

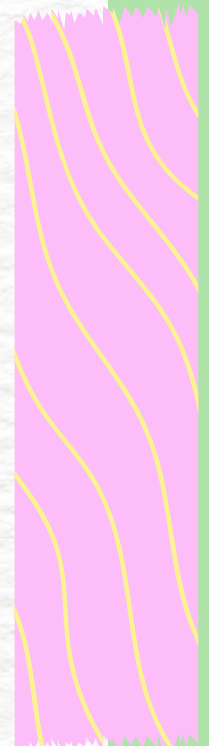


Thinking Matters

Whole School Metacognition

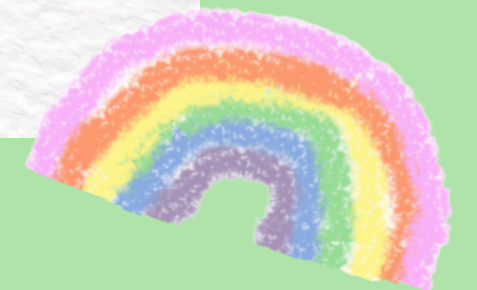


Thinking Routines

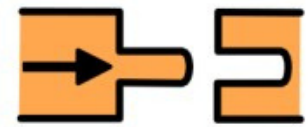


What is a thinking routine?

Thinking routines to deepen students' thinking and to help make that thinking "visible." This will help children to be self-reflective, self-regulate and self-motivated. Thinking routines help to reveal students' thinking to the teacher.



What does this look like in the classroom?



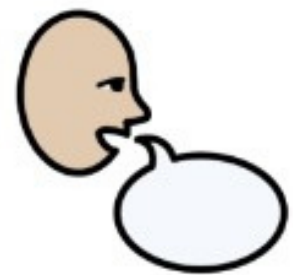
connect



extend



challenge



claim



support



question

Children will see these images on the teaching slides during lessons. This will help them to know which part of the thinking routine they are using. Adults model using the language and help the children to think about their thinking.



Connect, Extend, challenge

Consider what you have just read, seen, or heard, and then ask yourself:

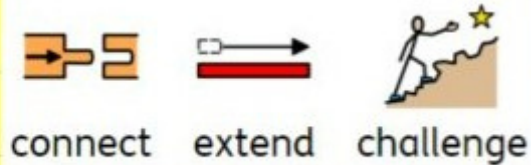
- How are the ideas and information connected to what you already know?
- What new ideas did you get that broadened your thinking or extended it in different directions?
- What challenges or puzzles emerge for you?



An example from a Year 2 English lesson

Lesson 1

Look at the letters on your table, what do you notice? Let's discuss.



connect extend challenge

Let's add this to our working wall.

Dear children,


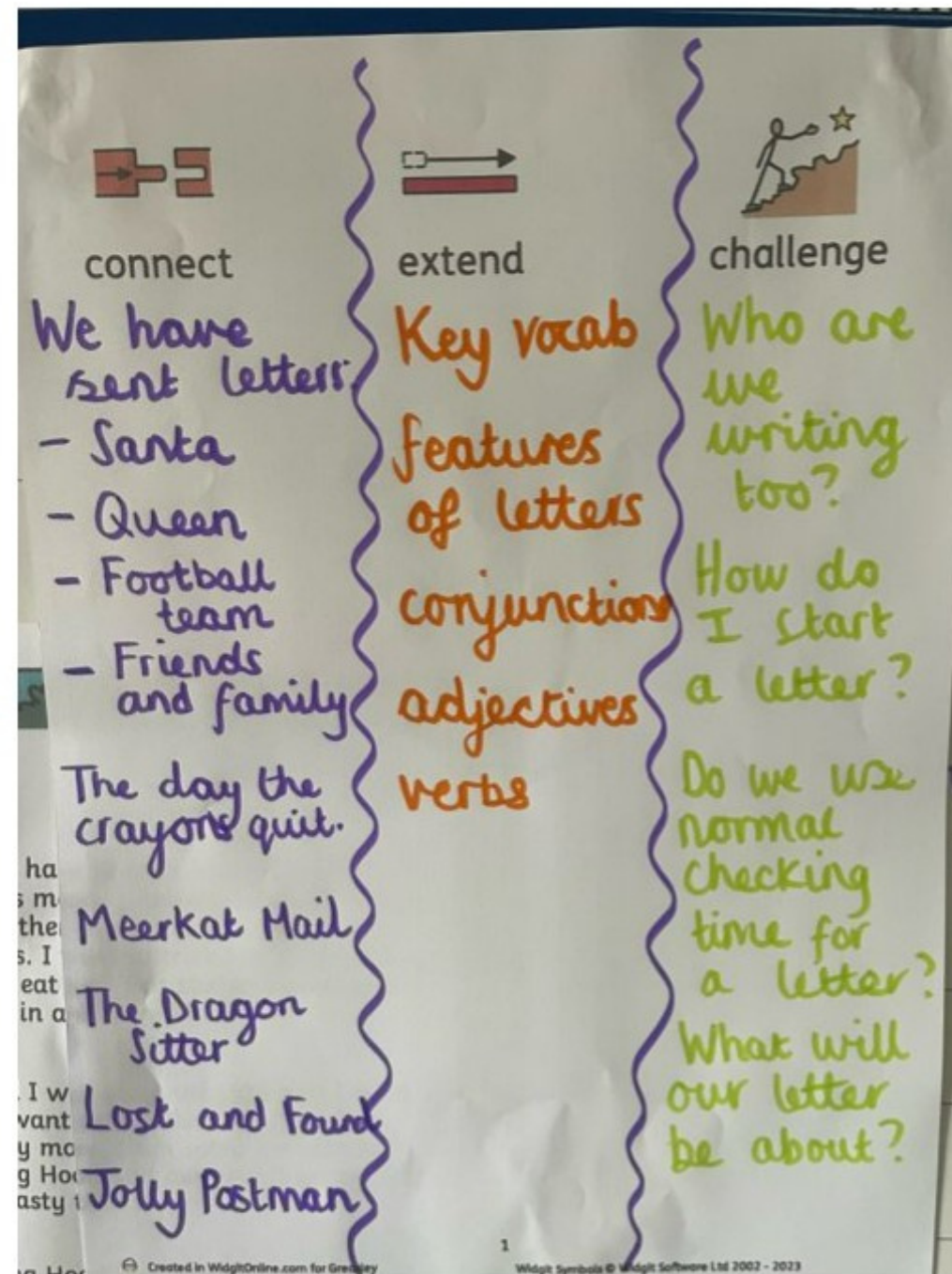
I know that you have heard a story about a time when I was mean. I locked Little Red Riding Hood's grandmother in a cupboard and dressed up in her clothes. I tried to trick Little Red Riding Hood so I could eat her! But she screamed and a woodcutter ran in and saved her.

My brother said I was very naughty and I need to say sorry. I want to be a kind wolf and not scare people any more. I am sorry for scaring Little Red Riding Hood and her grandmother and for playing a nasty trick.

Little Red Riding Hood was taking cakes to her grandmother. I want to cook some tasty new treats for them both. I know you are very clever children. Can you help me decide what food to make? Can you tell me how to make it? Maybe we can cook something together!

I hope you can help me.

Love from
The Big Bad Wolf

connect
We have sent letters:
- Santa
- Queen
- Football team
- Friends and family
The day the crayons quit.
Meerkat Mail
The Dragon Sitter
Lost and Found
Jolly Postman

extend
Key vocab
features of letters
conjunctions
adjectives
verbs

challenge
Who are we writing too?
How do I start a letter?
Do we use normal checking time for a letter?
What will our letter be about?

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Claim, support, question

Drawing on your investigation, experience, prior knowledge, or reading:

- Make a claim about (or give an explanation for, or offer an interpretation of) the topic.
- Identify support (things you see, feel, know) for your claim.
- Ask a question related to your claim or the supports. What isn't explained?



An example from a Year 2 reading lesson

Lesson 1 – after reading part of a text.....



claim

The girl in the story is feeling really sad.



support

The author said the girl had tears flowing down her face.

“What could make this claim true?”



question

“What might this not be true?”

Why is she crying?
Could she be happy?

Purpose: What kind of thinking does this routine encourage?

This routine supports reasoning by having students form claims, explanations, or interpretations and support them with evidence. Questioning claims helps students see reasoning as an ongoing process.



I used to think, now I think...

Think about what you have learned about the topic we have been studying and complete the following sentence stems:

I used to think...

Now I think...

I used to think...



But now I think...



An example from a Year 6 English lesson

End of a topic example (written):

Were the Vikings wrong to invade Britain?

I Used to Think... Now I think...

"I used to think that the Vikings were all blood-thirsty brutes who invaded Britain without a care for anyone or anything.

Now I think that they invaded our country to build a community for themselves and their families. The Vikings knew they could prosper in the UK due to more fertile land (and more of it to go round!) as the land in Scandinavia was no good for growing crops or rearing animals. There was also an issue with overcrowding, especially in Norway, and Britain had lots of unused land that the Vikings thought they could utilise."

