

What it looks like in practice

Eight routines from UK and US teachers on X between 17 Sep 2024 and 17 Sep 2026. Each row is a claim, labelled reported practice, practitioner claim or objection. The evidence column is a fetched page or a named paper, not the post. UK and US stay on the row. The live article already covers think-alouds, worked examples and the I do, we do, you do handover. These rows add the visualiser versus the finished slide, copying the product, fading the last step, and the US kindergarten three-beat.

ROUTINE	TEACHER MOVE	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS	REPORTED BY
Live under the visualiser ● reported practice	Write or draw in real time on the page the class will use. Narrate the choice. Leave crossings-out visible. Do not click a finished paragraph onto a slide.	A camera on an exercise book or a hand on the page. The teacher is talking through a decision, not presenting a deck.	EEF Metacognition and Self-Regulated Learning, second edition, published 13 Nov 2025, Recommendation 3 (fetched): model your own thinking; verbalise as you work through the task. A tweet is not a trial of visualisers. The article already names think-alouds. This row is the live page versus the finished slide.	@Emma_Turner75 9 Mar 2026 · UK “Modelling is real time, narrated, gestured at, live drawn or live written... It is not a flickering board being clicked at ad infinitum from the sidelines.”
Same medium as the book ● reported practice	Model the maths on paper under the camera so the worked example matches the exercise book, then hand the next one over.	Lined paper under the lens, not a polished slide. The next question sits beside the model.	Bradford Research School, 20 Mar 2025 (fetched from the 16 Apr 2026 post): script the think-aloud on a percentage decrease and on comparing fractions, then ask whether the class can apply it. Classroom claim about the medium, not a trial of paper versus board.	@coldzampa 31 May 2026 · UK “... there is something in modelling under a visualiser on the same medium they will be practicing on (exercise book) that makes it effective for maths.”
Reconstruct the thinking ● practitioner claim	After the live write, make the class rebuild the decisions. If they can only copy the finished product, the thinking still belongs to the teacher.	Books that do not match the model word for word. A second pass that names why a sentence was cut.	A classroom claim, not a trial. EEF, 20 Jun 2022 (fetched): after a think-aloud worked example, fade backwards so the leap to independent practice is not one jump. Renkl and Atkinson (2003), DOI 10.1207/S15326985EP3801_3, is the fading paper that blog cites.	@dnleslie 7 Sep 2026 · UK “If they can only copy the finished product, the important thinking is still owned by the teacher.”
Stop the pre-written rehash ● objection	Do not put a finished scheme paragraph on the screen and ask the class to rewrite it. That is not a live model.	Every book holding the same setting. No crossings-out. No window into a learner's choices.	Writing for Pleasure Centre, 16 Jul 2025 (fetched): names this pattern elaborate dictation, copying or lightly adapting a teacher- or scheme-generated text. That is a centre claim. This listen corroborated it with one visiting writing lead. How widespread it is remains unverified.	@LeeBraganza 19 Jul 2026 · UK “I visited a school recently and spoke to their writing lead. They show them pre written models on the screen and get the kids to basically rehash them. Zero live modelling.”
Shared write on the flip chart ● reported practice	Build a class paragraph on the flip chart or board, with substitutions in a second colour, while the class writes in books.	A Year 3 to Year 5 board the class owns. Word-class colour. Vocabulary swaps, not a downloaded WAGOLL.	A photographed classroom scene, not a trial. EEF Recommendation 3 (2025, fetched) still wants the thinking named out loud. Year 2 shared writing was not found in this listen. Year 2 appeared only for maths explanations under a visualiser.	@PieCorbett 5 Mar 2026 · UK “Simple spine poem describing a cat - then weaving the ideas into the story. One way of strengthening writing. Straight off the flip chart - year 3 shared writing.”
Show getting stuck ● practitioner claim	US literacy: the I-do includes an expert getting stuck and rereading. Script one stuck line, then the repair.	The adult pausing, rereading, and saying what is not working, before the class is asked to try.	US listen. Douglas Fisher's claim, 17 Sep 2026. EEF Recommendation 3 (2025, fetched) asks teachers to verbalise questions such as “What do I know about problems like this?” It does not trial a stuck-and-reread script. Not a UK classroom post.	@DFISHERSDSU 17 Sep 2026 · US “Students should hear an expert reader get stuck. That's the modeling.”

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Fade the last steps ● reported practice	After a full worked example, give a twin with the later steps blank. Maths-specific. Do not call this a generic I do, we do, you do overlay.	Two examples side by side. The second one stops short. Learners complete the end, not the whole method.	EEF, 20 Jun 2022 (fetched): fade backwards after a think-aloud. Renkl and Atkinson (2003), DOI 10.1207/S15326985EP3801_3. One UK head of maths describes a dissertation trial, not a department routine, so how common fading is remains unverified.	@FantasticMaths 21 Jun 2025 · UK “... I was trialling the impact of backwards fading or worked examples with partially complete worked examples with full.”
US kindergarten three-beat ● reported practice	US: name I do, we do, you do on a short blending move, then hand over the mouth or the pen. UK trainers in this listen reject a whole-school I, We, You regime.	A short I-do of three phonemes, then a we-do, then the child. Not a long teacher monologue.	US school name for gradual release. Pearson and Gallagher (1983) coined gradual release of responsibility, already on the article. Anita Archer's three-beat is what US kindergarten posts used. UK classroom teachers in this window almost never described their own lesson as I do, we do, you do. Keep the countries apart.	@MrsPallone 18 Oct 2024 · US “This Kindergarten crew is blending 3 phonemes. Anita Archer's: I Do, We Do, You do...will help scaffold.”
What was not found. UK listen, 47 searches, 32 evidenced posts, and US listen, 47 searches, 30 evidenced posts, 17 Sep 2024 to 17 Sep 2026: no sixth-form, Year 12 or A-level essay-paragraph modelling; no Year 2 shared writing (Year 2 appeared only for maths under a visualiser); no UK classroom teacher describing their own lesson as I do, we do, you do; no “they just copy the WAGOLL” as a set phrase; no “the confident ones switch off”; no “too much teacher talk” as a modelling complaint; no US post that modelling eats the period; no named 9th to 12th grade English teacher modelling a full essay live (8th grade Texas ECR was the nearest).				

Every quote is verbatim from a named account. A tweet is a claim. Country of each handle is the listen it came from. Nothing here is a trial of the routine. EEF Recommendation 3 is from the 13 Nov 2025 second edition, fetched 17 Sep 2026. The article's scaffolding builder still cites the older Toolkit +7 months; the 14 Nov 2025 EEF update cites eight additional months as the Toolkit mean.