

	<u>Crookham Toolkit</u> <u>Questioning Strategies</u> Rosenshine's Principles: Ask Questions Check for student understanding
Strategy	How it works
'All In' Includes an element of cold calling and Think/Pair/Share	1) Children are made aware this is an 'All in' session. This could be verbally or through the use of a teddy/symbol. 2) Children are given a focussed question to consider. 3) Think - Children are told to 'think and lock in' . This is silent thinking and most children will place their hands on the heads when an idea is locked in. 4) Pair - The children will then turn to a partner; the adult will say 'turn and talk' (see resources notes). The children will take turns to talk about their ideas . Adults will encourage and support conversational skills. 5) Adult leading the session will say '321 All In' and the children will turn to face them. 6) Share – This is a no hands up sessions as the adult samples the room asking children to share their ideas.
Whole class response	Children record their response on a whiteboard and show Children chant a response together using a stem sentence
Hands up	There will be times due to pace/questioning etc that hands up is appropriate.



Sentence Stem Bank

This is our core bank of cross-curricular sentence stems, which will be used as scaffolds for oracy opportunities within the curriculum and also displayed in classrooms for children to refer to in their independent learning time.

Year R						
I can see.....	I noticed.....	I like.....	I know.....	I think.....	Yes because/no because	because....
KS1						
I predict.....	I predict.....will happen because.....		I like.....best because.....		I agree because.....	I disagree
because.....						
I found.....hard/easy because.....		Next time I could.....	It was interesting because.....		It is the same/different because..... I noticed,,,,,,	
They are similar because.....		I know thatbecause.....	It is right.....	It is wrong.....	I agree/disagree because..... In my opinion.....	



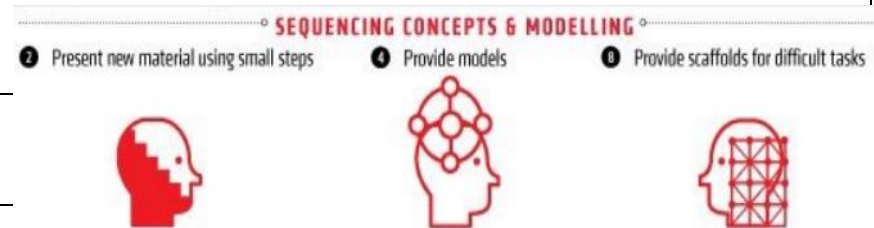
	<u>Crookham Toolkit</u> <u>Reviewing Material</u> Rosenshine's Principles: Daily Review Weekly & Monthly Review
Strategy	How it works
Identify Key Knowledge	Core knowledge identified in MTP and daily plans linked to learning objectives.
Recall activities	Specified recall activities <i>Give me 5, Cops and Robbers, Window, true or false, Imposter.</i> Tell the story- visuals and vocabulary prompts to reactive prior knowledge, tell the story of event. Vocabulary opportunities, exploring the meanings Using the vocabulary in context Matching vocabulary to images/pictures/diagrams/actions /definitions
Recall lessons	Recall lessons Opportunities to recap learning to support a deeper understanding, re-embed, and make links with new knowledge.
Link to CPA	CPA Use of concrete materials to reactive prior knowledge (artefacts, resources, Revisit familiar tasks or activities to secure understanding.

.....◦ **REVIEWING MATERIAL** ◦.....

① Daily review ⑩ Weekly and monthly review



	Crookham Toolkit <u>Sequencing Concepts & Modelling</u> Rosenshine's Principles: Present new material using small steps Provide models Provide scaffolds for difficult tasks
Strategy	How it works
'Steps to Success'	Big Picture / Big Story / Big Idea (top of the staircase!) then zoom in / step it back Golden Thread 'up the staircase' Keep carpet time short and active (break down inputs into small chunks) Numberless word problems in maths (Step 1 of POLYA)
'I do, We do, You do'	Explicit labelling of this strategy with children (actions initially) I do: Teacher models the process We do: Children contributing, commenting, explaining, group / class collectively creating You do: Individuals / groups of children having a go at their own. Still with teacher scaffolds, reference to models & prompts – not a 'test' Short and focused (e.g. whole 3 step process during a short carpet input, with a small / short skill / task)
Worked Examples	Learning walls for English and Maths WAGOLL Partially completed examples
'CPA: Concrete, Pictorial, Abstract'	Concrete: first-hand experiences; physical resources; real objects; play; natural materials; real world; use of the outdoors Pictorial: videos; images; pictures; photos; works of art; Abstract: vocabulary; symbols; reading; writing; diagrams; graphs; labels; Plenty of time on concrete & pictorial before recording Across the whole curriculum, in every subject CPA to be presented alongside each other, switch between CPA, overlap Come back to the 'concrete home' at all stages of the process 'Get stuff in their hands as much as possible!' Lots of PRACTISE using the vocabulary; use it in phrases and in context
Scaffolds to get started	Sentence stems Cloze procedure (fill in the blanks) Give the first paragraph / sentence to continue



	<u>Crookham Toolkit</u> Rosenshine's Principles: Guide Student Practice Obtain high success rate Independent practice
Strategy	How it works
Time to Play	Resources into Continuous Provision or independent tasks to access independently so children can move from teacher guided to independent learning Prior to the unit, introduce resource as open-ended opportunity to explore / play discover it. What do you notice questions- open ended questions and there are no incorrect answers. CPA
Guided Practice	I do we do you do Breaking down into small steps to build confidence Repetition/revisit to ensure success and accuracy, ability to challenge Creating air bricks to support misconceptions, secure learning Repetition and practice of same types of questions
Independent Practice	Independence is not a memory test Can go back and forth from Independent practice to Guided practice Intentional placement of resources so children can access independently Apply knowledge and demonstrate what they know Adult prompts Keep cognitive load manageable AFL

