

Talk that **builds** on ideas

Help learners respond to the thinking in an answer, rather than take turns giving separate answers.

The next question

“Who can build on that idea, or question the reasoning?”

1 Prepare a thought

Allow a pause or a short partner rehearsal.
Keep the question focused on the lesson content.

2 Connect the next contribution

“I would add...” · “I agree because...”
“I see it differently because...”

3 Widen access to the discussion

Notice whose ideas enter the conversation.
Offer a spoken, written or partner-supported route.

Afterwards: notice one change

Did an idea get developed or questioned?

What helped another learner contribute?

Formative teacher reflection, not a validated observation scale.

Evidence: Developing

Howe et al. (2019) observed 144 lessons in 72 English primary classrooms. Building on and questioning ideas was associated with maths and grammar scores when participation was broad. Reading findings were weaker or mixed. No significant positive association was found for science or reasoning. This does not establish cause, or require everyone to speak.

Howe, Hennessy, Mercer, Vrikki & Wheatley (2019).
Journal of the Learning Sciences, 28(4-5), 462-512.
doi.org/10.1080/10508406.2019.1573730