

EXPLICIT TEACHING

IN LANGUAGES



Explicit teaching works for all students. It aligns with how students process, store and retrieve information.

Organising content, teaching strategies and activities into learning sequences chunks the learning, optimising the use of working memory. Breaking down content into manageable steps and consolidating with practice enables students to develop skills gradually, reinforcing and building vocabulary and structures over time.

What does explicit teaching look like in our curriculum support?

- scope and sequences, indicating development of skills over time
- backward mapping approach to unit design, setting a clear direction for learning
- units organised by learning sequences, presenting new information in manageable chunks
- student-friendly infographics to support visualisation of learning progression

Chunking and sequencing learning



Connecting learning



- links to prior knowledge
- anchor charts to organise and connect content
- mini tasks which build to summative task
- connections to students' personal worlds

- providing and discussing learning goals and final summative task description at start of unit
- setting learning intentions for each learning sequence

Sharing learning intentions



Sharing success criteria

- providing and discussing final summative task and marking guidelines at start of unit
- setting success criteria for each learning sequence
- exploring quality sample responses

- moving back and forth between modelled - guided - independent use of language, responsive to context and student need
- sentence builders and conversation scaffolds to support development of skills and confidence

Gradual release of responsibility



Using effective feedback



- explicit feedback, linked to learning intentions and success criteria
- timely feedback, allowing time for students to make improvements
- formal and informal teacher feedback
- scaffolded peer feedback
- student self-reflection to plan next steps

- embedded formative assessment opportunities, including learning routines, games, quizzes and exit tickets
- mini task progress checkpoints, to ensure students are on track for the final summative task

Checking for understanding



Using effective questioning



- embedded questions and discussions to connect and extend learning, moving beyond comprehension
- questions to support student participation and opportunities to share their thinking
- questions and responses to support progression from modelled to spontaneous interactions