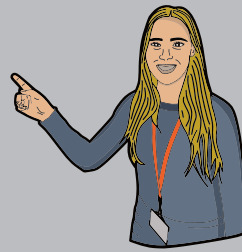


# Explicit Instruction

## SUMMARY

What Every Teacher Needs to Know  
by Jade Pearce | illustrated by Zeph Bennett

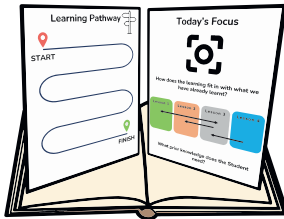


Part 2

# Chapter 21

Shared Learning Intentions

This involves sharing the goal of the lesson and the relevance of the knowledge/skills with pupils.



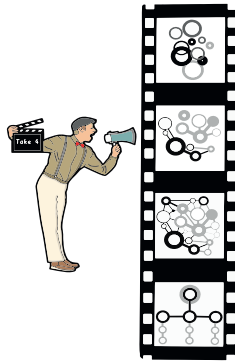
Questioning and checking for understanding are crucial to explicit teaching as they help teachers to decide the level of guidance required by pupils and when this can be scaled back, and helps pupils to learn new material with fewer errors, generating high levels of success.



Questioning

Explanations

Explanations must direct pupils' attention to the most important information, prevent cognitive overload and stop the development of pupil misconceptions and errors. Effective explanations are clear and concise, include examples, non-examples, worked examples, and link new content to pupils' prior knowledge.

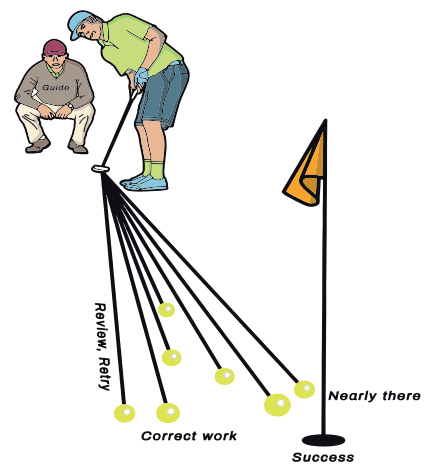
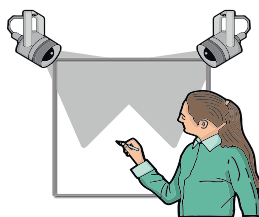


To prevent overload of the limited working memory, teachers should present new material, including knowledge and skills, in small steps or chunks, with practice of each chunk.

Chunking

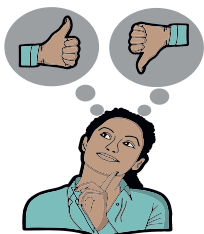
Modelling

Modelling is used when pupils are learning how to complete a complex task. Including 'live' modelling (pupils observing the teacher complete the task), teacher-led modelling (involving pupils through questioning), deconstructing examples, unpicking expert work and comparing pupils' work to models.



Practice

Review



This includes both reviews of the most important concepts and prior knowledge for the lesson. This strengthens previous learning, frees up the working memory, prevents forgetting and allows for effortless recall.

Pupils require a large amount of practice for accurate and long-term learning. Fully guided practice through scaffolded questions, tasks and checklists. Then guidance fading, reducing scaffolding as pupils skills develop. It is important then to provide immediate feedback during practice for affirmation.