Key Message	Post Training	Next Steps	Embedded
	When interacting with children, adults may:	**When interacting with children, adults may:**	**When interacting with children, adults may:**
Repeat and Revisit *Children need to hear and experience a new word many times before they understand and use it.*	☐ Reflect, by identifying and tiering, which vocabulary is required to access new learning ☐ Introduce new vocabulary by linking words to pre-existing semantic knowledge ☐ Repeat new vocabulary a range of times during activities ☐ Consider physical opportunities to reinforce new learning (e.g. using mirrors to learn about symmetry) ☐ Rely on peer-peer conversations to strengthen vocabulary knowledge	☐ Link new vocabulary with meaningful gestures, visuals and active learning opportunities ☐ Identify tier 2 vocabulary words as part of lesson planning ☐ Join in play and cooperative learning to reinforce new vocabulary	☐ Use pre-teaching vocabulary methods to robustly teach new vocabulary covering both semantic and phonological information ☐ Model and repeat new targeted vocabulary across a range of experiences ☐ Consistently plan for and target tier 2 vocabulary ☐ Share target vocabulary lists with other relevant adults (e.g. parents, PSAs, practitioners) to allow for more opportunities to repeat and revisit
Give Thinking Time *Children need time to process information and to plan what they want to say and do.*	☐ Reflect on how children respond when they give more thinking time ☐ Attempt to give thinking time in whole class situations but may have interruptions ☐ Give 7 seconds of thinking time in small group and 1:1 discussions ☐ Consider classroom management strategies that allow for giving thinking time (e.g. no hands up)	☐ Actively model requesting and giving themselves thinking time in front of pupils ☐ Actively model requesting repetitions and clarifications (e.g. 'I forgot what to do next, please tell me again') ☐ Give clear praise when children ask for more thinking time ☐ Give 7 seconds of thinking time after setting tasks ☐ Trial a range of classroom management strategies that allow for giving thinking time (e.g. hand gesture for 'no answers yet') ☐ Support children to wait and give thinking time to their peers ☐ Begin to see a reduction in the amount of interruptions during thinking time	☐ Consistently give 7 seconds of thinking time throughout the setting in a range of contexts ☐ Show awareness that some children may require more than 7 seconds of thinking time by differentiating own expectations and supporting peers to wait ☐ Encourage children to ask for clarification and repetition (e.g. being purposefully unclear and then praising requests for clarification) ☐ Embed classroom management strategies that allow for giving thinking time (e.g. 'let's all think on our own first') ☐ Praise children that give thinking time to their peers during tasks and in conversation
Use Gestures Meaningfully *Using gesture helps children to concentrate and reinforces new learning. Meaningful gestures can support working*	☐ Reflect on own use of gesture during interactions with children ☐ Consider the difference between meaningful (used to support comprehension) and non-meaningful (general gesticulating) gesture ☐ Introduce set, daily gestures for routine tasks ☐ Consider how visuals and objects support comprehension and working memory	☐ Reduce the amount of non-meaningful gestures used during conversation ☐ Increase the amount of meaningful gesture used during conversation ☐ See some children use more gesture during their interactions	☐ Use gesture reliably to support new learning and comprehension ☐ Use gesture alongside giving 7 seconds thinking time to allow children to process, plan and do ☐ Use a range of visual supports and objects to engage children and support comprehension and working memory ☐ Observe children use gesture appropriately to

memory.			support their meaning
Be Careful with Questions *Questions don't teach language. Children learn new language through comments. Questions can develop problem solving when they are simple enough to understand.*	☐ Reflect on the complexity of questions asked and why children's responses may be off target ☐ Try out using more comments than questions when introducing new learning and vocabulary ☐ Try asking a range of questions using the Blanks Levels of Language question fans	☐ Reflect on the complexity of questions I ask using the Blanks Levels of Language ☐ Reliably use more comments than questions when introducing new vocabulary ☐ Overuse 'I wonder…' comments to replace questions ☐ Use the Blanks Levels of Language questions to gain knowledge about children's abstract thinking development	☐ Reflect on the complexity of questions being asked and then adjust the complexity depending on the children's developmental level ☐ When appropriate, use Blank Levels of Language 3 and 4 questions to promote higher order thinking skills and abstract thinking ☐ Use a balance of comments and developmentally appropriate questions at all times, including during conflict resolution

Guidance Notes:

- ✓ This document can be used to support and monitor how the 4 key Words Up Primary messages are being embedded following training
- ✓ It is recommended that one document is completed for each staff member to monitor their own progress over time
- ✓ The key messages will take time to embed so no change between certain months for some key messages is to be expected
- ✓ Tick off the statements as they are achieved
- ✓ Use the statements to look for consistency for each key message before looking at the next stage
- ✓ The monitoring tool is designed as a *working* document for self-reflection as part of quality assurance and continuing professional development
- ✓ And it can be used for targeted monitoring during peer learning and senior management observations