

KWL / KWFL and QUADS Grids

Popularised by David Wray and Maureen Lewis, and included in the training programme for the introduction of the Literacy Strategy, these grids have been shown to be useful tools in self assessment and involving children in their own learning. In a similar approach to concept mapping, the grids structure a child's thinking, starting with the activation of prior learning and leading to the identification of learning needs and a recognition of progress. Evidence from use shows that a key positive outcome is the increased willingness and confidence of children to raise and record their own questions. The approach is seen as particularly useful in structuring research tasks, in many areas of the curriculum.

| WHAT DO I K NOW? | WHAT DO I W ANT TO KNOW? | WHAT HAVE I L EARNT? |
|-------------------------|---------------------------------|-----------------------------|
| | | |

| WHAT DO I K NOW? | WHAT DO I W ANT TO KNOW? | WHERE WILL I F IND THE INFORMATION? | WHAT HAVE I L EARNT? |
|-------------------------|---------------------------------|--|-----------------------------|
| | | | |

A similar framework is QUADS (Cudd, 1989). One suggestion is that it can be used effectively to follow a brainstorming session, to help children structure and record their thinking.

| Q UESTIONS | A NSWERS | D ETAILS | S OURCE |
|-------------------|-----------------|-----------------|----------------|
| | | | |

Wray and Lewis observe that an interesting feature is the splitting of the answers into two parts, the answer and the details. This could be presented as the 'short' answer and the 'long' answer, first summarise your answer and then give the detail. The inclusion of the 'source' column is seen to encourage the development of good habits in research.