

TALK WITH TRUST

<p>T</p> <p>Take turns to make plans and predictions before starting a task</p>	<p>I wonder what would be the best way to start this task? What do you think...?</p> <p>What did you do last time you had a question like this? Could that help you this time...?</p>
<p>R</p> <p>Recap to check ideas and understanding as your child is helping</p>	<p>‘So, you think that X should go here? Why is that?’</p> <p>‘Why do you think that answer might be the right one?’</p>
<p>U</p> <p>Use encouragement and praise to keep children engaged in learning</p>	<p>‘I love the picture you have created for art. What was your thinking behind it?’</p> <p>‘I have noticed that you found that task hard and I am impressed that you didn’t give up but kept working at it.’</p>
<p>S</p> <p>Share prior knowledge & past experiences that link to what is being learnt</p>	<p>‘Have you learnt about X in school? I remember learning about it when I was at school. This is what I was told... have you been told the same or is it a bit different now?’</p> <p>‘Do you remember the TV programme we watched about this? Which parts of your lesson weren’t covered in that programme?’</p>
<p>T</p> <p>Tune-in and listen to your child—be curious about their interests</p>	<p>‘I didn’t know you were so good at baking. I think the things that you make taste the very best!’</p> <p>‘I know that you love art. Shall we try and create something as a bit of a project?’</p>

The TRUST framework was adapted from ‘High Quality Interactions’ in the EEF’s guidance report Preparing for Literacy [p.9]