

Pedagogy Newsletter #43

22nd November 2019

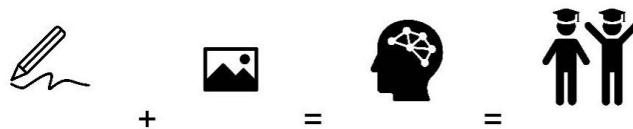
Dear Colleagues,

One of our jobs as teachers is to help learners **retain information** - to ensure what we teach stays learnt. Incorporating **spaced retrieval** practice into our curriculum is something that we have worked on across the Trust with huge success, but what else can we do to help aid students' memories?

Using **dual coding** can be of great benefit to learners when it comes to remembering information. Simply, **dual coding** is the process of combining words with other visual materials to aid memory. You can use infographics, timelines, cartoon strips, diagrams, and graphic organisers alongside words to help students build stronger associations before encouraging them to practise this independently. When students have the same information in two formats - words and visuals - it gives them two ways of remembering the information.

The Learning Scientists have written a useful blog [here](#) which tells you a bit more about dual coding and gives examples of the approach in use. Oliver Caviglioli is at the forefront of dual coding in the classroom and he often tweets about it [here](#).

Dual coding -



Have a great weekend,

Adam Riches and Rosie Horsfield

Senior Leaders for Teaching and Learning at Ipswich Academy

Weekly Writing Outcome Example (English)

This week's weekly writing comes from a year 4 pupil from Old Ford Primary School.

The pupil wrote this piece in response to the Shared Reading text: How To Train Your Dragon. The remit was to describe the dragon nursery (an independent piece of writing).

We have chosen this piece of work because it showcases a number of devices that make effective description.

Hiccup trudded through the snow, with the howling wind blowing straight into his face with the horizontal rain. ~~The~~ The swirling storm ahead of him wasn't helping either. ~~As~~ As he gazed up at the indescribably perilous and treacherous climb that was waiting for them to climb, slip, fall and ~~kill~~ ^{die} the boys to lose their precious lives forever. Is this what his destiny meant to be? ~~As~~ As he approached the mountain cliff, he sank into a blanket of snow, and, ~~whily~~ ^{whily}, Fishlegs his good friend, pulled him out. "Ha ha ha," said Snotlout. "You stupid idiots managed to sink into solid ice, and you're now pulling each other out!" he boasted. "You are such idiots." "Even Boyzbreath could defeat you, without my help." "Well," said Fishlegs. "Since you're so helpful, why didn't you pull Hiccup out?" he protested. "Huh?" "Are you serious?" he retorted. "Why would I help such dumbs like you two? What a waste of time." "Shut up," said Snotlout. "We're approaching the dragon cliff." "I... I hate being... a... viking..." Fishlegs panted.

In this section there is/are:

1. Vocab: trudded, torrential, perilous
2. Speech punctuated correctly
3. Alliteration: swirling storm
4. Fronted adverbial correctly punctuated: 'As he gazed at...'
5. Rhetorical question: 'Is this what his destiny...'

What a great start to the writing, this year!!