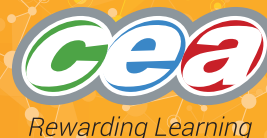


# List of Thinking Words for KS3



It's advisable to pick only one aspect from the bullet points listed in the TS&PCs framework under the headings of each strand for pupils to concentrate on. The thinking words are grouped in six columns, roughly in keeping with the structure of Bloom's Taxonomy, and showing progressively more demanding thinking and skills from left to right. This kind of progression is sometimes labelled: Remember, Understand, Apply, Analyse, Evaluate, Create.

Some of the words occur in more than one column: this is because a similar activity can take on a different direction, depending on the intention. There is no definitive 'right' way to define the skills: what pupils are doing will depend on the context and the learning intentions for that lesson or activity. Use this list of thinking words along with the bullet points of the five stands, or with the Thinking Cards as part of lesson planning.

Bear in mind that the word on its own is not a 'thinking skill': the target for using the thinking words is performing the action with increasing skill. For the lesson, you need to:

- identify the type of thinking you want the pupils carry out; and
- plan what will cause the pupils to carry out that activity with increased skill.

For example, if the thinking word best suited to the lesson involves 'estimating', then your planning should consider what it will mean to demonstrate skill in estimating. What will count as a skilful estimate? What's involved in becoming more skilful at making estimates in the context of the activity?

Managing Information					
spot	sequence	identify	argue	engage with	synthesise
read	order	name	debate	question	summarise
view	classify	tell	interview	map out	clarify
listen	group	list	consider	scrutinize	enquire
seek	combine	record	organise	recognise	determine
plan	skim	describe	restate	categorise	investigate
show	scan	obtain	outline	judge	generate
relate	sift	collect	translate	collate	agree
locate	sort	compare	explain	consider	develop
write	rate	decide	discuss	annotate	focus on research
find	highlight	detect	separate	take into account	prioritise
state	label	tell apart	illustrate	discriminate	
choose	join	evaluate	interpret	distinguish	
remember	select	give evidence	assume	differentiate	
use	link	state opinion	confirm	detect bias	
	connect	source	format	criticise	
	check		represent		

## Thinking, Problem-Solving and Decision-Making

choose	parts and wholes	predict	verify	analyse	relate causes and effects
find clues		draw conclusions	assess	classify	design a fair test
compare	compare/contrast	give reasons	suggest alternatives	recognise patterns	propose different solutions
conclude	examine	fact or opinion	predict	determine bias	hypothesise
see	solve	investigate	explain	check reliability	test solutions
connect	understand	consider	evaluate	justify	find problems to solve
decide	recognise	retell	take a stand	give an opinion	make judgements
estimate	consider the consequences	restate	make a point	make an argument	be sceptical
for and against	select	see cause and effect	clarify	make a case	be accurate
like and unlike	justify		evaluate	contest	check credibility
link	rank		investigate	dispute	appreciate
match	look for evidence		weigh pros and cons	debate	reason
get result	make decisions		determine	provide evidence	abstract
get outcome	quantify			be precise	
weigh up					
measure					
estimate					

## Being Creative

adapt	act	build	add-to	amend	devise
adjust	attempt	construct	attach	consider 'what if?'	cope with ambiguity
alter	combine	copy	compose	formulate	extrapolate
brainstorm	complete	demonstrate	connect	innovate	exteriorise
change	concentrate	design	correct	posit	generate
correct	express	engage with	illustrate	re-examine	synthesise
create	extend	experiment	incorporate	spinout	transform
draw	fantasise	mimic	model	tolerate	use analogy
generate new ideas	imagine	modify	persist	uncertainty	use metaphor
guess	invent	predict	redesign		use simile
join	plan	recommend	refocus		
make	practice	refine	role play		
play	propose	reorder	use trial and error		
show	repeat	reshape	perform		
suggest	reuse	sustain involvement			
try	shuffle	translate			
use	visualise				

## Working With Others

adapt	contribute	approach	compliment	consider audience	empathise
agree	help	compromise	encourage	challenge	set goals
be fair	participate	consider alternatives	engage with feedback	lead	show by example
disagree	propose	cooperate	include	demonstrate	negotiate
communicate	relate	collaborate	involve	influence	compromise
contribute	understand	listen	organise	respect	endorse
copy	share	model	prompt	counter-argue	motivate
discuss	show	show sensitivity	reward	persuade	drive
explain	show consideration	take on roles	solve	support	direct
give and take	take part	recognise views and opinions	vote	convince	structure
join in	take turns			reassure	delegate
swap				praise	mentor
					coach
					acknowledge

## Self-Management

remember	talk about	memorise	transfer	motivate	recognise own style
recall	reflect	rehearse	connect	monitor	tolerate
wait	refine	recapitulate	define	plan	exercise
collect	adapt	practice	restate	structure	defer
gather	review	reflect on	prioritise	record	assert
repeat	improve	internalise	break into chunks	endure	regularise
list	keep focused	take on board	organise	acknowledge	acknowledge
tidy	rearrange	press on	limit	continue	admit
test	persist	persevere	recognise	sustain	arrange
	train	be patient	permit	consider	put into action
	file	confirm			moderate