

So it's really important before you start embedding the use of widget symbols, that you have a strategy for use across the school so that when you come together as a staff, you all know what you're working on and you're all working towards the same aims. And those aims need to support your curriculum aims as well.

So for teachers who are thinking about using widgets in their practice, I would suggest not just dipping in and out and picking a word here and there to use. I would go full throttle and try and embed the use of the symbols not only in literacy or English teaching, but across the curriculum. So in your own classroom, in their own classroom, a teacher could use the widget symbols across the curriculum, but also in a whole school setting. There needs to be consistency in the use. So for example, I am science lead for specific science vocabulary or concepts. The same symbol is used in every.

Year group that that concept is taught.

So that the children again, it's about reducing the cognitive load. If a child has seen a symbol in year three, something to do with light, for example, and then that same symbol is used in year six when.

They revisit the subject of light, it.

Will relate to their prior learning. And that systematic, consistent use of widget.

Symbols actually does part of the teacher's job for us.

A really important piece of advice before a school starts using Widget symbols is to make sure that you give time for the staff to get together and have a look at the program together and make sure that there is agreement on which ones are the useful symbols so that you don't have lots of staff. Creating totally different systems or symbols for the same thing and then making those meetings quite regular is really helpful as well.