

Word	Definition	Examples	Why?
Retrieval	Knowledge or skills that students are asked to 'recall' or remember from their prior learning.	'Do Now' task that draws on prior learning from last lesson, last week, last unit. Retrieval questions that are adapted for different target levels.	Memory of new knowledge is aided when we can connect it to prior knowledge. Our curriculum is sequenced to interleave new and prior knowledge. The curriculum is sequenced to enable consolidation of all learning.
AFL	Assessment for Learning. Assessment taking place in lessons to check the understanding of all students.	Questioning (cold calling, think-pair-share, ABC.) White board tasks to check for learning. Peer and self review.	Questioning draws answers from students that are accurate, precise, ambitious and include subject specific vocabulary. It allows teachers to assess the retention of learning.
Modelling	When we demonstrate how to do something.	White board modelling of a task. Physical modelling of a skill. Visualiser used to demonstrate how something is done. Using student exemplars to show WAGOLL. "I do, We do, You do."	To demonstrate to students the process by which a successful task is completed. Ideally models should be accompanied by a verbal or written narrative explaining why the method is successful.
Scaffolding	Resources we put in place to ensure students can complete a task.	Framework for writing. Sentence starters Formula. Templates.	To support those with barriers to progress. To develop towards independent learning. To ensure students can correctly follow a process.
Teach to the top	Making sure we pitch the lesson to a higher level and scaffold to support students to achieve it.	Show high level examples. Expect subject specific vocabulary in verbal answers.	Students all have equitable access to a rich and aspirational curriculum.

Independent Practice	Ensuring students can demonstrate a skill or knowledge without the need for scaffolding and support.	Removal of scaffolding over time.	To ensure students can perform under controlled or timed conditions.
Speaking like an expert	Using key terms in your spoken responses. Students speak clearly and in full sentences.	“The writer’s use of metaphor here shows...”	To reinforce expectations of oral accuracy.
SPAG	Spelling, Punctuation and Grammar	Capital Letters Apostrophes Standard English	To instil in all students the accuracy required in writing throughout life.
Tier 2 command words	Imperative verbs that are used frequently in your subject.	Define Summarise Evaluate Explain	These command words have common meanings but will have specific requirements in each subject. Students should know the expectations for these command words.
Tier 3 vocabulary	Subject specific vocabulary.	Metacarpal Synecdoche	All students need to be able to deploy key vocabulary in your subject.