

This tool offers question prompts, structured around knowledge of task, strategies, and self. It can be used to model and guide purposeful talk that supports independent, reflective learners.

Promoting metacognitive talk

These questions can be used for:

Teacher modelling

Explicitly model metacognitive processes or skills.

Scaffolding

Use supportive prompts, gradually reducing help.

Feedback

Focus feedback to guide reflection and goal setting.

Peer-talk

Structure peer discussions to deepen thinking or reasoning.

Self-talk

Help pupils to plan, monitor, and evaluate their thinking.

Planning (start of the task)

Task

- Have you seen a task like this before?
- What steps are needed to approach this task?

Strategies

- What strategies are needed here? Why?
- Are there any resources that could help support your work?

Self

- How will you remain focused and motivated?
- Are there any bits that might be tricky—what will help if you get stuck?



Monitoring (during the task)

Task

- Are you successfully completing the task? How do you know?
- Is your plan for this task working? Are any changes needed?

Strategies

- Are your chosen strategies working, or do you need to change your approach?
- Is there prior knowledge that would help you identify other strategies which could help here, or support you to use your chosen strategies even more successfully?

Self

- How confident are you feeling? Is there anything further that could help here?
- Could you check in with a partner to gain feedback on your actions so far?

Evaluating (after the task)

Task

- Did you successfully complete the task? How do you know?
- Did your plan help? Were any changes needed?

Strategies

- What will you do differently next time?
- Is there anything you need to help you use your chosen strategies more effectively in future?

Self

- What have you learned about yourself or your learning?
- How did your actions and behaviours impact your learning? Is there anything you will do differently next time?



This template could be used to:

- design prompts,
- model questions,
- scaffold peer- or self-talk, fostering metacognitive thinking across subjects and phases.

Planning (start of the task)

Enter text here



Monitoring (during the task)

Enter text here

Evaluating (after the task)

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