

A Guide for Parents

The activities and techniques within this guide are some of the ways in which retrieval practice can be used to support your child to know more and remember more.

Using these activities will help your child to strengthen their memory and recall information from their learning, leading to deeper learning and understanding.



William Edwards School






'Inspirational learning with a strong sporting ethos'

Picture Prompts

Show your child a photo/illustration/map/
portrait/diagram.

Ask them to retrieve information learned linked to
the image (this comes from their prior learning).

Task: Explain how each image is connected to Henry VIII and the break with Rome.
Explain in your own words, from memory.

Retrieval Grids

Each box contains a part of the topic already studied
– no new material. The box could refer to a concept,
event, individual, key term or date.

Your child picks one of the boxes and writes as much
from memory about that chosen category.

Which pair of valves prevents blood from flowing back into the ventricles?	Name two organs that belong to the digestive system.	Name a vessel that is part of the systemic circulation.	What is the main function of the axial skeleton?
The connective tissue that is softer than bone and has a gel like matrix is the...	Muscles used in endurance activities are typically called ____ fibers (color)	A fracture where a bone is broken into multiple pieces is called a ____ fracture.	Blood in the pulmonary veins is... Oxygenated/Deoxygenated?
The muscle action of moving a limb away from the midline of the body is called ____.	What is the name for the most posterior bone of the cranium?	Name 3 muscles of the face.	How many thoracic vertebrae are there?

Flash Cards

Children create flashcards with questions on one side and answers on the other –this promotes self or pair testing (with someone at home) to ensure active recall. Parents can get involved by reading the questions and checking the answers

Flashcards with the Leitner System

The focus of this system is to help children revisit the cards they have previously struggled with, until they can retrieve the information with ease and confidence.

Main method involves using three boxes/trays/plastic wallets/envelopes.

Monday – pupils self-quiz and if they answer correctly or incorrectly, this determines which box the flashcard goes to.

Box 1
Every day – all cards start here. Incorrect cards stay here so they are practiced daily. Correctly answered cards go into Box 2

Box 2
Tues & Thu – cards answered correctly go here, so there is still some spaced practice. If a card from here is answered incorrectly it goes back into box 1.

Box 3
Friday - Questions that have been correctly answered from box 2 go in here, only to be revisited on Friday.

Retrieval Clocks

Children get 5 minutes to write as much as they can from memory about one of the sections.

After 5 minutes, move them onto another section. Repeat until all the sections are filled in.

Fractions

1) In a pack 15 oranges, 3 are mouldy. What fraction are mouldy?

2) Find the fraction half way between $\frac{1}{4}$ and $\frac{1}{10}$

3) Explain how you know the answer is wrong without working out the correct answer.

$\frac{3}{4} - \frac{2}{3} = \frac{1}{12}$

Number Properties

Make the statement true.

1) Write down a prime number between 20 and 30.

2) Write down an even multiple of 13.

3) Write down three different factors of 24 that add together to give a prime number.

Percentages

Two numbers, A and B, are shown on a scale. The difference between A and B is 56. Work out the value of A and B.

Amjad, Henry and Adil share a flat.

- Amjad pays 20% of the rent.
- Henry pays 35% of the rent.
- Adil pays £520.

How much do they pay altogether for the rent?

The diagram shows two swimming pools. A kids pool and an adults pool. The kids pool is full. The adults pool is only 25% full. The wall connecting the two pools is lowered and the water from the kids pool is released into the adults pool before the wall is raised again. What percentage of the adults pool is now filled?

Decimals

Complete the table.

Minutes	Hours
15	$\frac{1}{4}$
20	
	$\frac{1}{2}$
100	

Harley has done some calculations. Explain how you know the answer is incorrect without working out the answer.

$0.2 \times 0.4 = 0.8$

1) Write the following in ascending order of size.

0.25, $\frac{1}{4}$, 22.3%, 0.203, $\frac{3}{16}$

In June, Madeline won the same amount for each one she downloaded the game £2.70 for 30 seconds in August. She was given more for each song. What is the maximum number of songs she can purchase using the gift card?

2) Write down a number between 2.34 and 2.35.

Cops and Robbers

In the 'cops' column, children write as much as they can from memory about a specific topic in a set amount of time (4 - 5 minutes should be enough).

Then they complete the 'robbers' section using resources.

Factor	 Your own knowledge and recall...	 Information you have 'stolen' from your peers...
Andy Warhol		
1950s		
Popular Culture		
Celebrity		
Use of colour		

Challenge Grids

Simply a grid with a range of questions for children to generate answers to.

Name a Pop Art artist?	Which artist is famous for his comic strip art?	How did Pop Art come about?
How did Pop artists use colour?	When was Roy Lichtenstein born?	Name a celebrity Andy Warhol depicted?
How did Pop Art change British culture?	Which shape was used to create some Pop Art?	What was the name of the dots used in Pop Art?

1 point
 2 points
 3 points

Can be adapted to support vocabulary learning.

Vocabulary Challenge Grid		
1. painting	4. exhibit	7. critic
2. Pop(ular)	5. Complimentary colours	8. culture
3. artist	6. onomatopoeia	9. society

1 point
 2 points
 3 points

Cartoon Strips

Demonstrate a sequence, story or events through illustrations.



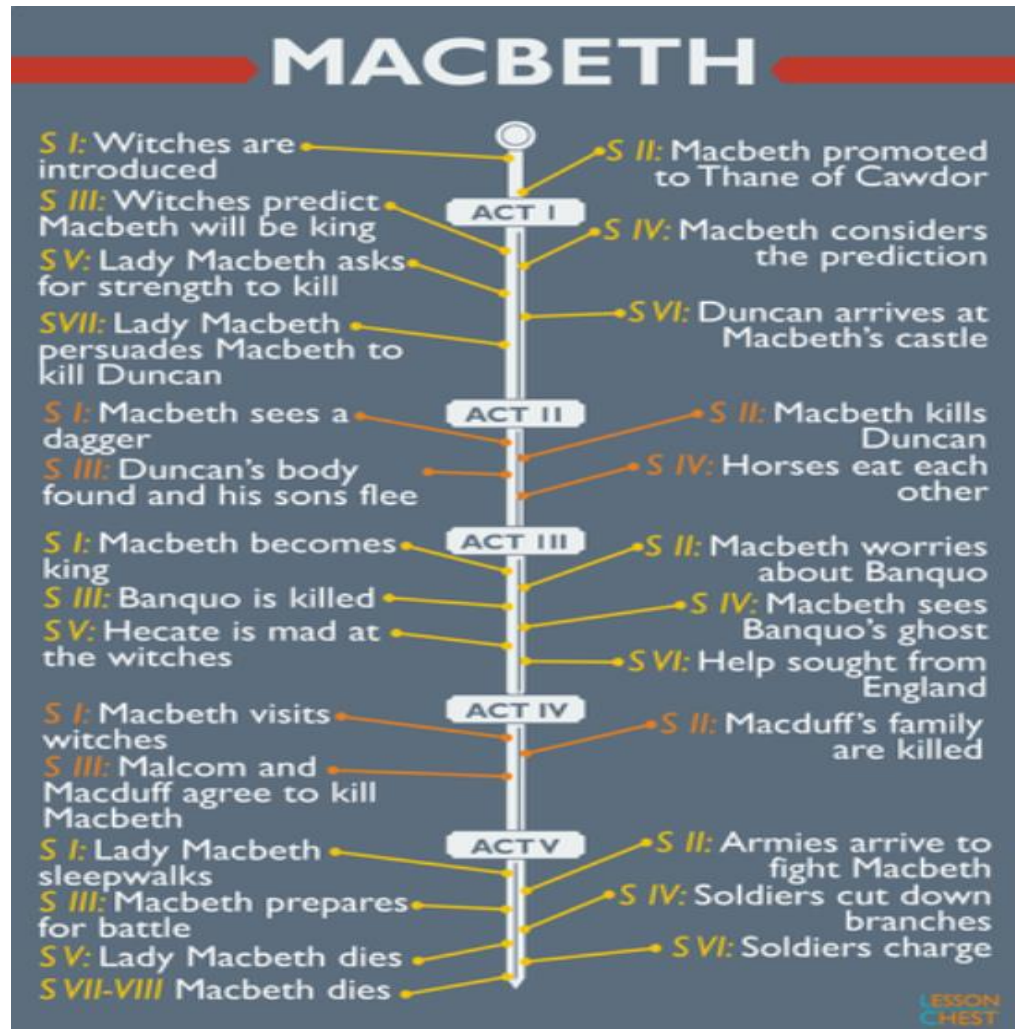
Mind Maps

Can be used to write out the key ideas for each topic on paper.



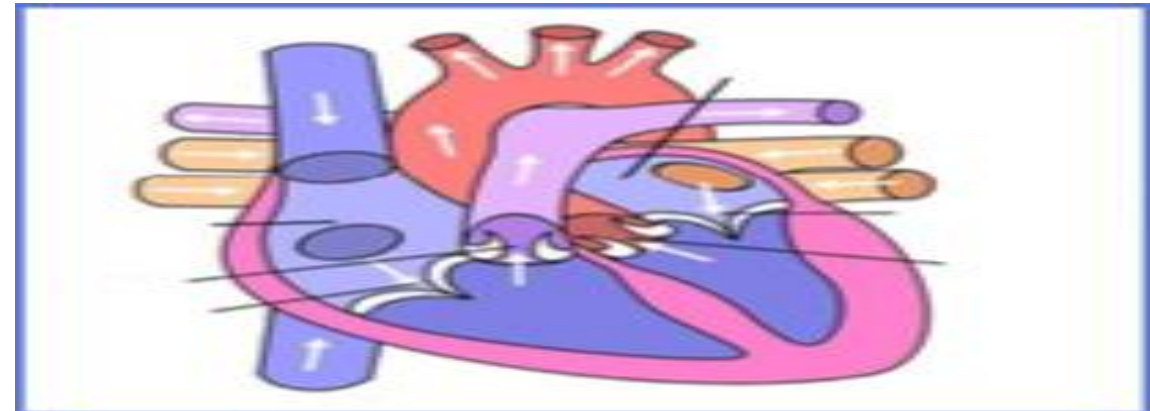
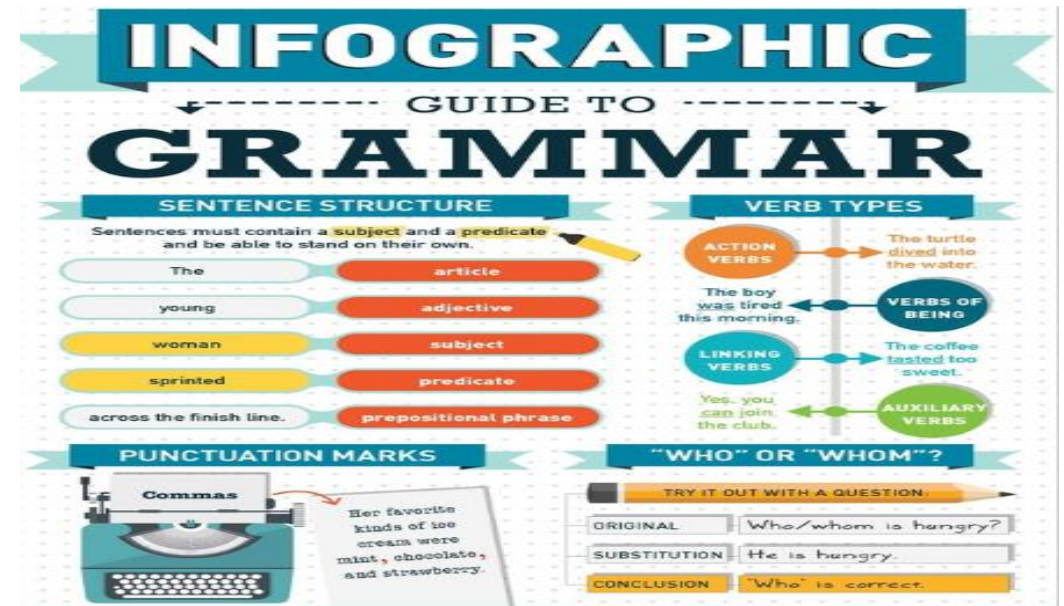
Timelines

Timelines are especially useful for illustrating the chronological order of events or a plot.



Diagrams/Infographics

Identify and label different parts/components of the diagram.



List It!

Children to list as much as they can in an allotted time.

Possible suggestions for listing:

List as many keywords as you can connected to our topic

List as many key facts as you can linked to our topic

List as many facts as you can about a previous topic

List as many key events or individuals we have studied

List as many causes of X as you can

List as many consequences of Y as you can

List as many themes as you can

<u>List It!</u>		
<u>Key vocabulary</u>	<u>Individuals</u>	<u>Art Works</u>

Road Maps

Give children a template with a start point and an end point, and ask them to retrieve information from memory to fill in the rest.

Some examples:

a) Key events in the life of a significant person

b) Key events from a period in history

c)Key plot features from a story



Further reading for families...

