**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?

**Independent Practice**
- Engage students in focused talk using metalanguage while monitoring initial practice 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.

**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.

**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.

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**Explicit Teaching Cycle**

- **Start**
  - **You Do, I Watch**
  - **I Do, You Listen**
  - **I Do, You Watch**
  - **We Do, Together**
  - **You Do, I Watch**

- **Reflect**
  - **Reflect/ Innovate/ Modify**