Sequence Graphic Organisers

Classroom Checklist

Supporting oral language development in Years 3–8

Use this checklist to plan or review a lesson. Tick each strategy as it is implemented, adapting the level of support to students' language needs.

01 Prepare and teach vocabulary

☐ **Select a familiar or curriculum-relevant sequence.**
Choose a process with a manageable number of stages, such as the water cycle.

☐ **Explicitly teach key vocabulary.**
Explain and practise words such as evaporation, condensation and precipitation.

02 Model the sequence

☐ **Identify and order the important information.**
Think aloud as you select key ideas and place them in the organiser.

☐ **Model temporal connectives and complete sentences.**
Use first, next, then and finally; demonstrate how each stage connects to the next.

03 Guide spoken explanations

☐ **Prompt students to explain each stage in a complete sentence.**
Use questions or sentence stems when students need help getting started.

☐ **Expand and recast spoken responses.**
Model a more precise or grammatically complete version while preserving the student's meaning.

☐ **Provide structured oral rehearsal.**
Have students practise explaining the whole sequence to a partner or adult before writing.

04 Build independence and check understanding

☐ **Gradually reduce visual and verbal prompts.**
Move from modelled explanations to key words, then fewer cues as students become confident.

☐ **Check the quality of independent explanations.**
Listen for correct order, accurate vocabulary, complete sentences and clear links between stages.

☐ **Apply the strategy to a new topic.**
Check whether students can use the same approach to explain an unfamiliar process with appropriate support.

Teaching insight

The goal is not simply to complete the organiser, but to use it as a scaffold for increasingly independent, coherent spoken explanations.