

Metacognitive Question Cards

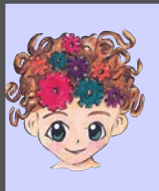
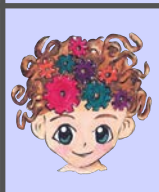
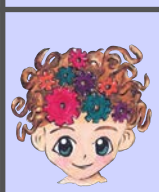
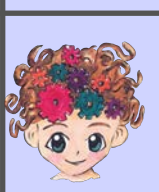
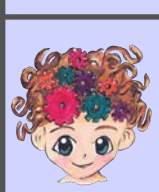
Meta-cognition refers to the strategies we use to monitor or control our learning. It is directly linked to motivation and a sense of empowerment, and evidence shows that teaching metacognitive strategies improves learning outcomes for all. Class teachers are well placed to support metacognition within the curriculum for all learners; however there are some key things to consider when teaching metacognition to dyslexics.

For learners with dyslexia, metacognition can be a strength. They are often intuitive, interested learners who enjoy understanding how things work and are interested in strategies. Moreover, some learners with dyslexia are more aware than neurotypical learners of how they learn and have worked harder to develop strategies to compensate. However, it's also a bitter reality that most dyslexics have learned more about how they fail than how they succeed by the end of primary school. Educators have a powerful role in redressing this.

Learners with dyslexia may be clever and intuitive, but memory and retention can be problematic, and cognitive load is a major problem, especially when working in the auditory channel. Over-learning and scaffolding will be paramount, and visual prompts reduce the demand on working memory. These question cards are designed to support all learners, not just those with dyslexia, with developing explicit metacognitive strategies.

The cards are designed to be cut up and used individually, in pairs, groups or as part of homework tasks. Choose the most appropriate cards for the task, or for the learners. Some will aid planning before a task, some will aid self-monitoring during the task, and some support review. The recommended ages are guidance only. Blank cards are provided for learners to generate their own ideas, and teachers can provide questions specific to the task in hand. For learners post 15, the self-regulation and metacognitive checklist may be more useful and will be made available in the publication, "All About Dyslexia", by Louise Selby due for publication by Speechmark in 2023. It will also be available from www.louiseselbydyslexia.com via the training portal later in 2023.

For further reading and general resources about self-regulation and metacognition, please visit <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>.

	What am I learning?	Before
	What do I know already?	Before
	What do I need to get ready?	Before
	Which bits will I find easy?	Before
	Which bits will I find hard?	Before
 How am I doing with this task?		During
After	What do I think about how I did this task?	
After	What did I learn from doing this?	
After	Have I met the learning intention?	



	What is the most important thing to learn here?	Before
	What am I good at that will help me?	Before
	What might I find hard in this task?	Before
	What do I need to have to do this task well?	Before
	What do I know already? How does this help me?	Before
	How long do I have? How much time should I allow for each bit?	Before
	What will my finished product look like?	Before
	How am I doing; do I need to change anything?	During
	Have there been any surprises since I started?	During

	Is this piece of work looking like it should?	During
		
	How much time do I have left?	During
		
	Am I using my time well?	During
		
	Do I need to stop and review what I have done?	During
		
	Do I need to change my approach?	During
		
	Do I need to talk to someone about this?	During
		
After	What have I learned?	
After	How well have I use my skills?	
After	How have I overcome my challenges?	



What are, or were, the most difficult aspects of the task? Before During After	Which bits are the easiest? Before During	Can I do the easier bits first? Before
Is there an order I should do this in? Before	What do I need to have with me to help? Before During	Do I have any particular skills I can draw on to help me? Before During
What are my personal challenges with this task? Before During	Can I see any connections with what I already know? Before During	Do I understand the concept or idea? Before During

Do I need to ask for more help? During	Is there something I can do, get or find that will help me? During	How am I doing? During
What will help me concentrate better? During	What will help me enjoy this more? During	Do I need to take a different approach? During
Is there anything I can change now to make it better? During After	How did I do with that? What did I do well? After	What did I enjoy the most? Is this something I can use to help me next time? After
