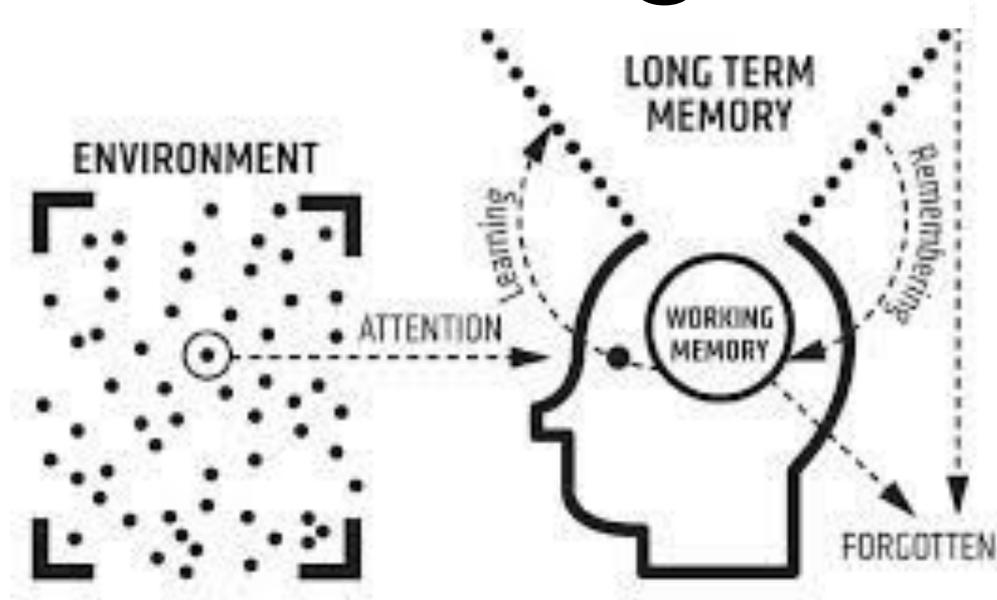


# Sticky Knowledge



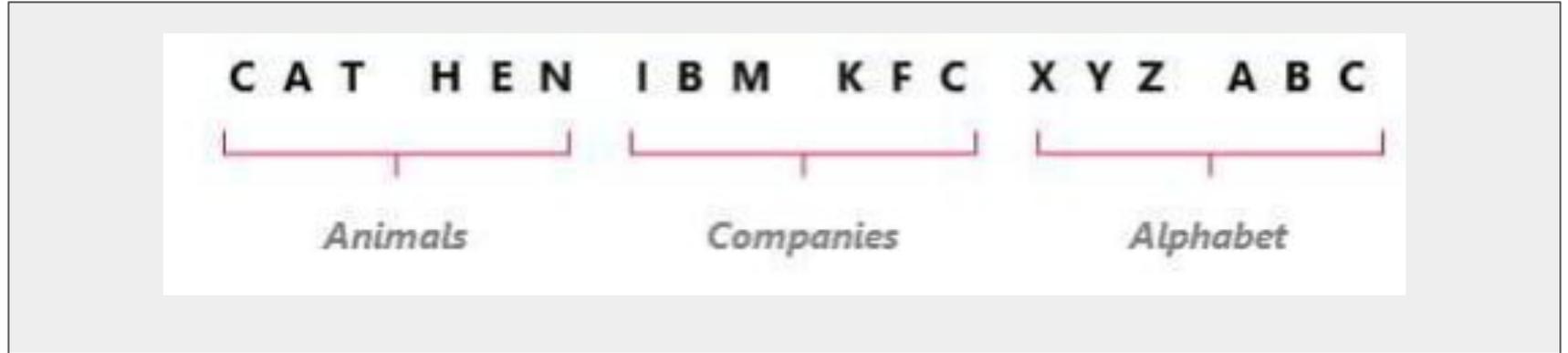
Try and remember as many of the letters below as you can in 30 secs

C F K N E H Z Y X M B I C B A T A C

These are the same letters, but with the order reversed, and grouped to make meaningful 3-letter strings.

C A T   A B C   I B M   X Y Z   H E N   K F C

We could take it a step further if you want, and categorise into three groups, by theme.



It is easier to remember information when it is chunked according to meaning, because the working memory has a limited capacity.

**Chunking** is one method we use to help pupils retain information

**Retrieval** is the method we use to help pupils recall information



Play up  
to 1:50

- Retrieval is getting information out of students' heads as opposed to information into students' heads



'Here's what we did in class last week'



'What did we do in class last week?'

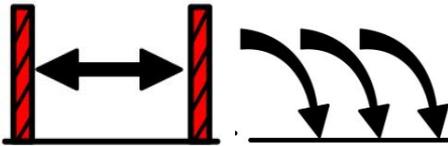
- Powerful when combined with research-based strategies including spacing, interleaving and feedback- driven metacognition.
- With retrieval, struggling is a good thing for learning (desirable difficulty)
- Improves students' understanding of their own learning process (metacognition)

# Retrieval Practice

## Spacing

Leave time between learning and retrieval.

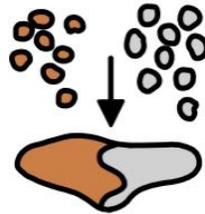
E.g. get children to retrieve what was learnt yesterday, last week, last term or last year.



## Interleaving

Combine related topics or concepts when retrieving.

E.g. close dates, events, similar people,



## Metacognition feedback

Make children aware of their learning and the processes involved.



## Timelines



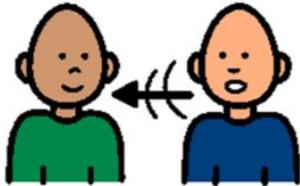
## Knowledge Quarters and Knowledge Mats



## Low stakes retrieval- quizzes or activities



## Oracy



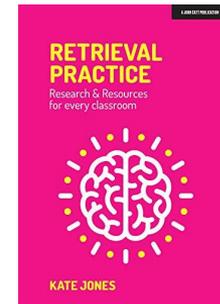
## Home Learning



Google Classroom

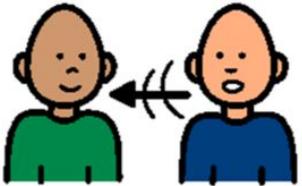


## In class activities



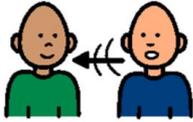
# What do you remember about retrieval?

chunking	interleaving	Knowledge quarter/mats
timeline	retrieval	Home-learning
oracy	spacing	desirable difficulty

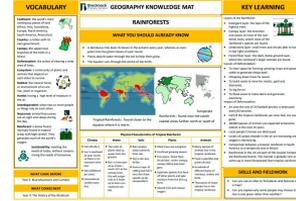


Tell your partner what each word means

# How can you help your child retrieve learned information?



- Talk to your child about what they are learning in school
- Refer to the Knowledge Mats for information about wider curriculum subjects
- Ensure your child completes the Home-learning quizzes and tasks on Google Classroom
- Ensure your child does regular practice on Times Tables Rockstars, Hegarty Maths, Nessy, Doodle Maths
- Review phonetic sounds and spelling using the Little Wandle phonics Website and the Spelling overviews on Home-learning



hegartymaths



Week 1	Rule: The /u/ sound spelt a after u and so	Week 2	Rule: The /u/ sound spelt or after u
<b>Rule and guidance</b>	a is the most common spelling for the /u/ ('hot') sound after u and so.	<b>Rule and guidance</b>	There are not many of these words.
<b>Example Words</b>	want, watch, wander - [u]	<b>Example Words</b>	word, work, worth, worst - [ɜ:]
Can you find more words that follow the rule?	quantity, speech - [ɜ:]	Can you find more words that follow the rule?	worth - [ɜ:]
<b>Word</b>	Classification: <b>Verb</b> (an action, state or doing word) [v]	<b>Word</b>	Classification: <b>Adjective</b> (describing words) [adj]
<b>High frequency words:</b>	man going where	<b>High frequency words:</b>	would or took
These words do not follow a spelling rule and need to be learned		These words do not follow a spelling rule and need to be learned	