



Explicit Teaching Cycle

Start

Reflect/ Innovate/ Modify

- ~ Revisit and articulate what has been learnt.
- ~ Revise for deep understanding.
- ~ Establish the next steps in the learning process.
- ~ Provide feedback on individual student performance.
- ~ Reflect on teaching- *What did/ didn't work? What could be done better? Did students achieve goals?*

Do not progress past this point if students have not yet mastered the skill. Return to 'I Do' steps.

Independent Practice

- ~ Engage students in focused talk using metalanguage while monitoring initial practise attempts.
- ~ Students continue to practise until skills are automatic *i.e. students can perform the task without thinking about it.*
- ~ Check and correct student's independent work to provide feedback and direction.
- ~ Highlight and share successful attempts.



Introduce the Strategy/ Concept

- ~ State the learning intentions (**WALT**).
- ~ State the success criteria (**WILF**).
- ~ Review prior skills & knowledge- check for understanding.
- ~ Introduce concept or skill to be explicitly taught including the purpose.
- ~ Make connections between new content and prior learning and knowledge.

Modelling (Think Aloud)

- ~ Select a context that connects to what students know.
- ~ Introduce metalanguage with appropriate explanation.
- ~ Present new materials in small steps.
- ~ Model concept/ skill by 'thinking aloud'.
- ~ Provide examples and non-examples.
- ~ Use clear language.

Collaborative/ Guided Practice

- ~ Engage and guide students as they practise- high frequency of responses from all students.
- ~ Ensure high rates of success- consider needs based groups.
- ~ Provide timely feedback, clues and prompts.
- ~ Have students continue to practise towards fluency.
- ~ **Students who are not beginning to show fluency will require more scaffolding. Peer tutoring may be an option.**