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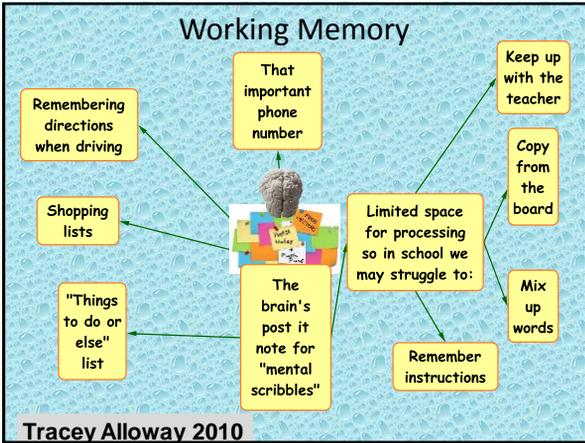
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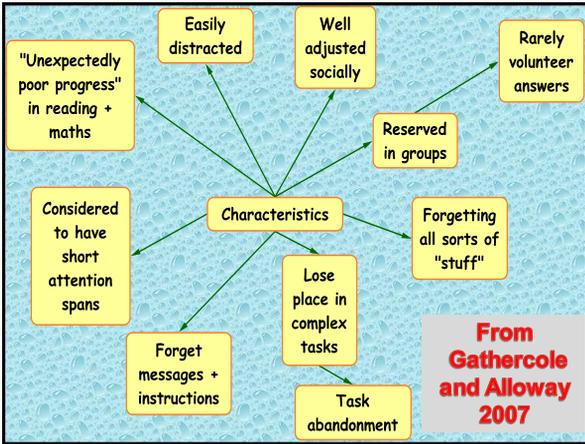
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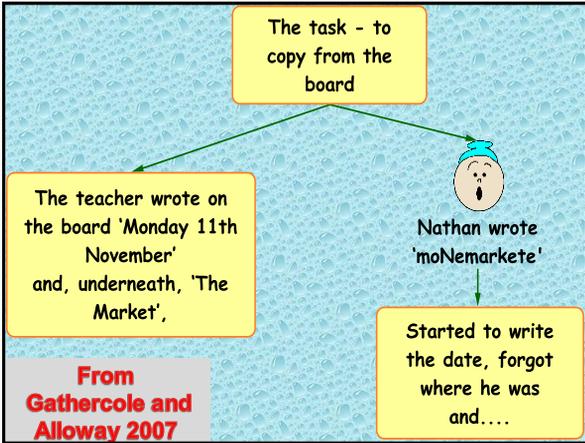
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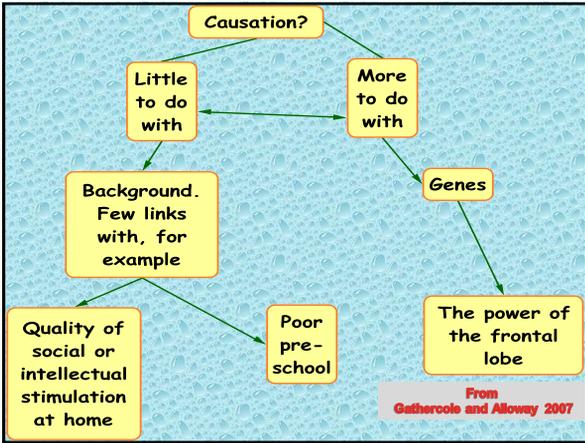
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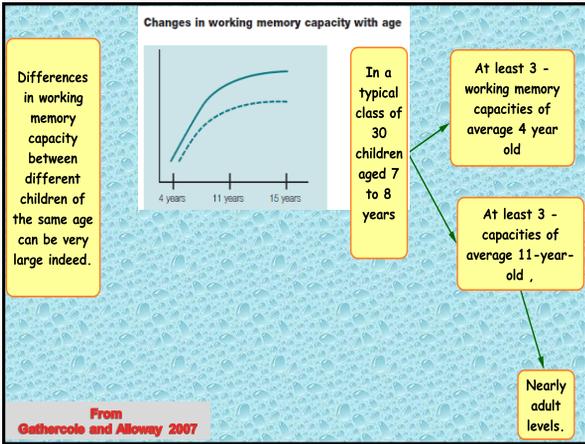
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**Opportunities for rehearsal are critical!**

Mobile phone digit = 1 item

Item on shopping list

**Working Memory Limitations:**  
Length of Time & Amount of Information



# 7

**items**

source: Diriscol, Marcy (2005), *Psychology of Learning for Instruction*, 86

Main Idea

"Meaningful grouping" makes units into one item

Mnemonics do it for some

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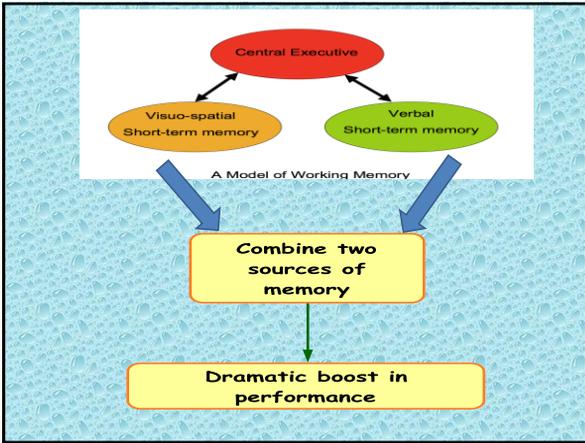
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## A classic sign:

We:

- Set a complex task

They:

- Start purposefully suggesting they ok with it (primacy effect?). Then they:
  - Make errors
  - Loss focus, become inattentive, distracted
  - Abandon the task

Primacy effect: Items in the middle of the list are the hardest to recall because (a) they were presented too long ago to still be in short-term memory and (b) as many items came before and after them that there was little opportunity for rehearsal, leading to more forgetting.

Recency effect: We can recall the final item more easily because (a) it was presented most recently and (b) it was the last item in the list and thus had the most opportunity for rehearsal.

We can recall the final item more easily because (a) it was presented most recently and (b) it was the last item in the list and thus had the most opportunity for rehearsal.

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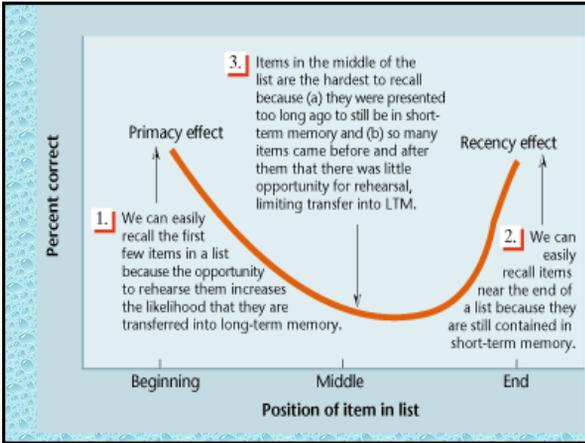
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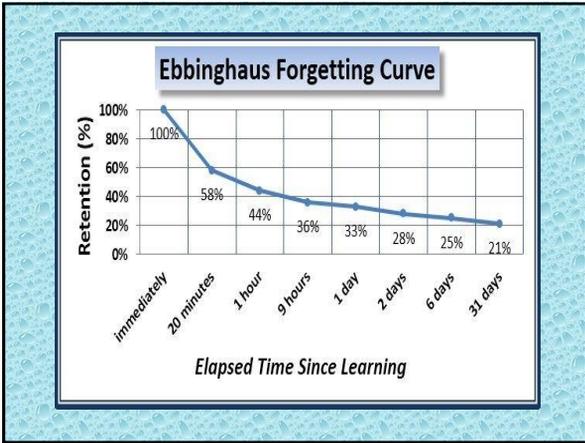
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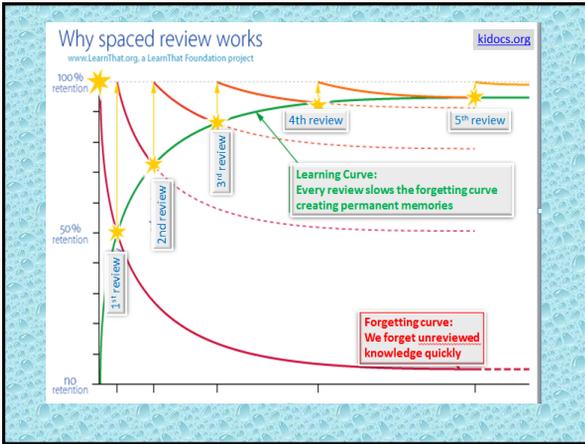
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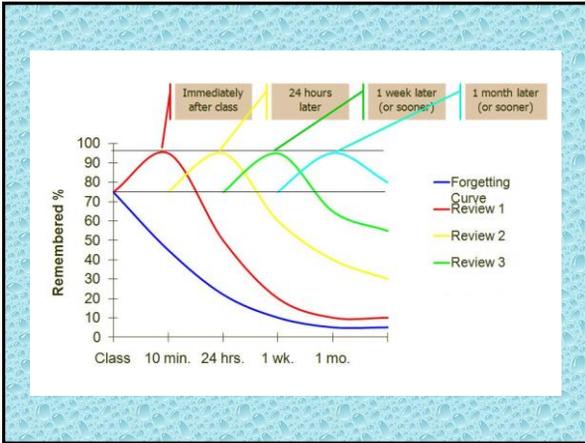
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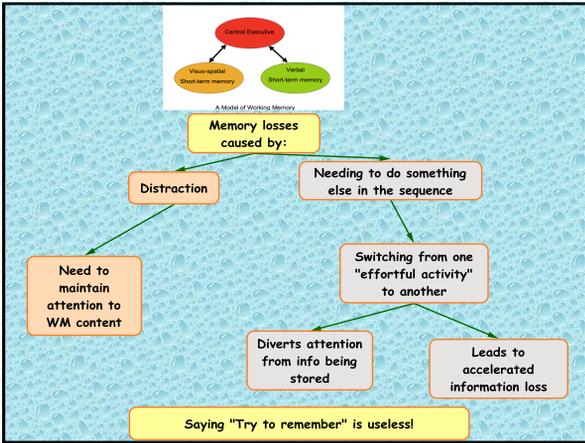
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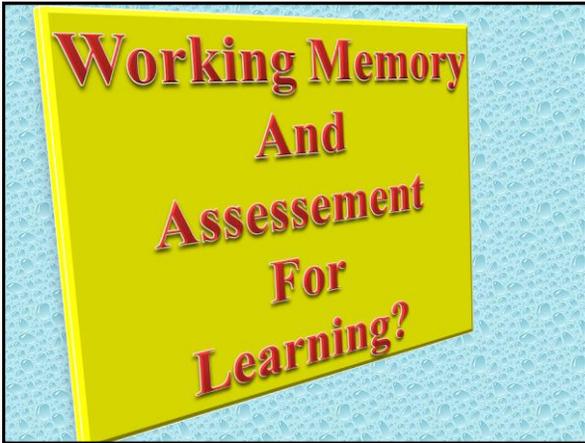
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## Muddiest Point

Students write down one or two points on which they are least clear. This could be from the previous lesson, the rest of the unit, the preceding activity etc. The teacher and class can then seek to remedy the muddiness.



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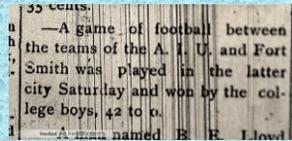
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## One-Sentence Summary

Students write a sentence summarising their knowledge of a topic.

The sentence could have to include who, what when, why, how, where etc.

The sentences could then be peer-assessed, re-drafted and so on.



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## Students write Questions

For example –

- About what they would like to know on a new topic
- To ask the teacher or other students in order to assess their learning
- To demonstrate their learning/misconceptions/areas they would like to further explore

The classroom could have a question box where students drop questions at the end of a lesson.

Or, a plenary could involve students writing questions that the class then work on together, or forms the basis of the next lesson.



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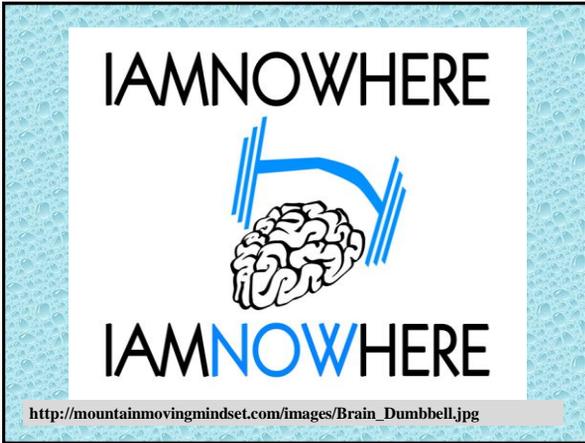
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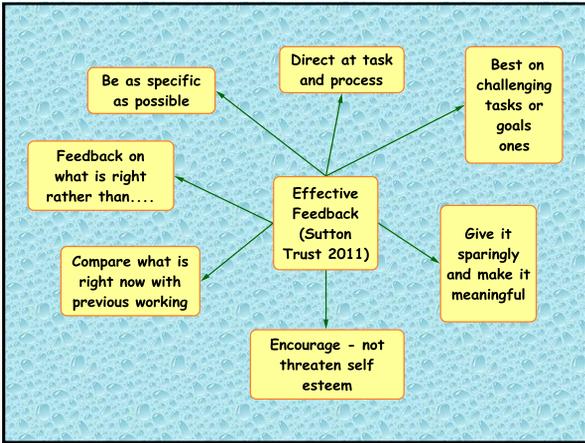
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How to reduce WM Overload?

**Keep it visible  
for as long as possible.  
Maybe use our "working wall"?**

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Opportunities for rehearsal are critical!

Mobile phone  
dirt = 1 item

Item on  
ing list

**Working Memory  
And  
Working Walls?**

"Me  
grouping makes  
units into one item

Mnemonics  
do it for  
some

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**How much can you fit  
On your  
"working memory post it"?**

Don't forget to start each sentence with a Capital letter and end with a full stop. Can you use any "wow words"? Also can you start a sentence with an "ing" word or a "ly" word? More marks if you can!

Don't forget to start each sentence with a Capital letter and end with a full stop. Can you use any "wow words"?

This student can do the "ing" and "ly" tasks but forgot to do them. So marks will be ok but not ability appropriate and risk of becoming a "coasting kid"

Don't forget to start each s with a capital letter

This student is smart and can do it all but s/he forgets instructional sequences. Marks will definitely not reflect ability on this task Little "visible learning" and likely to suffer from reduced expectation and frustration

Plenty of marks just for remembering the task. This student is not smart but does well because a good working memory

After Tracy Packiam Alloway

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Opportunities for rehearsal are critical!

Mobile phone digit = 1 item

Item on list

# Working Memory And Spelling?

15-20 seconds items

source: Driscoll, Marcy (2005), *Psychology of Learning for Instruction*, 66

Main Idea

"Meaningful grouping" makes units into one item

Mnemonics do it for some

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# Ma/king sense with Syl/la/bles

Pho to syn the sis

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~~LCWC~~

- Look
- Cover
- Write
- Check

The question is:  
"How many learning preferences are used?"

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Opportunities for rehearsal are critical!

Mobile phone digit = 1 item

Item on shopping list

# Working Memory And Reading?

15-20 seconds

items

source: Driscoll, Marcy (2005), *Psychology of Learning for Instruction*, 66

Main Idea

"Meaningful grouping" makes units into one item

Mnemonics do it for some

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## Decoding Strategies

<b>LOOK</b> for picture clues 	<b>Look for chunks</b> 	<b>Get your mouth ready</b> 	<b>Stretch it out!</b> 
<b>Ask, does it make sense?</b> 	<b>Does it sound right?</b> 	<b>Go back and reread</b> 	<b>Skip it, and "mo(o)ve" on</b> 

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There may be times for:



Less decoding

More context?

**Metacognitive Choosing** for when to go for "Contextualised Guessing"

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**Into the Dark**

What to do  
Find the missing words.



Sam was mad about dinosaurs. She had lots of dinosaur books in her bedroom. One night Sam was 1 at her dinosaur books. It was late. She fell asleep. The 2 struck midnight. Sam woke up. Something 3 strange had happened. The pictures in her dinosaur 4 had come to life! There were dozens of 5 in her room.

There were big dinosaurs and small 6. There were dinosaurs with sharp teeth and dinosaurs with no 7 at all. There was even a dinosaur with 8. It was flying around Sam's room. Her bedroom looked like a big, dark 9. The 10 were walking away from Sam. She followed them into the dark...

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Sam was mad about dinosaurs. She had lots of dinosaur books in her bedroom. One night Sam was 1 at her dinosaur books. It was late. She fell asleep. The 2 struck midnight. Sam woke up. Something 3 strange had happened. The pictures in her dinosaur 4 had come to life! There were dozens of 5 in her room.

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Opportunities for rehearsal are critical

Mobile phone digit = 1 item

Item on long list

# Working Memory And Writing?

15-20 seconds items

source: Diraccol, Marcy (2005). Psychology of Learning for Instruction, 86  
Main Idea

"Meaningful grouping" makes units into one item

Mnemonics do it for some

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To create a story set in an imaginary world.

Introduce your main character here. Draw and describe them  <hr/> <hr/> <hr/> <hr/>	Your main character goes to a fantasy world and meets an evil character. Draw and describe what happens.  <hr/> <hr/> <hr/> <hr/>	Your character manages to escape. How? Draw and describe what happens.  <hr/> <hr/> <hr/> <hr/>
Write the last line of your story here _____ <hr/> <hr/>		

[www.primystart.co.uk](http://www.primystart.co.uk)

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Student created frameworks  
can be even better

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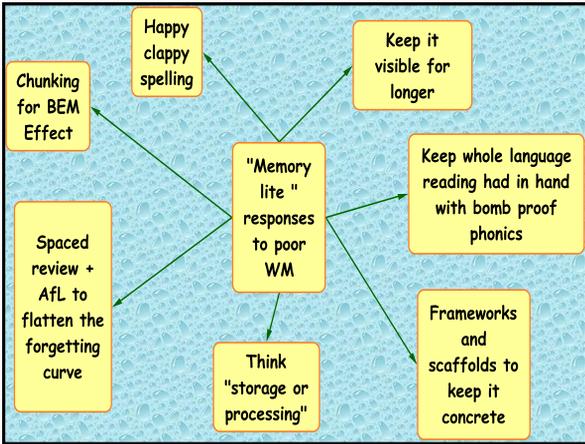
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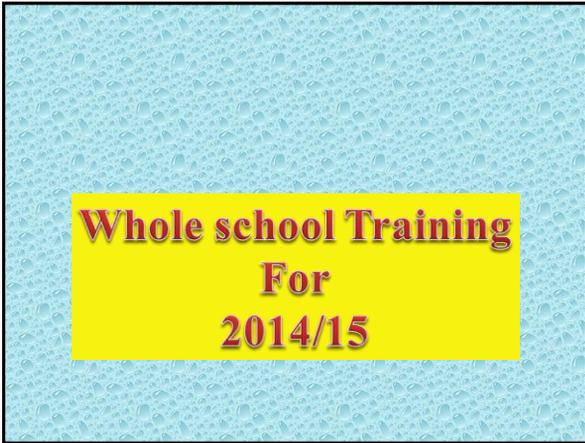
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**Whole school/Cluster Professional Development Opportunities**

**Stretching and Challenging Joe and Josie Average – responding to failures to make expected progress**

This very practical and interactive CPD event looks at ways to deliver “stretch and challenge” for average to above average pupils who appear to be doing well until we put faces to the data and realise that they are actually coasting. The focus will be on stretch and challenge through higher order thinking, using Bloom and Solo Taxonomies\* to create opportunities for pupils to show how good they can be in a range of ways, including through alternative evidence of achievement. If appropriate the event can also include strategies to “flip” the classroom and to create self-directed learning environments. All of the above will be firmly in the context of the National Curriculum and OFSTED’s 2014 criteria of an outstanding lesson

[www.actiondyslexia.co.uk](http://www.actiondyslexia.co.uk)    Email: [info@actiondyslexia.co.uk](mailto:info@actiondyslexia.co.uk)  
 Phone: 0795 176 4130    Twitter: @ActionDyslexia

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**Whole school/Cluster Professional Development Opportunities**

**Raising the Achievement of Low Prior Attainers through Thematic Approaches**

This school or cluster based training opportunity (half day or whole day) is driven by 2015 curriculum requirements, particularly the “even greater obligation to plan lessons for low levels of prior attainment” to ensure that there “are no barriers to every pupil attaining”. The focus will be on using Foundation subjects to reinforce and consolidate key literacy skills, especially reading for meaning, getting ideas down on paper and spelling complex words, thus freeing time in English for the new elements. A priority will be modelling ways to challenge and stretch pupils at the “ends of ability” – especially those without labels but who think faster than they deliver. This training event has been welcomed by schools and is already having an impact on raising literacy achievement.

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**Whole school/Cluster Professional Development**

**Opportunities**

**Low Prior Attainers and Working Memory –raising achievement by identifying and responding to “working memory overload”**

: This CPD focusses on pupils who think faaster that they read, write, spell and get ideas down on paper and who can be easily overloaded due to a vulnerable working memory –something which also affects our EAL/ESL pupils. Few of these pupils are slow learners, but many of them are “quick forgetters” – they tend to start well and then quickly lose the thread due to working memory overload. A “memory lite” approach will be modelled, using non-fiction materials from Foundation subjects to develop the personalised metacognitive skills of learning how to learn. This will be in a context of differentiation for alternative evidence of achievement and also traditional and non-traditional outcomes. There will be a particular emphasis on developing and securing evidence of higher order thinking from pupils with weak basic skills.

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Email:

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