

Write the Missing Sentence



Write the Missing Sentence is a writing routine built around a paragraph with one gap. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a paragraph with one gap | 9 min | Pairs

HOW TO RUN IT

- 1 Show two short subject sentences and name the relationship the writer needs to express.
- 2 Join or extend the sentences with a connector or clause; discuss how the choice changes the meaning.
- 3 Learners write a new example from the current topic and check that the relationship is accurate.

TRY IT IN THIS SUBJECT

Science Use results from a simple investigation. Learners write a claim, include one measured result and explain how the result supports the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 40 OF 100

11 MIN | SOLO -> PAIRS

Report an Anomaly



Report an Anomaly is a writing routine built around a data set with one unusual result. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a data set with one unusual result | 11 min | Solo -> pairs

HOW TO RUN IT

- 1 Show the response shape the subject task requires and a short model. Highlight the order and language features.
- 2 Learners use a planning grid to place the relevant content in that order, then draft one section at a time.
- 3 Check the draft against the task and remove any sentence that does not help the reader understand the result.

TRY IT IN THIS SUBJECT

Mathematics Show two worked solutions. Learners write a short comparison explaining which method is more efficient and why.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 41 OF 100

3 MIN | PAIRS

Turn Talk into Notes



Turn Talk into Notes is a writing routine built around a partner explanation. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a partner explanation | 3 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

History Provide a source quotation and a question. Learners draft a paragraph that introduces the claim, embeds evidence and explains its significance.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 42 OF 100

5 MIN | PAIRS

Use a Topic Sentence



Use a Topic Sentence is a writing routine built around a mixed set of supporting facts. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sentence construction

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a mixed set of supporting facts | 5 min | Pairs

HOW TO RUN IT

- 1 Show two short subject sentences and name the relationship the writer needs to express.
- 2 Join or extend the sentences with a connector or clause; discuss how the choice changes the meaning.
- 3 Learners write a new example from the current topic and check that the relationship is accurate.

TRY IT IN THIS SUBJECT

Geography Give a map and a data table. Learners write a caption that identifies a pattern and supports it with a named location and figure.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 43 OF 100

7 MIN | SOLO -> PAIRS

Write a Limitation



Write a Limitation is a writing routine built around an investigation result. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need an investigation result | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

English Share a model analytical paragraph. Learners borrow its evidence-and-explanation structure to analyse a different quotation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 44 OF 100

9 MIN | PAIRS

Connect Two Paragraphs



Connect Two Paragraphs is a writing routine built around a pair of related ideas. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Organisation

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a pair of related ideas | 9 min | Pairs

HOW TO RUN IT

- 1 Give learners a question and a small set of relevant notes, quotations or data. Model selecting the strongest evidence.
- 2 Draft a claim, include the evidence and add the reasoning that links it to the claim. Read the answer aloud to check the logic.
- 3 Learners underline claim, evidence and reasoning in their final response and revise any missing link.

TRY IT IN THIS SUBJECT

Art Display two studies of the same subject. Learners write a comparison using a precise technique word and evidence from each image.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 45 OF 100

11 MIN | PAIRS

Make a Revision Checklist



Make a Revision Checklist is a writing routine built around a model response. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sentence construction

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a model response | 11 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

Science Use results from a simple investigation. Learners write a claim, include one measured result and explain how the result supports the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 46 OF 100

3 MIN | SOLO -> PAIRS

Answer the Question Precisely



Answer the Question Precisely is a writing routine built around a multi-part exam prompt. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Editing

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a multi-part exam prompt | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

Mathematics Show two worked solutions. Learners write a short comparison explaining which method is more efficient and why.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 47 OF 100

5 MIN | PAIRS

Choose a Sentence Starter



Choose a Sentence Starter is a writing routine built around a blank response to a demanding question. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a blank response to a demanding question | 5 min | Pairs

HOW TO RUN IT

- 1 Provide a frame that names the thinking the sentence must express, leaving the key subject idea for learners to supply.
- 2 Model one response with accurate evidence. Invite learners to rehearse, then complete the frame using their own evidence.
- 3 Offer a second prompt with less support and check that learners can make the same move independently.

TRY IT IN THIS SUBJECT

History Provide a source quotation and a question. Learners draft a paragraph that introduces the claim, embeds evidence and explains its significance.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 48 OF 100

7 MIN | PAIRS

Write a Peer Question



Write a Peer Question is a writing routine built around a classmate's explanation. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a classmate's explanation | 7 min | Pairs

HOW TO RUN IT

- 1 Set one clear review focus, such as evidence, sequence or a precise verb. Show a short example of useful feedback.
- 2 Partners read for that focus, mark one strength and give one specific next step linked to the criteria.
- 3 Writers revise one place and note what changed; collect the new sentence to check whether feedback helped.

TRY IT IN THIS SUBJECT

Geography Give a map and a data table. Learners write a caption that identifies a pattern and supports it with a named location and figure.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 49 OF 100

9 MIN | SOLO -> PAIRS

Create a Mini Field Guide



Create a Mini Field Guide is a writing routine built around three examples from a topic. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Sentence construction

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need three examples from a topic | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

English Share a model analytical paragraph. Learners borrow its evidence-and-explanation structure to analyse a different quotation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 50 OF 100

11 MIN | PAIRS

Summarise a Debate



Summarise a Debate is a writing routine built around two positions with evidence. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Using evidence

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need two positions with evidence | 11 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

Art Display two studies of the same subject. Learners write a comparison using a precise technique word and evidence from each image.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 51 OF 100

3 MIN | PAIRS

Write a Transfer Example



Write a Transfer Example is a writing routine built around a concept in a new context. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a concept in a new context | 3 min | Pairs

HOW TO RUN IT

- 1 Show the task and one short model. Identify the writing move learners need for this response.
- 2 Learners plan the idea, draft using the modelled move and check one success criterion.
- 3 Collect an independent sentence or paragraph and give one next step tied to the criterion.

TRY IT IN THIS SUBJECT

Science Use results from a simple investigation. Learners write a claim, include one measured result and explain how the result supports the claim.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 52 OF 100

5 MIN | SOLO -> PAIRS

Final Sentence Check



Final Sentence Check is a writing routine built around a completed explanation. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

A visible model and one manageable writing move help learners communicate their subject thinking with increasing independence.

What you need a completed explanation | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Show two short subject sentences and name the relationship the writer needs to express.
- 2 Join or extend the sentences with a connector or clause; discuss how the choice changes the meaning.
- 3 Learners write a new example from the current topic and check that the relationship is accurate.

TRY IT IN THIS SUBJECT

Mathematics Show two worked solutions. Learners write a short comparison explaining which method is more efficient and why.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which part of the success criterion can you see in this sentence?"

WRITING | 53 OF 100

4 MIN | PAIRS

Write from a Model, Then Change One Thing



Write from a Model, Then Change One Thing is a 4-minute writing routine. Notice the shape of a short model, imitate its structure and adapt one feature for a new idea. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need a concise model paragraph | 4 min | Pairs

HOW TO RUN IT

- 1 Set up a concise model paragraph; name the subject question and show a short model of the task.
- 2 Learners notice the shape of a short model, imitate its structure and adapt one feature for a new 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 Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Use a model claim-evidence-reasoning paragraph but change the evidence and connectives for a new investigation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What in the example makes you say that?"

WRITING | 54 OF 100

5 MIN | SOLO -> PAIRS

Sentence Stretch and Shrink



Sentence Stretch and Shrink is a 5-minute writing routine. Expand a bare sentence with precise detail, then shorten it without losing the central meaning. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Sentence construction

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need a base sentence and two revision colours | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up a base sentence and two revision colours; name the subject question and show a short model of the task.
- 2 Learners expand a bare sentence with precise detail, then shorten it without losing the central meaning. 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 Develop "The setting changes" with a specific detail, then reduce it to a concise analytical statement.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 55 OF 100

6 MIN | SMALL GROUPS

Data to Sentence to Paragraph



Data to Sentence to Paragraph is a 6-minute writing routine. Turn one data point into a sentence, connect two observations, then build a short paragraph. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Organisation

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need a small table or graph | 6 min | Small groups

HOW TO RUN IT

- 1 Set up a small table or graph; name the subject question and show a short model of the task.
- 2 Learners turn one data point into a sentence, connect two observations, then build a short paragraph. 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 value, compare it with a second value, and conclude with the overall pattern.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 56 OF 100

7 MIN | PAIRS

Write the Question First



Write the Question First is a 7-minute writing routine. Draft the question a paragraph answers before writing the paragraph itself. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Organisation

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need a subject prompt and planning strip | 7 min | Pairs

HOW TO RUN IT

- 1 Set up a subject prompt and planning strip; name the subject question and show a short model of the task.
- 2 Learners draft the question a paragraph answers before writing the paragraph itself. 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 State the enquiry question, choose two relevant facts, then write a paragraph that keeps answering it.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 57 OF 100

8 MIN | SOLO -> PAIRS

Because Chain



Because Chain is an 8-minute writing routine. Build an explanation by asking "why?" once more after each cause or reason. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need a topic card and because-chain arrows | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up a topic card and because-chain arrows; name the subject question and show a short model of the task.
- 2 Learners build an explanation by asking "why?" once more after each cause or reason. 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 Link heating to particle movement, then connect particle movement to expansion.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 58 OF 100

9 MIN | SMALL GROUPS

Three Versions of a Claim



Three Versions of a Claim is a 9-minute writing routine. Write a claim as certain, cautious and evidence-limited; choose the version the evidence allows. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Using evidence

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need one set of results | 9 min | Small groups

HOW TO RUN IT

- 1 Set up one set of results; name the subject question and show a short model of the task.
- 2 Learners write a claim as certain, cautious and evidence-limited; choose the version the evidence allows. 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 Biology to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Biology Change "proves" to "suggests" when a small sample supports a pattern but not a universal rule.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 59 OF 100

4 MIN | PAIRS

Paragraph Jigsaw Draft



Paragraph Jigsaw Draft is a 4-minute writing routine. Give partners distinct paragraph jobs, then assemble a coherent explanation with transitions. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Planning

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need paragraph-role cards | 4 min | Pairs

HOW TO RUN IT

- 1 Set up paragraph-role cards; name the subject question and show a short model of the task.
- 2 Learners give partners distinct paragraph jobs, then assemble a coherent explanation with transitions. 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 Write a location sentence, evidence sentence and consequence sentence before joining them.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What in the example makes you say that?"

WRITING | 60 OF 100

5 MIN | SOLO -> PAIRS

Caption, Label, Explain



Caption, Label, Explain is a 5-minute writing routine. Move from accurate labels to a caption that explains how the parts relate. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need a diagram or model | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up a diagram or model; name the subject question and show a short model of the task.
- 2 Learners move from accurate labels to a caption that explains how the parts relate. 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 Label composition choices, then write a caption explaining how they guide the viewer's attention.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 61 OF 100

6 MIN | SMALL GROUPS

Peer Feedback with One Lens



Peer Feedback with One Lens is a 6-minute writing routine. Give feedback on one agreed feature and require the writer to make and explain a revision. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Revision

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need a one-point feedback slip | 6 min | Small groups

HOW TO RUN IT

- 1 Set up a one-point feedback slip; name the subject question and show a short model of the task.
- 2 Learners give feedback on one agreed feature and require the writer to make and explain a revision. 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 Partners check whether evidence is linked to the interpretation, then revise one sentence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 62 OF 100

7 MIN | PAIRS

Write a Method from Memory



Write a Method from Memory is a 7-minute writing routine. Reconstruct a procedure from a demonstration, then check sequence and precision against the model. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Organisation

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need a demonstration and method checklist | 7 min | Pairs

HOW TO RUN IT

- 1 Set up a demonstration and method checklist; name the subject question and show a short model of the task.
- 2 Learners reconstruct a procedure from a demonstration, then check sequence and precision against the model. 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 Chemistry to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Chemistry Write the practical steps from memory and verify quantities, equipment and safety sequence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 63 OF 100

8 MIN | SOLO -> PAIRS

From Discussion to Formal Register



From Discussion to Formal Register is an 8-minute writing routine. Capture an oral idea, identify informal wording and recast it for a subject response. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need discussion notes and a sentence frame | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up discussion notes and a sentence frame; name the subject question and show a short model of the task.
- 2 Learners capture an oral idea, identify informal wording and recast it for a subject 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 Turn "it got worse" into a precise statement about a measured increase or documented change.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 64 OF 100

9 MIN | SMALL GROUPS

The Deliberate Example



The Deliberate Example is a 9-minute writing routine. Write an example that demonstrates a definition, then explain which features make it valid. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need a target concept and example frame | 9 min | Small groups

HOW TO RUN IT

- 1 Set up a target concept and example frame; name the subject question and show a short model of the task.
- 2 Learners write an example that demonstrates a definition, then explain which features make it valid. 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 Create a non-square rectangle and explain why it meets the definition of a rectangle.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 65 OF 100

4 MIN | PAIRS

Link the Evidence



Link the Evidence is a 4-minute writing routine. Write two evidence sentences and add a linking sentence that explains their relevance. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Using evidence

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need two facts or quotations | 4 min | Pairs

HOW TO RUN IT

- 1 Set up two facts or quotations; name the subject question and show a short model of the task.
- 2 Learners write two evidence sentences and add a linking sentence that explains their relevance. 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 Connect a source detail to the argument instead of leaving the quotation to speak for itself.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What in the example makes you say that?"

WRITING | 66 OF 100

5 MIN | SOLO -> PAIRS

Revision Ladder



Revision Ladder is a 5-minute writing routine. Revise in a fixed order: meaning, evidence, organisation, then sentence accuracy. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Organisation

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need a draft and four revision prompts | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up a draft and four revision prompts; name the subject question and show a short model of the task.
- 2 Learners revise in a fixed order: meaning, evidence, organisation, then sentence accuracy. 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 Improve a response first for the argument, then for evidence, paragraph order and sentence control.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 67 OF 100

6 MIN | SMALL GROUPS

Write a Counterexample



Write a Counterexample is a 6-minute writing routine. Create a case that tests the limits of a rule or generalisation. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need a rule or claim from the lesson | 6 min | Small groups

HOW TO RUN IT

- 1 Set up a rule or claim from the lesson; name the subject question and show a short model of the task.
- 2 Learners create a case that tests the limits of a rule or generalisation. 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 Test a statement about even numbers with an example and a counterexample.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 68 OF 100

7 MIN | PAIRS

One Image, Two Audiences



One Image, Two Audiences is a 7-minute writing routine. Write the same content for a specialist and a younger reader, then compare language choices. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need one image or concept | 7 min | Pairs

HOW TO RUN IT

- 1 Set up one image or concept; name the subject question and show a short model of the task.
- 2 Learners write the same content for a specialist and a younger reader, then compare language choices. 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 cell process in a precise subject paragraph and in a clear museum label.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 69 OF 100

8 MIN | SOLO -> PAIRS

The Missing Link Sentence



The Missing Link Sentence is an 8-minute writing routine. Add the sentence that connects evidence to a conclusion and name the reasoning it uses. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Using evidence

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need a claim and supporting evidence | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up a claim and supporting evidence; name the subject question and show a short model of the task.
- 2 Learners add the sentence that connects evidence to a conclusion and name the reasoning it uses. 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 Physics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Physics Explain why the recorded voltage supports the conclusion about the circuit.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 70 OF 100

9 MIN | SMALL GROUPS

Exit Paragraph: What Changed?



Exit Paragraph: What Changed? is a 9-minute writing routine. Write a short before-and-after account of how the learner's understanding shifted. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Organisation

WHY IT HELPS

This makes the writing move visible before learners work alone. A short model and a chance to revise help them keep the subject meaning accurate as their sentences become clearer.

What you need a two-part reflection prompt | 9 min | Small groups

HOW TO RUN IT

- 1 Set up a two-part reflection prompt; name the subject question and show a short model of the task.
- 2 Learners write a short before-and-after account of how the learner's understanding shifted. 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 Describe how a first composition changed after testing colour, balance and focal point.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 71 OF 100

5 MIN | PAIRS

Plan from the Prompt



Learners underline the task verb, list the knowledge needed and sketch a three-part plan before drafting. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Planning | ★☆☆ Independent response

WHY IT HELPS

Breaking down the prompt reduces blank-page time and keeps writing aligned with the task.

What you need an essay or explanation question | 5 min | Pairs

HOW TO RUN IT

- 1 Display one curriculum question and unpack its command verb.
- 2 Learners list the key ideas and evidence they will need.
- 3 They draft a short opening plan and check it against the question.

TRY IT IN THIS SUBJECT

History Plan an answer to "Explain two causes..." with one piece of evidence per cause.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What must your answer do because of the command word?"

WRITING | 72 OF 100

7 MIN | SOLO -> PAIRS

Order the Evidence



Learners place evidence in a logical order, label each card's job and write a linking sentence. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Organisation | ★☆☆ Independent response

WHY IT HELPS

Planning the sequence before drafting helps a reader follow an argument.

What you need four evidence cards and a writing question | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Select four pieces of evidence for one question.
- 2 Pairs arrange them and label each as claim, support, example or qualification.
- 3 Learners write a link that explains why the order makes sense.

TRY IT IN THIS SUBJECT

Science Order a result, comparison and explanation before writing a conclusion.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What should your reader understand first?"

WRITING | 73 OF 100

9 MIN | SMALL GROUPS

Evidence into Explanation



Learners move from claim to selected evidence to an explanation of how it supports the claim. This routine takes about 9 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Using evidence | ★☆☆ Independent response

WHY IT HELPS

Evidence is stronger when writers explain its relevance rather than simply copy it.

What you need a claim and two source details | 9 min | Small groups

HOW TO RUN IT

- 1 Provide a claim and two possible details, one stronger than the other.
- 2 Model selecting a detail and adding "This shows... because...".
- 3 Learners write their own evidence-and-explanation pair.

TRY IT IN THIS SUBJECT

English Support an interpretation with one short quotation and an explanation of its effect.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What does this evidence help you show?"

WRITING | 74 OF 100

11 MIN | PAIRS

Link the Sentences



Learners add or change connectors to show cause, contrast or sequence, then explain the choice. This routine takes about 11 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Cohesion | ★☆☆ Independent response

WHY IT HELPS

Cohesive links help readers see relationships between ideas.

What you need three related sentences | 11 min | Pairs

HOW TO RUN IT

- 1 Give learners three short sentences from a subject explanation.
- 2 Ask them to connect the sentences using a precise linking word.
- 3 Compare versions and discuss how each connector shapes the relationship.

TRY IT IN THIS SUBJECT

Geography Connect a rainfall pattern to its effect using because, therefore or although.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which link best expresses the relationship you mean?"

WRITING | 75 OF 100

13 MIN | SOLO -> PAIRS

Build a Precise Sentence



Learners turn labels and key terms into one complete sentence that states a relationship. This routine takes about 13 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Sentence construction | ★☆☆ Independent response

WHY IT HELPS

Sentence-level practice lets learners focus on expressing subject meaning clearly.

What you need a word bank and a subject diagram | 13 min | Solo -> pairs

HOW TO RUN IT

- 1 Show a diagram with three labels and name the relationship to describe.
- 2 Model a sentence that uses the key term and an accurate verb.
- 3 Learners write, check and improve one sentence for precision.

TRY IT IN THIS SUBJECT

Biology Describe how a feature helps an organism survive using "enables" or "reduces".

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What relationship does your sentence express?"

WRITING | 76 OF 100

5 MIN | SMALL GROUPS

Draft from Talk



Learners rehearse an answer aloud, jot key words and then write independently without copying a frame. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Rehearsal before writing | ★☆☆ Independent response

WHY IT HELPS

Brief oral rehearsal gives writers a chance to shape ideas before managing spelling and sentences.

What you need a question and partner prompts | 5 min | Small groups

HOW TO RUN IT

- 1 Ask a question with a clear subject outcome.
- 2 Pairs take turns explaining an answer while a listener records key words only.
- 3 Each learner uses the notes to write an independent response.

TRY IT IN THIS SUBJECT

Mathematics Explain why two fractions are equivalent after a paired verbal rehearsal.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you say aloud that belongs in your written answer?"

Paragraph Puzzle

writing-77 | 7 min | Pairs

Teaching purpose

Seeing how a paragraph works makes organisation teachable.

The activity

Arrange the sentences into a clear paragraph. Identify the topic sentence, evidence and closing link.

Teaching sequence

1. Prepare a paragraph cut into sentence strips and share the purpose: paragraph organisation. Keep the source or subject question visible.
2. Arrange the sentences into a clear paragraph. Identify the topic sentence, evidence and closing link.
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.

Subject example: History

Rebuild a paragraph that makes a claim about a source's reliability.

Teacher prompt

What did you notice about paragraph organisation, and what evidence helped you decide?

WRITING | 78 OF 100

9 MIN | SOLO -> PAIRS

Revision: One Reader Goal



Learners revise a draft for one purpose such as clarity, evidence or sequence, then explain one change. This routine takes about 9 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Revision | ★☆☆ Independent response

WHY IT HELPS

A single revision target makes improvement manageable and visible.

What you need a draft and a reader-focused checklist | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose one success feature that matters for the current task.
- 2 Learners read their draft as a reader and mark one place to improve.
- 3 They make the change and annotate how it helps the reader.

TRY IT IN THIS SUBJECT

Art Revise a process note so another student can repeat the technique safely.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you change to help your reader?"

WRITING | 79 OF 100

11 MIN | SMALL GROUPS

Edit the Verb



Learners replace vague verbs with accurate subject verbs and check whether the meaning has changed. This routine takes about 11 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Grammar and editing | ★☆☆ Independent response

WHY IT HELPS

Precise verbs carry important meaning in many subject explanations.

What you need a draft with vague or repeated verbs | 11 min | Small groups

HOW TO RUN IT

- 1 Select a short draft with verbs such as does, gets or is.
- 2 Pairs suggest a more exact verb and check that the evidence supports it.
- 3 Writers revise the sentence and reread for accuracy.

TRY IT IN THIS SUBJECT

Science Change "the liquid gets hot" to a precise description of heating and evaporation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Does the new verb say exactly what happened?"

WRITING | 80 OF 100

13 MIN | PAIRS

Write from a Visual



Learners select one visual detail, describe it accurately and connect it to a subject idea in a short response. This routine takes about 13 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Using source information | ★☆☆ Independent response

WHY IT HELPS

Writing from visuals joins careful observation with subject explanation.

What you need a graph, map, diagram or image | 13 min | Pairs

HOW TO RUN IT

- 1 Display a visual and state what the response should explain.
- 2 Learners note one feature, its label or value and the pattern it suggests.
- 3 They write two linked sentences: what is visible and what it means.

TRY IT IN THIS SUBJECT

Maths Describe a trend in a graph and cite a value that shows it.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Which feature can a reader check on the visual?"

WRITING | 81 OF 100

5 MIN | SOLO -> PAIRS

Conclusion with a Check



Learners write a final sentence that answers the question and check it against the evidence already used. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Concluding | ☆☆☆ Independent response

WHY IT HELPS

A conclusion should return to the task and reflect what the evidence supports.

What you need a draft explanation and the original question | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Revisit the original question and the writer's main claim.
- 2 Learners draft one sentence that answers the question without adding a new claim.
- 3 They check that the evidence in the response supports the conclusion.

TRY IT IN THIS SUBJECT

Geography Conclude which factor most affects settlement patterns using the evidence given.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Does the last sentence answer the question you were set?"

WRITING | 82 OF 100

7 MIN | SMALL GROUPS

Write, Swap, Clarify



A partner marks one phrase that is clear and one place where a question remains; the writer revises for the reader. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Clarity for a reader | ★☆☆ Independent response

WHY IT HELPS

Feedback works best when it identifies a concrete reader response.

What you need a short explanation draft | 7 min | Small groups

HOW TO RUN IT

- 1 Ask learners to write a short explanation for a real classmate audience.
- 2 Swap drafts; readers mark "clear" and add one honest question.
- 3 Writers revise one part and tell the reader what changed.

TRY IT IN THIS SUBJECT

Design technology Explain why a material suits a product so another group can compare choices.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"Where did your reader need one more piece of information?"

WRITING | 83 OF 100

8 MIN | SMALL GROUPS

One-Minute Brain Dump



One-Minute Brain Dump is a practical writing routine for generating ideas. It takes about 8 min and uses a prompt and scrap paper.

SKILL FOCUS ★★☆☆ Generating ideas

WHY IT HELPS

A brief, low-stakes start helps learners move from a blank page to a plan.

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

HOW TO RUN IT

- 1 Prepare a prompt and scrap paper and share the purpose: generating ideas. Keep the source or subject question visible.
- 2 Write continuously for one minute about what you already know. Circle the ideas that answer the task and group related ones.
- 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 List what you know about forces, then group ideas under push, pull and effect.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 85 OF 100

7 MIN | SOLO -> PAIRS

Claim, Evidence, Link



Claim, Evidence, Link is a practical writing routine for evidence-based paragraph. It takes about 7 min and uses a question and two source details.

SKILL FOCUS ★★☆☆ Evidence-based paragraph

WHY IT HELPS

The link sentence turns evidence into reasoning instead of a list of facts.

What you need a question and two source details | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a question and two source details and share the purpose: evidence-based paragraph. Keep the source or subject question visible.
- 2 Write a claim that answers the question, add one precise detail, then explain how the detail supports the claim.
- 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 Explain which location is most at risk using a map detail and a reason.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you notice about evidence-based paragraph, and what evidence helped you decide?"

WRITING | 86 OF 100

8 MIN | SMALL GROUPS

Sentence Combining Studio



Sentence Combining Studio is a practical writing routine for sentence fluency. It takes about 8 min and uses two or three short related sentences.

SKILL FOCUS ★★☆☆ Sentence fluency

WHY IT HELPS

Sentence combining helps writers make relationships between ideas explicit.

What you need two or three short related sentences | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare two or three short related sentences and share the purpose: sentence fluency. Keep the source or subject question visible.
- 2 Combine short sentences using a conjunction, relative clause or precise verb. Read both versions and discuss the change.
- 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 Combine statements about adaptation and survival into a causal sentence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you notice about sentence fluency, and what evidence helped you decide?"

WRITING | 87 OF 100

5 MIN | PAIRS

Precise Verb Swap



Precise Verb Swap is a practical writing routine for word choice. It takes about 5 min and uses a draft with general verbs.

SKILL FOCUS ★★☆☆ Word choice

WHY IT HELPS

Precise verbs can carry subject meaning more clearly than extra adjectives.

What you need a draft with general verbs | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a draft with general verbs and share the purpose: word choice. Keep the source or subject question visible.
- 2 Highlight verbs such as do, get, make or is. Replace two with verbs that show the exact process, then check meaning.
- 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 Replace "energy gets moved" with a verb that names the transfer accurately.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 88 OF 100

7 MIN | SOLO -> PAIRS

Explain the Steps



Explain the Steps is a practical writing routine for procedural writing. It takes about 7 min and uses a familiar classroom process.

SKILL FOCUS ★★☆☆ Procedural writing

WHY IT HELPS

Testing instructions with a reader reveals missing steps and ambiguous wording.

What you need a familiar classroom process | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a familiar classroom process and share the purpose: procedural writing. Keep the source or subject question visible.
- 2 Write instructions in order, using one action per step and a clear sequence marker. Ask a partner to follow them literally.
- 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 Write a safe three-step method for using a piece of kitchen equipment.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you notice about procedural writing, and what evidence helped you decide?"

WRITING | 89 OF 100

8 MIN | SMALL GROUPS

Compare with a Frame



Compare with a Frame is a practical writing routine for comparative writing. It takes about 8 min and uses two objects, methods or examples.

SKILL FOCUS ★★☆☆ Comparative writing

WHY IT HELPS

A small set of linking language helps writers organise comparison rather than list.

What you need two objects, methods or examples | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare two objects, methods or examples and share the purpose: comparative writing. Keep the source or subject question visible.
- 2 Draft a comparison using same, whereas and both. Include one point of similarity and one meaningful difference.
- 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 Compare two strategies for solving the same problem.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you notice about comparative writing, and what evidence helped you decide?"

WRITING | 90 OF 100

5 MIN | PAIRS

From Notes to Sentences



From Notes to Sentences is a practical writing routine for turning notes into prose. It takes about 5 min and uses a set of key words or brief notes.

SKILL FOCUS ★★☆☆ Turning notes into prose

WHY IT HELPS

Learners practise converting compressed ideas into connected subject writing.

What you need a set of key words or brief notes | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a set of key words or brief notes and share the purpose: turning notes into prose. Keep the source or subject question visible.
- 2 Choose three notes, arrange them in a logical order and turn them into connected sentences without copying a 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

English Turn notes about a character's actions into a short evidence-based explanation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you notice about turning notes into prose, and what evidence helped you decide?"

WRITING | 91 OF 100

7 MIN | SOLO -> PAIRS

Add the Missing Link



Add the Missing Link is a practical writing routine for cohesion. It takes about 7 min and uses a paragraph with a gap between ideas.

SKILL FOCUS ★★☆☆ Cohesion

WHY IT HELPS

Selecting a transition requires writers to make the relationship between ideas explicit.

What you need a paragraph with a gap between ideas | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a paragraph with a gap between ideas and share the purpose: cohesion. Keep the source or subject question visible.
- 2 Read a paragraph with one transition removed. Choose a linking phrase and explain whether it signals cause, contrast or addition.
- 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 Add a link between a climate pattern and its effect on farming.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 92 OF 100

8 MIN | SMALL GROUPS

Question to Topic Sentence



Question to Topic Sentence is a practical writing routine for answering the prompt. It takes about 8 min and uses a subject question.

SKILL FOCUS ★★☆☆ Answering the prompt

WHY IT HELPS

A direct topic sentence gives a paragraph a clear job.

What you need a subject question | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a subject question and share the purpose: answering the prompt. Keep the source or subject question visible.
- 2 Underline the command word and key topic. Write one opening sentence that directly answers the 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

Humanities Answer "How does the design reduce waste?" in one clear opening sentence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you notice about answering the prompt, and what evidence helped you decide?"

WRITING | 93 OF 100

5 MIN | PAIRS

Cut the Repetition



Cut the Repetition is a practical writing routine for editing for concision. It takes about 5 min and uses a paragraph with repeated information.

SKILL FOCUS ★★☆☆ Editing for concision

WHY IT HELPS

Editing repetition makes writing easier to follow without losing meaning.

What you need a paragraph with repeated information | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a paragraph with repeated information and share the purpose: editing for concision. Keep the source or subject question visible.
- 2 Underline repeated ideas. Keep the clearest version, then use a reference word or transition to connect the remaining point.
- 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 Edit a short report that repeats the same result in several sentences.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you notice about editing for concision, and what evidence helped you decide?"

WRITING | 94 OF 100

7 MIN | SOLO -> PAIRS

Caption to Explanation



Caption to Explanation is a practical writing routine for writing from a visual. It takes about 7 min and uses a chart, image or diagram.

SKILL FOCUS ★★☆☆ Writing from a visual

WHY IT HELPS

Writers practise moving from description to a supported interpretation.

What you need a chart, image or diagram | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a chart, image or diagram and share the purpose: writing from a visual. Keep the source or subject question visible.
- 2 Write a caption naming what the visual shows, then add one sentence interpreting a pattern or relationship.
- 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 Caption a bar chart and state one comparison the bars show.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you notice about writing from a visual, and what evidence helped you decide?"

WRITING | 95 OF 100

8 MIN | SMALL GROUPS

Change the Audience



Change the Audience is a practical writing routine for adapting register. It takes about 8 min and uses a short explanation for a known audience.

SKILL FOCUS ★★☆☆ Adapting register

WHY IT HELPS

Audience choices affect how information is expressed and what needs explaining.

What you need a short explanation for a known audience | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a short explanation for a known audience and share the purpose: adapting register. Keep the source or subject question visible.
- 2 Rewrite one explanation for a different reader while keeping the key facts. Highlight changes in vocabulary and detail.
- 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 Adapt a technical explanation of insulation for a younger class.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you notice about adapting register, and what evidence helped you decide?"

WRITING | 96 OF 100

5 MIN | PAIRS

Model, Hide, Rebuild



Model, Hide, Rebuild is a practical writing routine for sentence imitation. It takes about 5 min and uses a short model sentence.

SKILL FOCUS ★★☆☆ Sentence imitation

WHY IT HELPS

Imitating a useful structure supports independent sentence construction.

What you need a short model sentence | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a short model sentence and share the purpose: sentence imitation. Keep the source or subject question visible.
- 2 Notice the model's structure, cover it, and write a new sentence with the same pattern about a different example.
- 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 Use a sentence pattern to describe how a setting shapes mood.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you notice about sentence imitation, and what evidence helped you decide?"

WRITING | 97 OF 100

7 MIN | SOLO -> PAIRS

Proofread One Thing



Proofread One Thing is a practical writing routine for focused proofreading. It takes about 7 min and uses a draft and one editing focus.

SKILL FOCUS ★★☆☆ Focused proofreading

WHY IT HELPS

A single editing focus makes proofreading manageable and teachable.

What you need a draft and one editing focus | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a draft and one editing focus and share the purpose: focused proofreading. Keep the source or subject question visible.
- 2 Read once only for capitals, verb tense, punctuation or subject vocabulary. Mark examples, correct them and reread for meaning.
- 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 Check a fieldwork paragraph only for past-tense consistency.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you notice about focused proofreading, and what evidence helped you decide?"

WRITING | 98 OF 100

8 MIN | SMALL GROUPS

Conclusion that Connects



Conclusion that Connects is a practical writing routine for concluding. It takes about 8 min and uses a paragraph or short response.

SKILL FOCUS ★★☆☆ Concluding

WHY IT HELPS

A conclusion can show how the reasoning answers the original question.

What you need a paragraph or short response | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a paragraph or short response and share the purpose: concluding. Keep the source or subject question visible.
- 2 Restate the answer in fresh words and connect it to the evidence already discussed. Avoid adding a new claim.
- 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 Conclude a response by connecting the evidence to the question about change.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

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

WRITING | 99 OF 100

5 MIN | PAIRS

Word Bank to Own Words



Word Bank to Own Words is a practical writing routine for using key vocabulary. It takes about 5 min and uses a word bank and a subject question.

SKILL FOCUS ★★☆☆ Using key vocabulary

WHY IT HELPS

Choosing and applying terms supports precise writing and retrieval.

What you need a word bank and a subject question | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a word bank and a subject question and share the purpose: using key vocabulary. Keep the source or subject question visible.
- 2 Select two terms from the word bank, explain each in context and use them accurately in a new sentence.
- 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 Use producer and consumer to explain a simple food chain.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you notice about using key vocabulary, and what evidence helped you decide?"

WRITING | 100 OF 100

7 MIN | SOLO -> PAIRS

Peer Response: One Clear Next Step



Peer Response: One Clear Next Step is a practical writing routine for responding to feedback. It takes about 7 min and uses a short draft and feedback prompt.

SKILL FOCUS ★★☆☆ Responding to feedback

WHY IT HELPS

Focused feedback is easier to use than a list of corrections.

What you need a short draft and feedback prompt | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a short draft and feedback prompt and share the purpose: responding to feedback. Keep the source or subject question visible.
- 2 Read a partner's draft, identify one strength tied to the task, then suggest one specific next step. The writer decides how to act on 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

Art Respond to an artist statement by naming one clear detail and one next step.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Model the language move and offer a brief rehearsal or frame where useful. Fade the support so learners write independently.

CHECK LEARNING

Can each learner use the writing move in an independent sentence or paragraph?

TEACHER LANGUAGE

"What did you notice about responding to feedback, and what evidence helped you decide?"