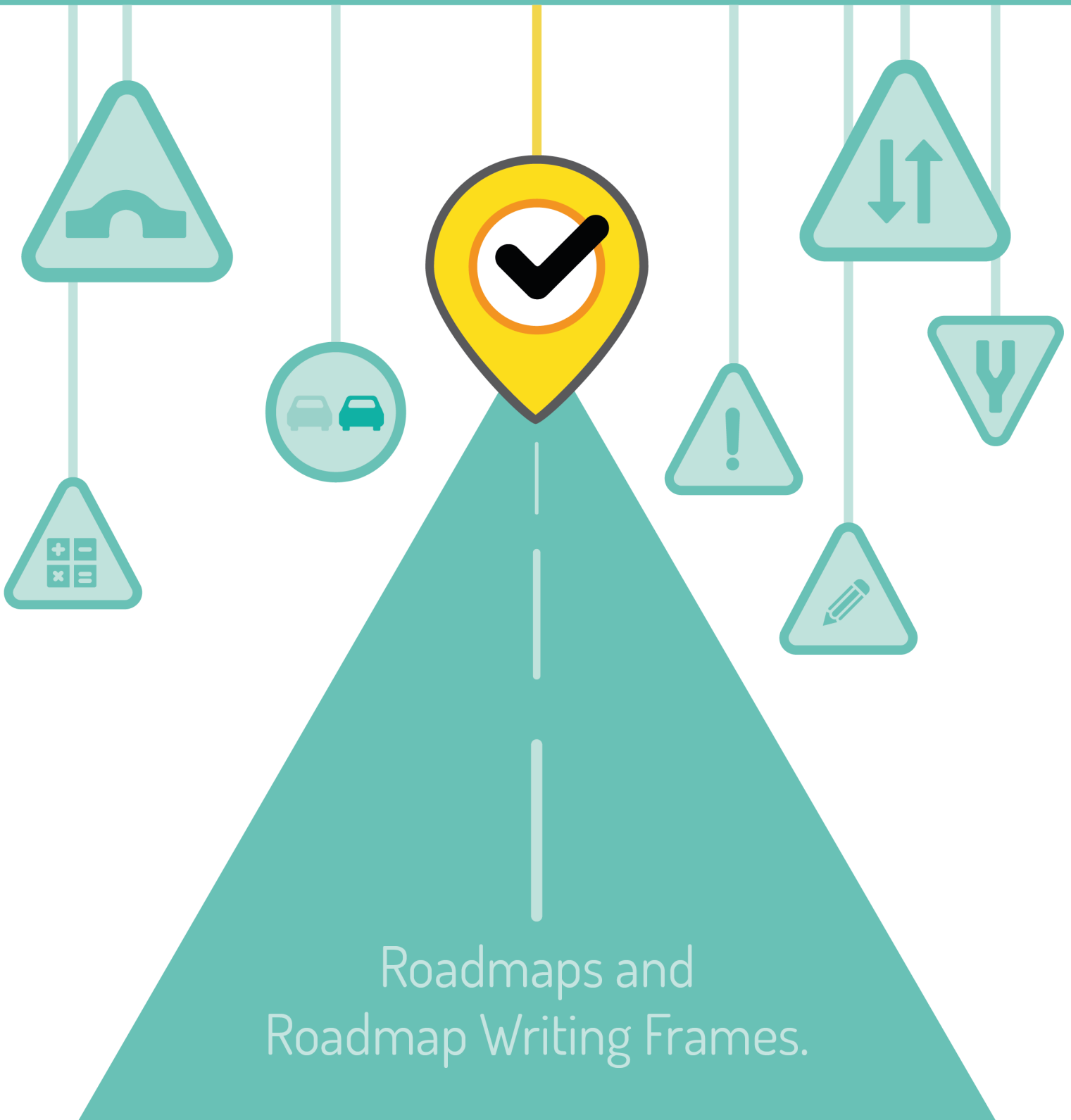




The Roadmap

A writing and thinking framework



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About Us



James Simms | Director and Lead Teacher

James is our strategic lead and inspiration. A teacher of 17 years, James has worked in five different schools and colleges. He records all of our PE and Biology material and is the driving force behind our project. James is a father of two and spends his spare time coaching senior football.



Marta Soteras | Director and Lead Languages Teacher

Marta is our company director, lead teacher of languages and linguistics guru. A translator by trade, Marta has also excelled in the MFL classroom. Marta is mother of two wonderful daughters.



Mike Prior | Product Manager

Mike is our Product Manager. He is an inspirational colleague, full of ideas combined with common sense. Mike inspired our Roadmaps project and has numerous new projects on the horizon. Mike is husband of Hannah and dad to (the ever so cute) Mila.



Natasha Buck | Administration

Natasha is our rock. She leads on all admin requests and financial interactions. Natasha is, without doubt, the most thorough and professional colleague anyone could hope to have in their team. Natasha is mum to Liv and Josh and combines work with being an inspirational parent.



Elle Houghton | Languages Teacher

Elle is our brilliant teacher of languages and is currently building our French provision. Never one to sit still, when she is not working or running, Elle is completing a masters degree in Psychology. Elle is super-mum to Jack and Emily and lives with husband Rob.

Introduction



The EverLearner

The Roadmap was born out of a need to have a structured framework to help students write exam answers which really respond to the question being asked. We made it because we saw a lack of such a framework available.

Other writing frameworks, such as PEE, can help to provide a basic structure but do little to help students understand what key command words actually mean. The Roadmap demystifies common exam terminology and provides a visual, memorable and practical tool to help students not only structure their answer, but understand on a deeper level what the question is really asking.

Beyond this, as a student, when you intuitively understand what words such as 'explain', 'analyse' and 'evaluate' mean, it not only allows for more clarity in an exam answer, but begins to change the way you about concepts. As an example, by understanding what it really means to evaluate, it becomes easier to think in an evaluative mindset. It becomes more natural to consider the relative strengths and weaknesses of a new concept. Or consider a student trying to understand a complex graph: being comfortable with the skill of analysis will enable that student to break the graph down and understand each part in turn, before synthesising that knowledge into a more complete whole.

As a teacher, you will not only see students writing with the question in mind, but the linguistic quality of the answer will improve too. The use of adverbs and conjunctions along with carefully considered punctuation will be sure to drive up the quality of students' writing. This is also true of teachers: the quality of teachers' written communication stands to be improved alongside that of the students.

What could be considered the most fascinating output of using The Roadmap is that, whilst it provides structure, it also allows for increased flair and creativity. Unlike other writing frameworks, which dictate what should be written and when, The Roadmap allows students flexibility in their answer, so they can focus on their strengths and use good-quality writing to demonstrate the depth of their understanding. This allows students who need and want it, the freedom to express themselves. In this 2019 edition we also include the Roadmap Writing Frames. These offer a greater degree of structure to help those students who find it more challenging to construct well-formed written responses. The Writing Frames offer a framework upon which students can build their answers. In an ideal scenario, the Writing Frames would be used in the early stages and then

removed when the student can form answers without this scaffolding. We see the Writing Frames as an introductory stage for most students and then as extra support for those who need it most.

The graphics used on the Roadmaps are exemplar and serve to depict one possible shape of an answer. In reality, the aim is for students to create their own journeys to produce good-quality content which demonstrates the knowledge and understanding that they have. As with all resources which support students, the aim is to allow students to use the Roadmap images at first and then gradually remove them so that their use becomes intuitive.

It is because of all of this that we make The Roadmap resources free. There are some constraints to this, which are detailed overleaf, but we want these resources to be spread far and wide so that as many students (and teachers) as possible can benefit from them.

The Roadmap is more than a writing framework. It is also a thinking framework.

Training



Small-team twilight sessions

If you are not quite ready for whole-school training or you cannot get your whole team together, these online sessions are ideal. We can provide these sessions at a time that suits you.

We will meet via video conference, which will be recorded for you to refer back to later.

This training is generally divided into one hour sections which combine to form the full training offer and you can take as many or as few as you like!

Individual sessions can be bespoke and we are happy to work with you to deliver training which meets the needs of your team.

Individual sessions can also be combined to provide you with a series of training which is high impact and value for money.

A typical series might look like this:

Level 1:

A detailed introduction to get you started.

Level 2:

Highway skills (Evaluate, Analyse, Discuss etc).

Level 3:

Developing the behaviours of the Roadmap.

£200+VAT per session

[Book now](#)

Whole-school, in-person training

Invite The EverLearner Team to your school to guide your whole teaching team through The Roadmap principle. At least two members of our team (three for bigger schools) will work with you to develop whole-school **writing skills, literacy** and, if it is desired, **marking policy**.

Our whole-school training is one full day of development (please ask us about shorter sessions) consisting of an introduction to our concept, a thorough and detailed examination of extended writing in all formats and, importantly, an introduction to how to develop the behaviours of higher-order thinking and writing skills through classroom activities and experiences. We guarantee to provoke and support your

teams in equal measure. Schools should expect a challenging but rewarding day with direct application from the very next teaching day.

Bonus: you will also receive five full classroom packs and 20 corridor/wall displays as well as a one-hour teacher guidance webinar which you can host in your staff development environment permanently.

from £999+VAT

[Book now](#)

Become a Roadmap Expert



Download and explore the Roadmap resources for free.



[Contact us](#) to discuss individual or small-team training. This can be in person or online and can be arranged as a daytime or twilight session.



[Contact us](#) to book whole-school training. This is in person and ideal for Inset training.



Whole-school implementation. We can support you as you implement it on a larger scale.

The Roadmap is an alternative to other writing frames such as PEE. However, it is so much more than these models. It helps students to understand what a question is asking so that they are empowered to answer it with flair. It is not simply a tick-list of things to include in an answer.

Whilst these other methods are easy to grasp because they are simple, their simplicity is also their downfall. They are not flexible enough to apply to a range of questions and they do not help students decode what a question is really asking of them.

We hope that the guidance contained within this document is enough to get started. However, training from The EverLearner will ensure all staff are fully confident and able to support high-quality writing consistently across the school.

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- Around 1000 downloads per month
- Seen by teachers across the world

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Fair Use



It is a commercial risk, but making The Roadmap free is the right thing to do.

Why is it free?

We want all students to benefit from The Roadmap. So, whilst it is somewhat of a commercial risk to give this resources away for free, we feel it is the right thing to do.

In return for being able to use this resource freely, we ask that you please follow this simple fair use agreement:

1

Format

Please use the Roadmaps in their entirety and **do not crop or edit** the images.

2

Reproduction

Always reproduce the Roadmaps in **full colour** and, when printing, **use good-quality paper**.

3

Sharing

You may share The Roadmap online and use in any electronic format, as long as it does not contradict point 1 and 2.

4

Commercialisation

Please do not use The Roadmap in any premium resources. The Everlearner Ltd retains all copyright to The Roadmap. **You may not benefit financially from using our copyrighted material.**

Benefits



1

Improved exam skills

The Roadmap teaches students to understand what exam questions are really asking them to do. It demystifies exam command words so that students answer the question which is actually being asked.

It also sets out, with clarity, the language which is going to help them produce that specific answer, along with the relevant punctuation. In short, the quality of writing as a whole improves.

Far from being restrictive, this framework provides a structure within which students have unbounded freedom to demonstrate their subject knowledge. They can write with flair because they have the backing of a clear, well-understood framework.

2

Consistent literacy and marking strategies

Although it was not necessarily intentional when we started, The Roadmap has become somewhat of an essential tool for teachers as well as students. Teachers gain clarity about what is expected of students when it comes to exam questions, especially those higher-order skills, such as evaluating, analysing and discussing.

The Roadmap offers the clarity needed to give teachers confidence in knowing which language demonstrates students' knowledge in response to a question and also how the correct punctuation should be used along with this language. The Roadmap demystifies writing for teachers as well as students. By incorporating The Roadmap into literacy strategies or marking policies, teachers and students have a consistent and reliable visual tool to improve the quality of writing, which can be used in all areas of the curriculum.

3

Improved questioning

Beyond simple exam skills, The Roadmap provides a framework for thinking and not just for writing exam answers. With a deep, intuitive understanding of what it means to evaluate, analyse and discuss, teachers and students begin to think in a different framework.

This leads teachers to asking more pertinent questions, which challenge more deeply their students' understanding. It also gives teachers the clarity they need to ask questions which are relevant and targeted. With The Roadmap, if a teacher asks a student to *explain* something, both teacher and student know what is expected of them, and they understand how that would be different if they were asked to *describe* it.

4

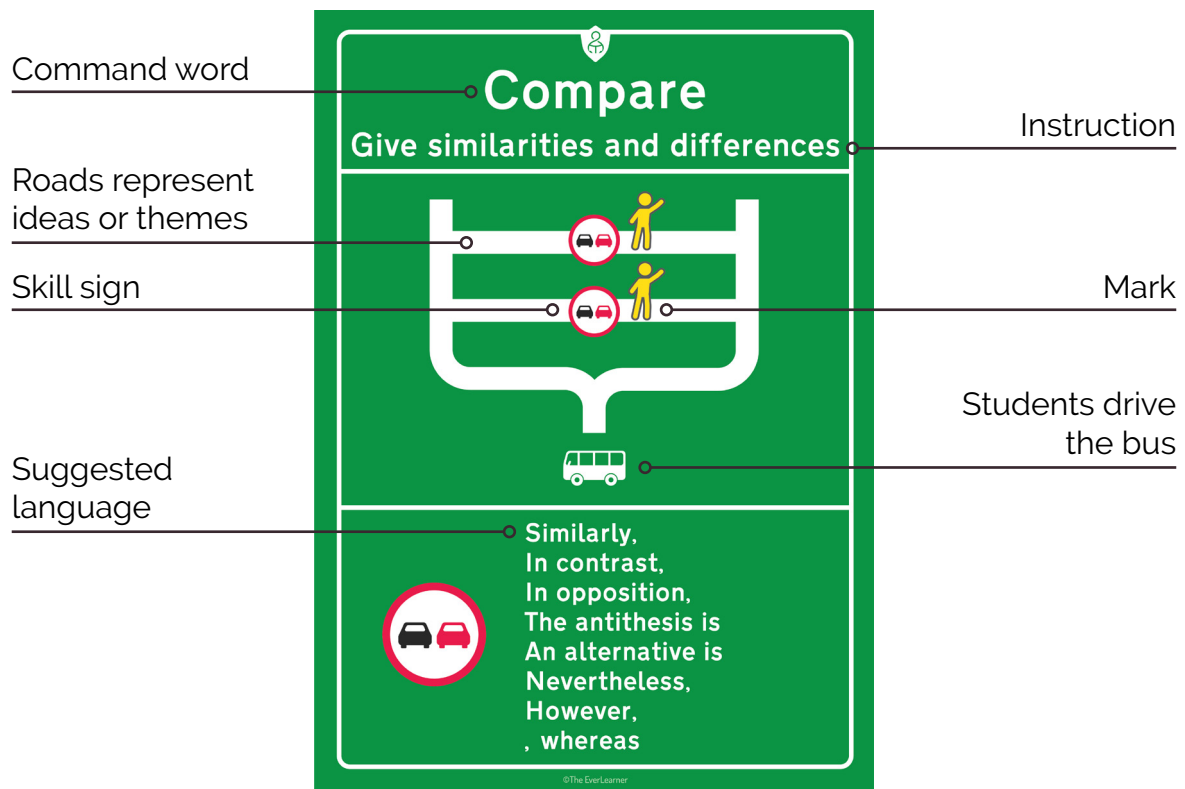
Truly higher-order thinkers

By higher-order thinking skills we mean those which demand a deep level of cognitive processing such as being able to analyse, evaluate and create. Thinking at this level requires knowledge and understanding but also a specific skill set which frames the way in which a problem is overcome. The output could be in a written exam, a piece of extended writing or a discussion. Being able to think in an *analytical* or *evaluative* frame, for example, is the first step towards truly being able to think at this elevated level and be genuinely creative.

The Roadmap demystifies writing for teachers as well as students.

The Concept





How it works

Each Roadmap is a metaphor. The students imagine they are the driver of the bus. Their aim is to pick up as many Marks as possible on their journey. Each road represents an idea or theme in their answer and each skill sign reminds them to use the suggested language to ensure they are responding to the command word (they can, of course, add their own).

The first stage is to plan the answer. Ask students to draw Roadmaps to plan the direction their answer will take. Then, ask your students to write their answers, for which they can use the writing frames provided here too. The aim is that, in time, students will create their own Roadmaps, reflecting the answer which they want to write and they will progressively move away from the support of first the writing frames and eventually of the roadmap signs altogether. This provides structure without limiting the students' creativity and flair.

Along the journey, ask students to think about where they might pick up Marks, what content Marks will be awarded for and what language they need to use in order to achieve that.

Assume students were asked the question

"Compare the characters of Benvolio and Tybalt from *Romeo and Juliet*".

Using the "Compare" Roadmap above, Benvolio (theme 1) would have a road of his own, as would Tybalt (theme 2). Notice that no Marks are available for discussing either character individually. The Marks are available when the roads meet and comparative language is used in relation to both characters. For example:

*In Romeo and Juliet, the characters Benvolio and Tybalt differ mostly in their temperament. Benvolio (possibly from the word "benevolent") is a kind, passive character. However, Tybalt (possibly from the word "tyrant") is a cruel, aggressive individual.**

*Yellow represents content which would be represented by Marks and green represents the linguistic features which reflect the command word.

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Define

Give the meaning



is
is a
is the
is the process by which
refers to



Identify / State

Name it / them



is
is called
are
are called



Identify/State



Topic from the question

What is the question asking about?
In an 'Identify' or 'State' question, you are likely to find a keyword or phrase which can typically be extracted and used in your answer.

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Skill language from Roadmap

is
is called
are
are called
plus your own alternatives

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Content from knowledge

So far, you have the beginnings of the sentence. You now have to use your knowledge to finish the answer and pick up all of the Marks.

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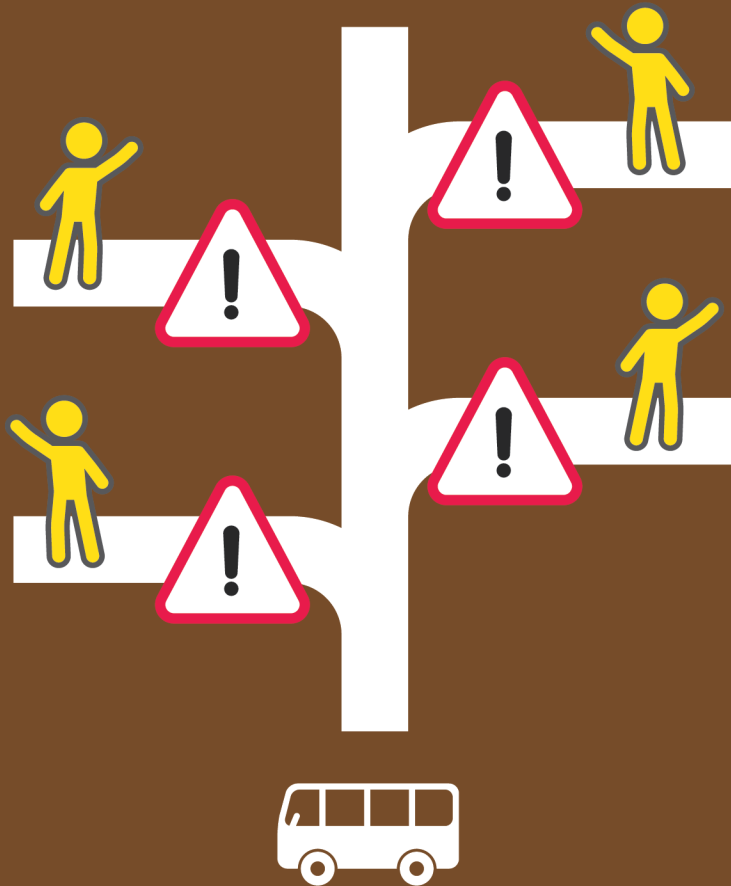
Finished answer

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Summarise

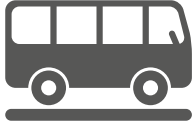
Give the main points



is characterised by
is composed of
its main features are
consists of
Another point is
Moreover,
Furthermore,



Summarise



Topic from the question

What is the question asking about?
In a 'Summarise' question, you are likely to find a keyword or phrase which can typically be extracted and used in your answer.



Skill language from Roadmap

is characterised by
is composed of
consists of
Another point is
Moreover,
Furthermore,
plus your own alternatives



Content from knowledge

So far, you have the beginnings of the sentence. You now have to use your knowledge to finish the answer and pick up all of the Marks.

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'Summarise' questions are often worth more than one Mark. For example, it might say 'Summarise the ways in which...', so you might have to repeat the process above to pick up all the Marks.

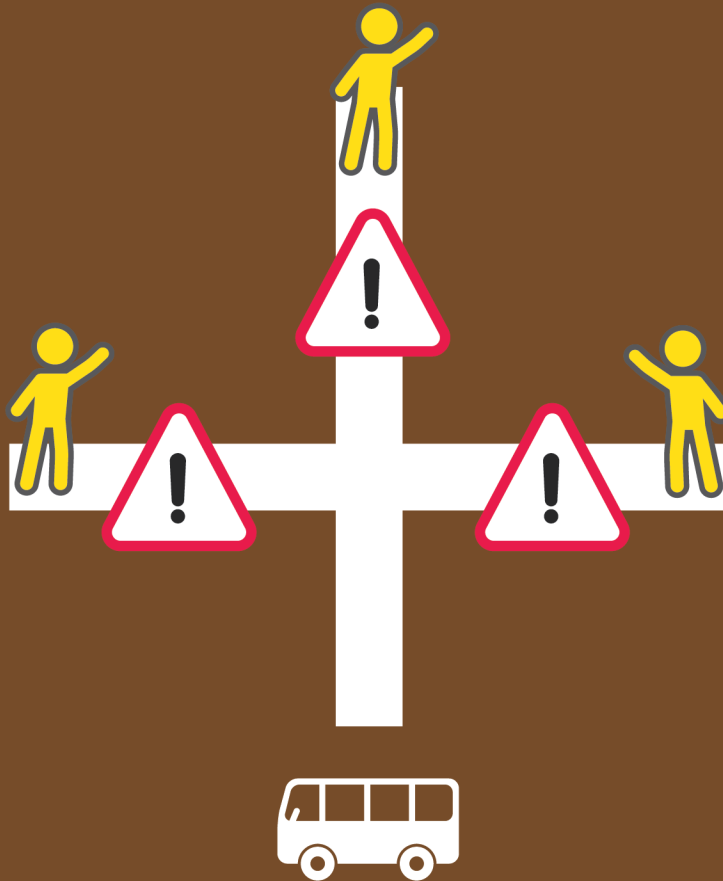
Finished answer

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Suggest

Give possible solutions



I believe

In my opinion

One possibility is

Another suggestion is

We should consider

We could also consider



Suggest



Skill language

from Roadmap

One possibility is
Another suggestion is
We should consider
We could also consider
One option is
Another option is
 plus your own alternatives



Content

from knowledge

So far, you have the beginnings of the sentence. You now have to use your knowledge to finish the answer and pick up all of the Marks.

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'Suggest' questions are often worth more than one Mark. For example, it might say 'Suggest 3 ways in which...', so you might have to repeat the process above to pick up all the Marks.

Finished answer

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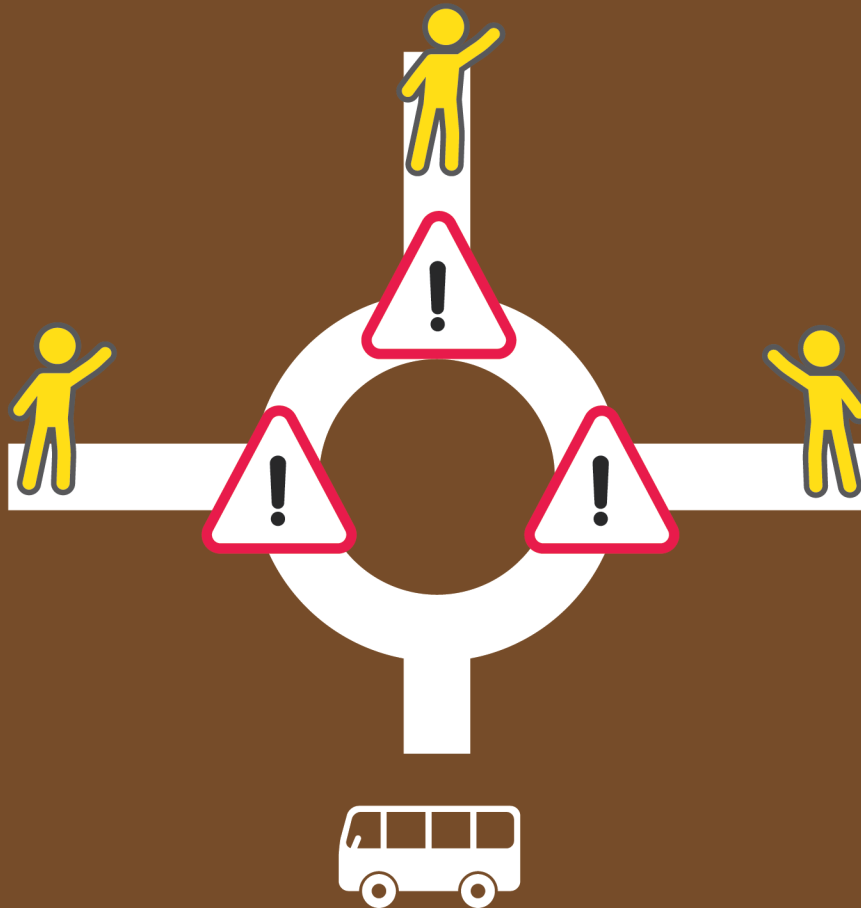
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Describe / Outline

Give main details



is
is not
is characterised by
is composed of
is like
lacks



Describe/Outline



Topic from the question

What is the question asking about?

In a 'Describe' or 'Outline' question, you are likely to find a keyword or phrase which can typically be extracted and used in your answer.



Skill language from Roadmap

is/are
by
is/are characterised by
is/are composed of
is/are like
has/lacks
plus your own alternatives



Content from knowledge

So far, you have the beginnings of the sentence. You now have to use your knowledge to finish the answer and pick up all of the Marks.

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'Describe' questions are often worth more than one Mark. For example, it might say 'Describe 3 ways in which...', so you might have to repeat the process above to pick up all the Marks.

Finished answer

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Calculate

Give a numerical answer



Work out the answer as a number.

Show all workings.

Use the correct units.

More Resources



Roadmap A4 Posters



Roadmap A2 Bedroom Posters



Roadmap Pocket Guides



Roadmap Learning Mats



Roadmap Online Course



Roadmap Playing Cards

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Illustrate / Sketch

Draw



Use diagrams in your answer.

Carry a pencil, ruler and rubber.

Label axes.

Add a title.



Illustrate/sketch



Illustration



Graphs

- I am using a sharp pencil.
- I am using a ruler for straight lines.
- My graph has a title.
- The axes are labelled.
- The axes have units.
- The independent variable is on the x axis.
- The dependent variable is on the y axis.
- The scale is correct.
- I have crossed out mistakes neatly.

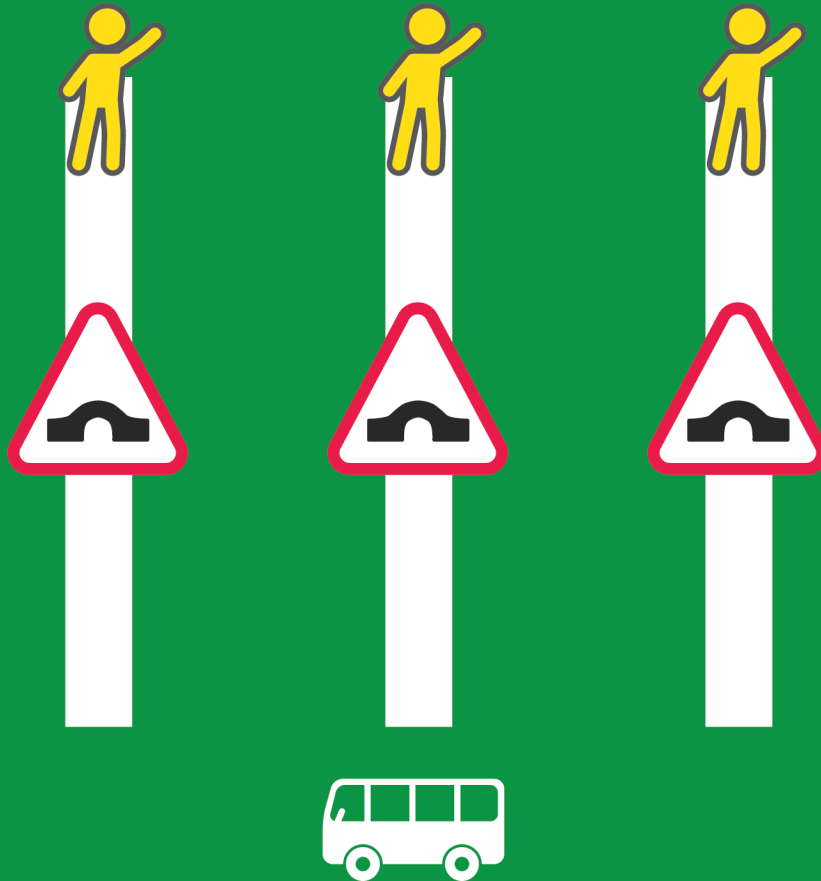
Diagrams / sketches

- I am using a sharp pencil.
- I am using a ruler for straight lines.
- The labels are drawn accurately.
- I have crossed out mistakes neatly.
- I have included all required information.



Explain

Why? How? What?



because
through
by
Therefore,
This means
The reason for this



Justify

Give reasons why



I think

I believe

The reason for this is

Since

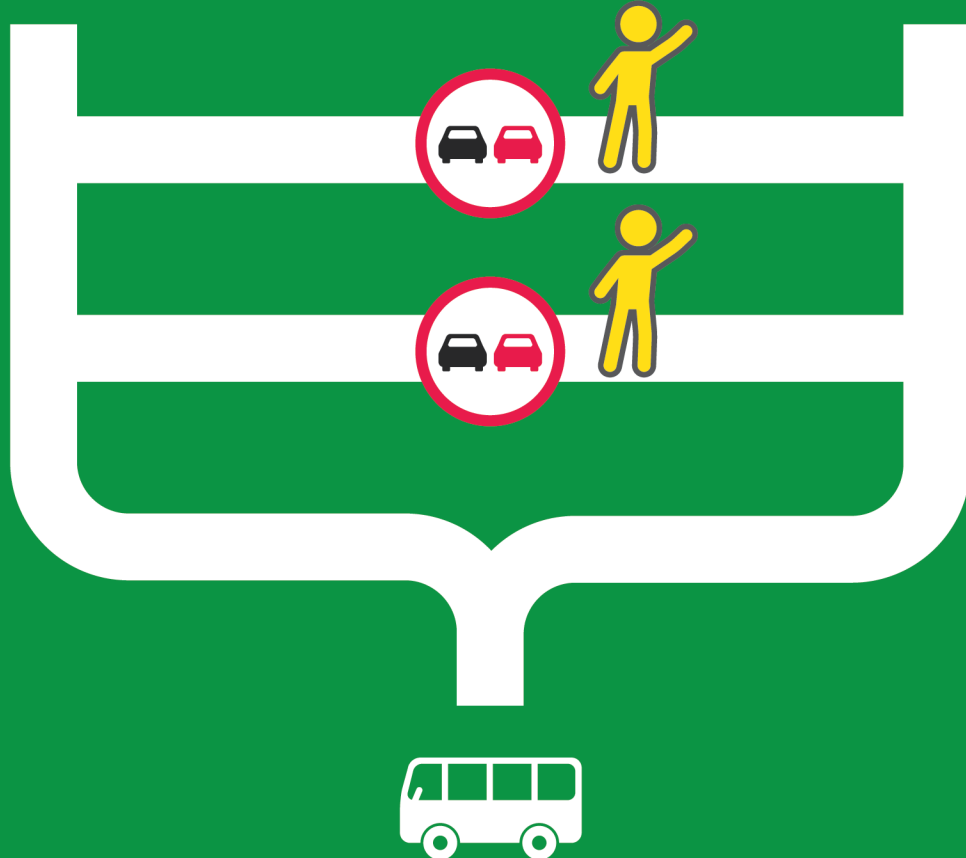
Thus

Because of this



Compare

Give similarities and differences

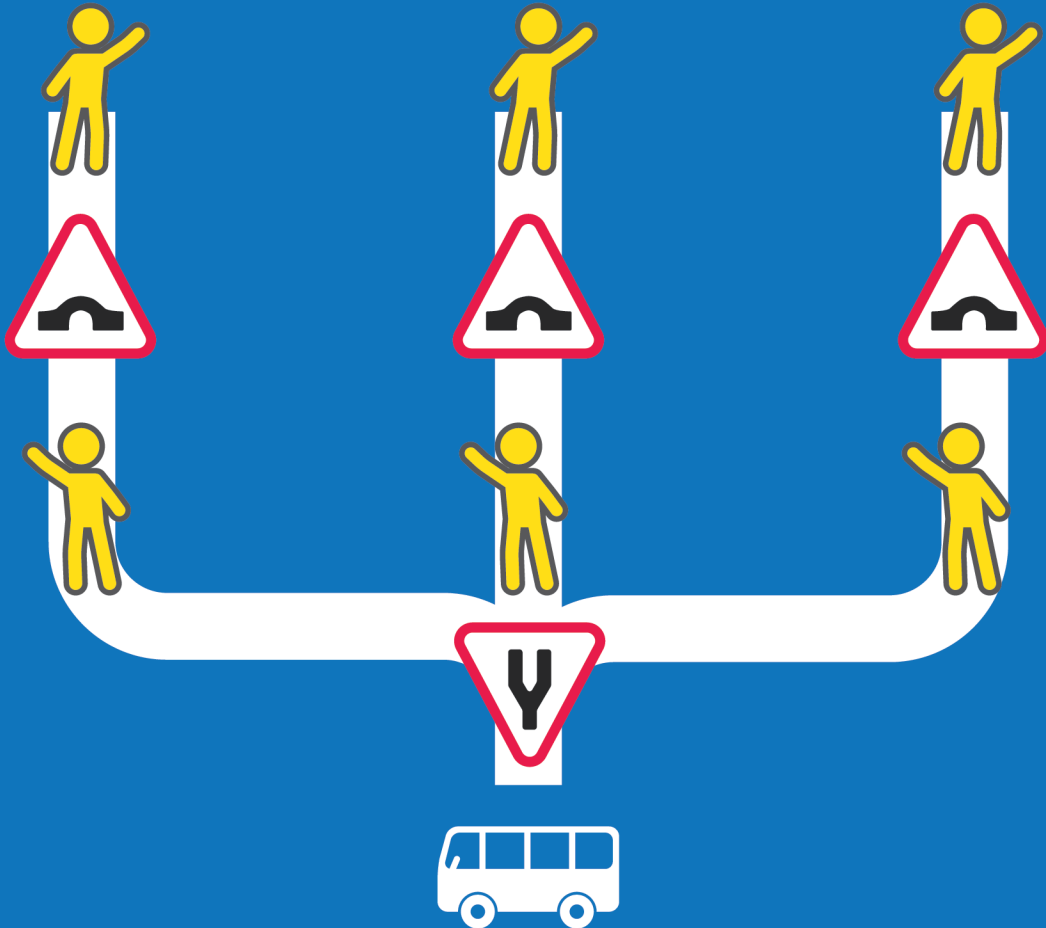


Similarly,
In contrast,
In opposition,
The antithesis is
An alternative is
Nevertheless,
However,
, whereas



Analyse

Break into parts and explain



Analysis



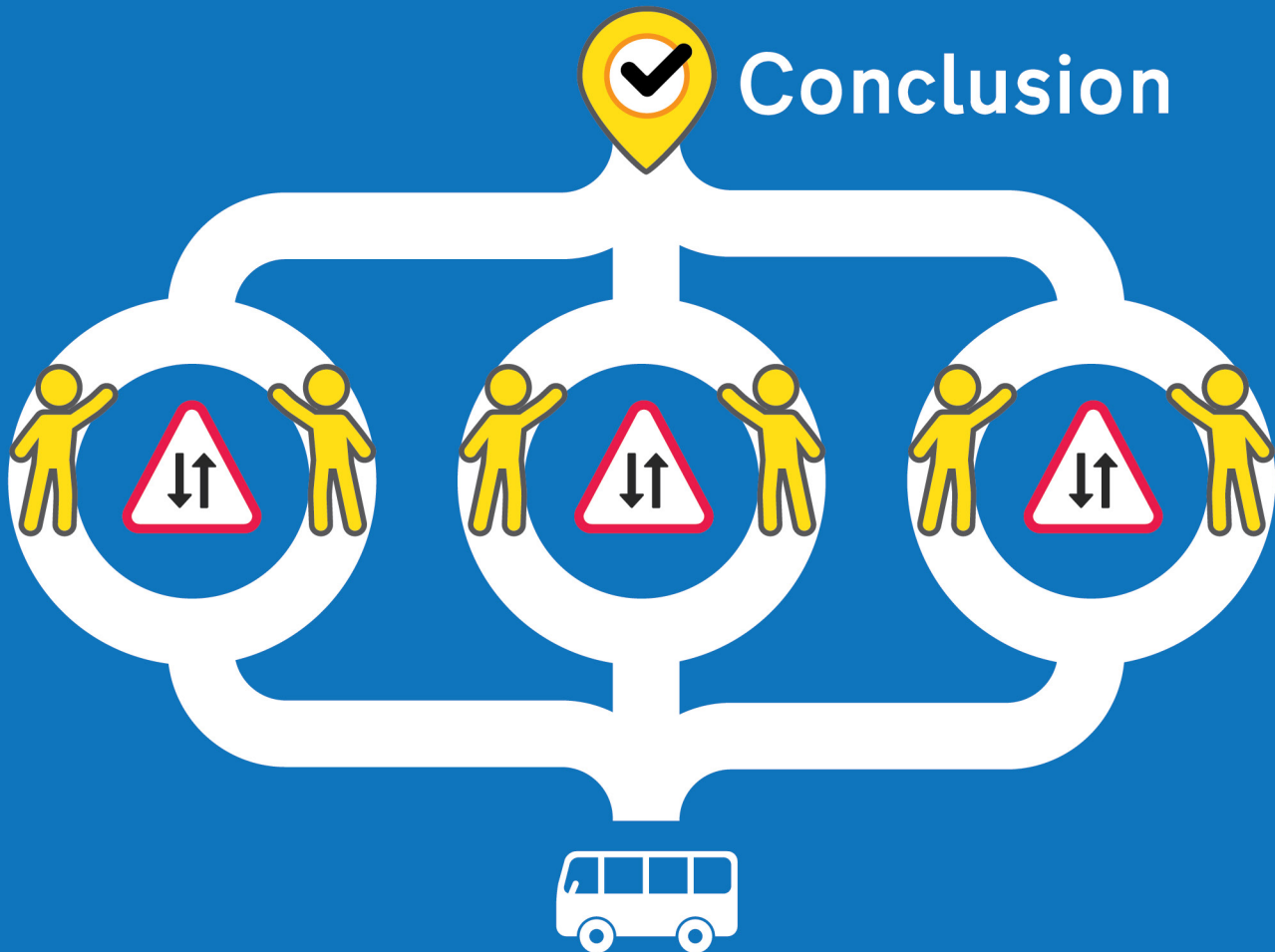
Explanation

Firstly, secondly, lastly
Evidently,
This means that
This causes
As a result of this,
This is because
Therefore,



Evaluate

Judge from both sides
and reach a conclusion



A strength/weakness is
An advantage/disadvantage is
On the one hand,
In contrast,
, whereas
Similarly,
In conclusion,



Evaluate




Topic/Content

from the question and knowledge

This is all about one side of the argument. It could be **positives, advantages** or **strengths**. You are looking at the topic from one perspective. You do not have to agree, but you do need to present a fully thought out argument.

Use language such as:

-  A strength is
- An advantage is
- On the one hand



Skill language

from Roadmap

In contrast,
However,
Despite that,
Nevertheless,
but
, although
, whereas
plus your own alternatives




Topic/Content

from the question and knowledge

This is all about the other side of the argument. It could be **negatives, disadvantages** or **weaknesses**. You are now looking at the topic from the opposite perspective. Again, you do not have to agree, but you do have to fully present this side of the argument.

Use language such as:

-  A weakness is
- A disadvantage is
- On the other hand

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Once you have argued all relevant points from both sides, you should reach a **judgement** which concludes the arguments you have made.
In conclusion / To sum up / On balance.....

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Finished answer

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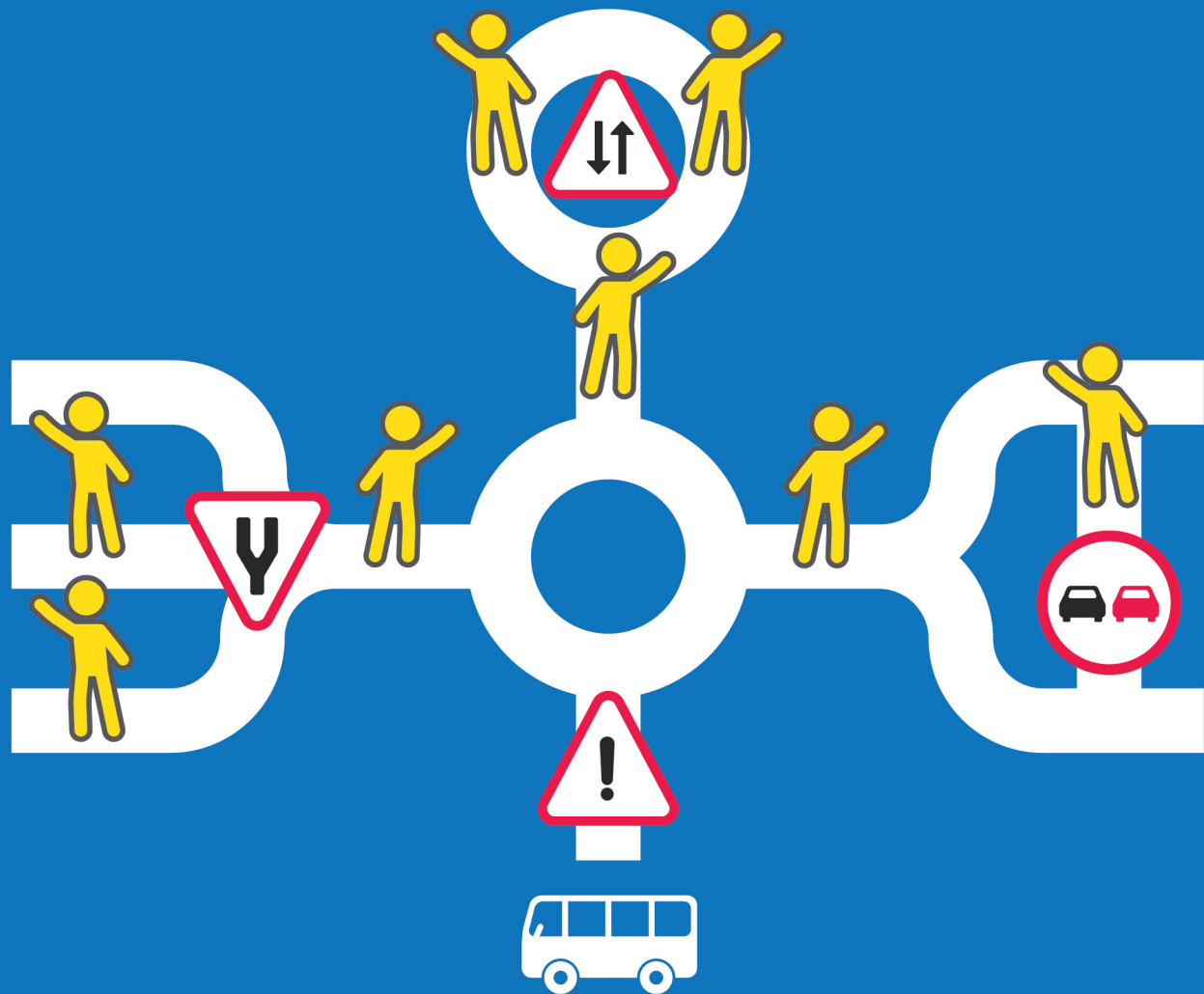
.....

.....(You will probably need more space to answer an 'Evaluate' question fully.)



Discuss

Talk about key points



As required...

Describe

Compare

Analyse

Evaluate

Conclude





Skill Signs



Recall
Remember facts



Explanation
Extend by adding detail



Comparison
Find similarities and differences



Calculation
Work out the value and include units



Illustration
Draw



Analysis
Break down a concept



Evaluation
Judge from both sides



Conclusion
Reach a balanced outcome

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