

LEARNING A NEW WORD OR IDEA

Remember: Use a new word over and over again in conversations.
Use vocabulary reminders so that you can remember which words you have introduced.
The more you link a new word with other words, and life experiences, the quicker it will be remembered.

STEPS TO TAKE WHEN LEARNING A NEW WORD

This diagram takes some of the memory theory and puts it into a practical framework.

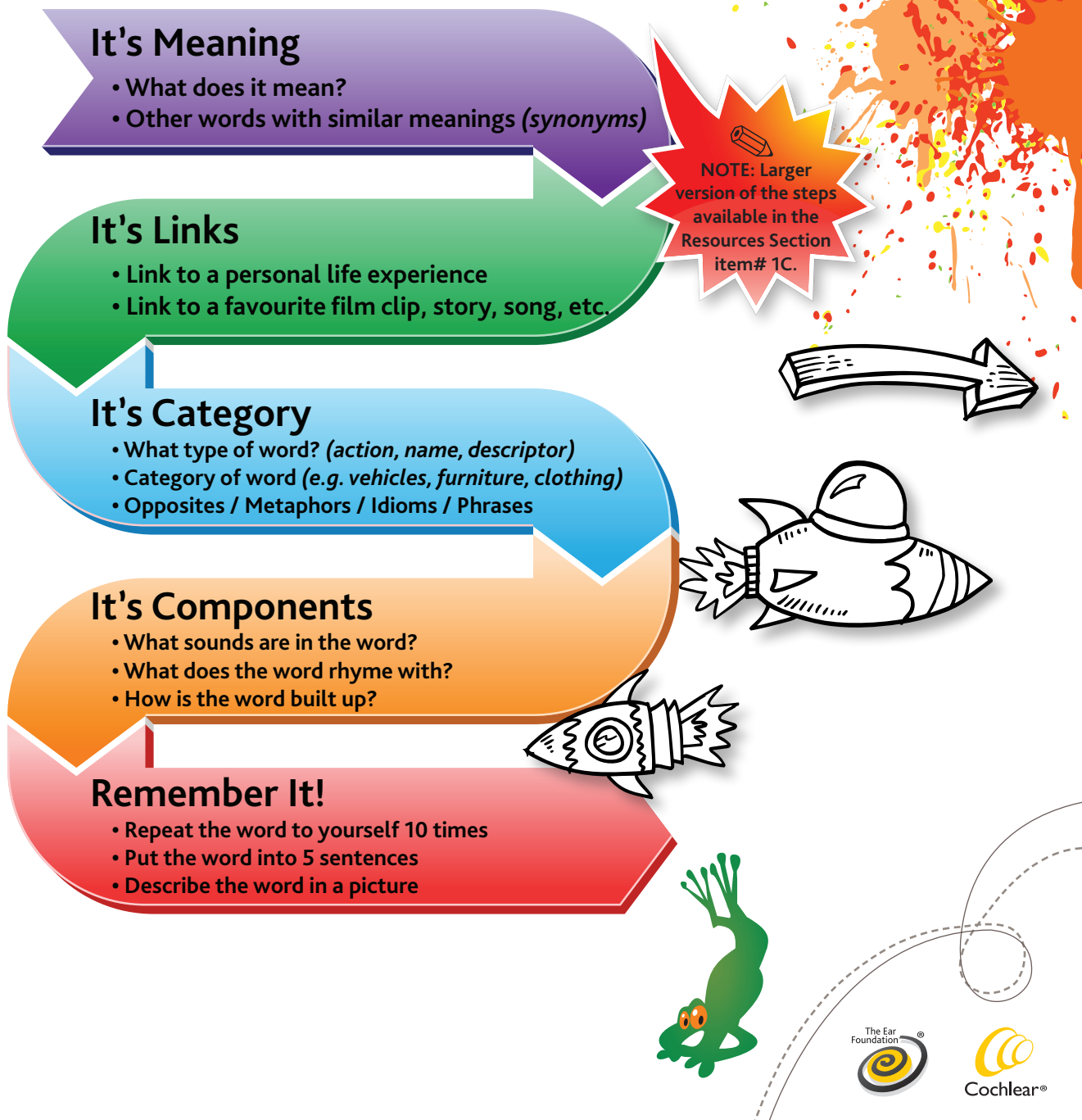
- Different words need different steps to link them into your child's memory.
- Depending upon the word, use the most relevant steps for your child.
- The more steps you use, the more links being made and the more likely it is to be deeply processed and then remembered.

ONLINE VIDEOS



Read to your child to develop their listening stamina.

► REF: 2.5 Learn new vocabulary



- E.g. When you are on holiday by the sea, talk about the smell of the seaweed on the beach, the taste and feel of salt in the air. Link it with life experience – that the salt in the air is going to make your hair knotty, etc. There's salt on crisps, etc.

something to do

ACTIVITY: Story Journeys

Use a detailed picture with several routes or encounters along the journey. Books can have maps inside their front cover sometimes, or birthday wrapping paper of islands and treasure, or draw your own together.

The adult describes the journey, the child must picture what is happening. With younger children move a doll around the picture. With older children encourage them to create a picture inside their heads.

Can they re-tell the story with lots of the detail remembered? Create a journey or a story linked with your child's school topic e.g. Romans, mini beasts.

Examples:


- Castle – vertical cross section showing rooms, stairways, ladders, different entrances. Include places of interest which can be used in descriptions. The gates must be different through which you enter e.g. large gate, small gate behind the bush, secret trap door. Dungeons, dining room, kitchen, armor room, battlements.
- Fairy village – candy shop, wand shop, flying school, park, fairy maze, Fairy Queen's castle, witch's forest.
- Dragon's caves – cauldron, fire, straw bed, tunnels to other caves, kitchen cave, bedroom cave.
- School
- Town map
- Farmyard and fields

something to do

ACTIVITY: Listen to a story, recalling the key words in sequence

4,6,8 pictures / objects to be used within a story

- The adult tells a story using pictures – can your child re-tell the story using same pictures in same order?
- Your child looks at some pictures, they may move their order around as they think of a story. They then turn them over and try to tell you a story remembering each picture in order.




> LISTEN – 1C



ACTIVITY: Learning A New Word

Steps to take when learning a new word

It's Meaning

- What does it mean?
- Other words with similar meanings (*synonyms*)

It's Links

- Link to a personal life experience
- Link to a favourite film clip, story, song, etc.

It's Category

- What type of word? (*action, name, descriptor*)
- Category of word (*e.g. vehicles, furniture, clothing*)
- Opposites / Metaphors / Idioms / Phrases

It's Components

- What sounds are in the word?
- What does the word rhyme with?
- How is the word built up?

Remember It!

- Repeat the word to yourself 10 times
- Put the word into 5 sentences
- Describe the word in a picture



REPEATING SENTENCES

Repeating sentences occurs naturally in lots of everyday activities. Be aware of this and make use of the opportunities as they arise. Remind your child to repeat back a message or a sentence out loud as it will help them remember it.

Be aware of when you ask your child to remember a sentence.

- Repeating back a poem line by line or several lines at a time.
- Writing down the lyrics of a song you are telling them.
- Conveying a message (given upstairs or over the phone).
- Writing down the details of what homework is due.
- Making an appointment with a date, time, place and person.
- Telling a joke.
- Repeating a phrase in a question which they need to find in the written text in order to find out further information.

PICTURING & EXPERIENCING THE WORD

This strategy helps children link new information both visually and auditorily and prompts them to relate it to life experiences. This deeper processing helps it to be transferred to their long term memory.

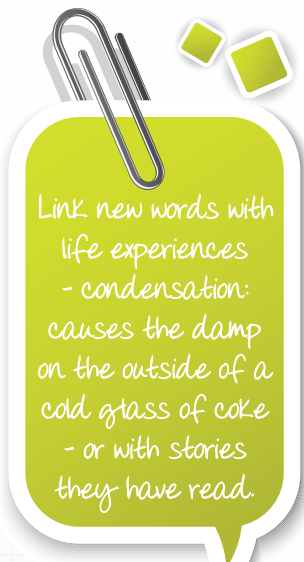
Introduce the idea by talking about your 'internal camera' – like having a camera behind your eyes which records everything. Ask them to picture their bedroom in their heads then describe it to you. (This refers to their long term memory store of what their bedroom looks like – but it's a good way of introducing the idea.) Reassure your child that not all photos are completely clear – some are blurred or only part pictures. This is fine, faded or part pictures are normal and can be used to remember as well.

Try and attach meaning to words and language, because the more meaningful it is the more deeply we process it and therefore the more likely we are to be able to remember and recall it. Unusual or funny details always help!

When you read a story together lots of new words will be introduced, so encourage your child to picture them in their minds. When reviewing your day together, encourage them to picture what they are telling you about, where they were, the sequence of events, the places they went to. Encourage them to think about the 'camera' on their heads taking photographs or making a film about their day. If they don't know a word, give it to them to add into their film, like subtitles identifying a new or important word.

To help them to picture or experience ideas, find out what their class topic is the term before it happens. Watch linked DVDs, visit places together, look at library books.

- Introduce and learn the words by picturing them.
- Experience and use real objects.
- Show them the object for a few seconds, take it away and ask them to visualize what it looks like.
- Make a list of things you did or saw. Take it in turns to read out a word or description. Can your child picture where they were when this happened or when they saw it?
- When practicing spellings, talk about how the word is written, add visual links e.g. bicycle – has two wheels and pedals in the middle.
- Borrow story bags from school. Read or tell the story at bedtime using the objects. Can your child remember which objects were in the bag? Can your child remember the story?
- When outside together, try and highlight to your child the picture e.g. the smell of the seaweed, the noise of the road works. Include this in your everyday conversations together – say your thoughts out loud. This extends your child's language and helps their memory!



Link new words with
life experiences
- condensation:
causes the damp
on the outside of a
cold glass of coke
- or with stories
they have read.

