

## Spaced Retrieval Practice in English

### Rationale and overview:

Spaced retrieval practice is a highly effective instructional strategy that enhances the retention of knowledge and promotes long-term memory storage. In the context of English education, it is essential for learners to revisit previously learned material over increasingly extended intervals, thereby reinforcing their understanding of key concepts, vocabulary, and literary techniques.

### The Forgetting Curve

German psychologist Hermann Ebbinghaus discovered the forgetting curve in the 1880s through experiments on memorising nonsense syllables. Hermann discovered that soon after the learning of new information, these memories decay quickly. They then decay at a slower rate over time. His experiments demonstrate that people forget most newly learnt information unless it is reinforced. Spaced retrieval research shows that the rate of decay decreases significantly when recalling, revisiting or reviewing information. This pattern continues for each subsequent revision session. Distributing the practice of new material for two weeks after initial learning and scheduling review sessions for one and two months after learning can help students remember almost all of the information.

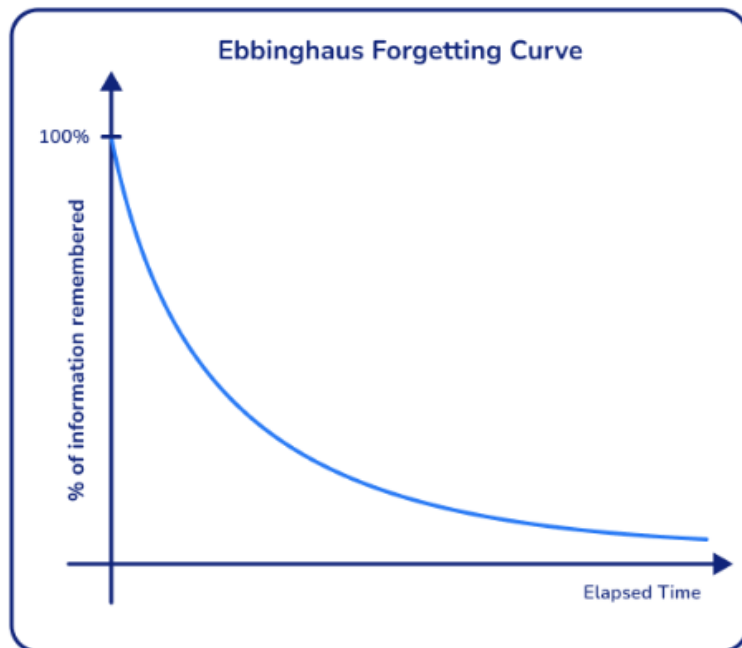


Fig 1: The Forgetting Curve

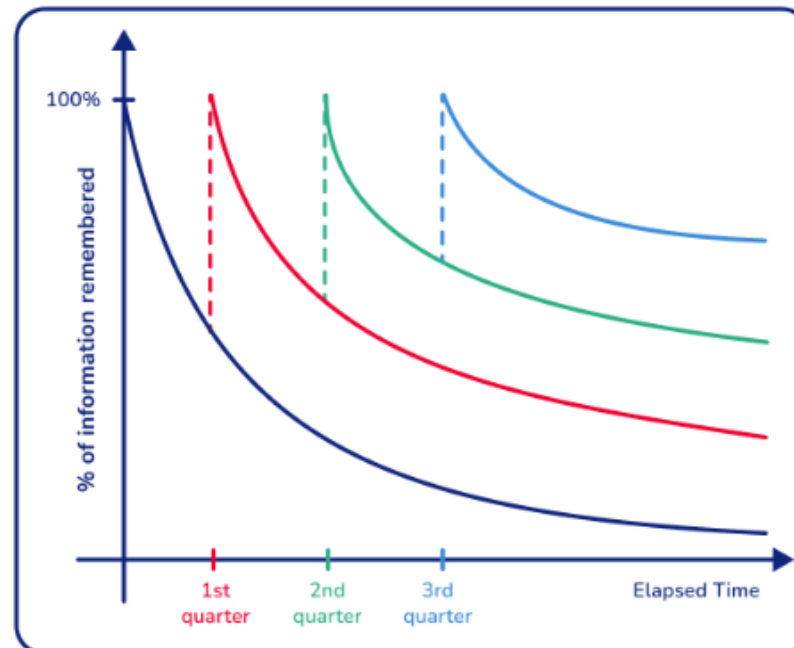


Fig 2: Spaced Retrieval addressing the forgetting curve



The importance of retrieval in securing facts to memory cannot be overstated. By regularly prompting students to recall information from previous lessons, such as those from last week, last unit, or even last year, we cultivate stronger neural pathways associated with that information. This process not only aids in maintaining knowledge but also mitigates the tendency to forget, particularly as learners progress through the curriculum.

Furthermore, spaced retrieval practice encourages a deeper level of engagement with the material. Students are not merely passive recipients of information; they actively construct their understanding by retrieving and reorganising prior knowledge, which fosters critical thinking and application skills essential for mastery in English studies.

Ultimately, implementing spaced retrieval practice in English education not only supports the retention of information but also promotes a lifelong love for learning, equipping students with the tools necessary to navigate complex texts and articulate their analyses confidently.

### **Spaced Retrieval Strategies:**

At Inkpen Primary School we use a wide range of retrieval strategies across all subject. In English, these include:

- Low stakes quizzes
- Sentence dictation
- Flashcards
- Teach a partner
- "Gimme 5!"
- Ordering and sequencing
- Editing the "teacher's" work

### **Spaced Retrieval Timetable**

In order to be effective and consistent, we have created a spaced retrieval timetable to ensure that content is reviewed regularly, after a delay, and is revisited frequently. Our timetable ensures that not only is content revisited regularly to cement children's understanding, it is interleaved into the teaching sequence to allow for repeated application and practice. Teachers will also use their assessment strategies and knowledge of the children to include other objectives that may need to be revisited in order to close gaps in children's learning and address misconceptions as they arise. These will not be recorded in a timetable as they are subject to teacher discretion.

Year 1 and 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>From last year:</b></p> <ul style="list-style-type: none"> <li>Letter formation</li> <li>Circle the correct spelling (known GPCs and HFW)</li> <li>Writing simple captions and phrases (dictated and from images)</li> <li><i>ing, er, ed and est suffix</i></li> <li><i>Using CL for proper nouns</i></li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>Adding/correcting CL and FS</li> <li>Use spaces to separate words</li> <li>Write a simple sentence (dictated and from images)</li> <li>Identify the sentence</li> <li><i>Coordination using or, but, so, and</i></li> <li><i>Statement, question and command</i></li> </ul>	<p><b>From last term:</b></p> <ul style="list-style-type: none"> <li>Write a simple sentence (dictated and from images)</li> <li>Identify the sentence</li> <li>Write sentences – dictated and from images</li> <li>Adding CL and FS</li> <li>Add and to extend a sentence</li> <li><i>Coordination using or, but, so, and</i></li> <li><i>Statement, question and command</i></li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>Correct the personal pronoun "I"</li> <li>Write sentences – dictated and from images</li> <li>Sequence images to form a narrative (number the images)</li> <li><i>Subordination using if, when, that, because</i></li> <li>Use of the suffixes –er,-est in adjectives and -ly in adverbs</li> </ul>	<p><b>From last term(s):</b></p> <ul style="list-style-type: none"> <li>Correct the personal pronoun "I"</li> <li>Write sentences – dictated and from images</li> <li>Add and to extend a sentence</li> <li>Write a sequence of sentences to match a series of images</li> <li><i>Subordination using if, when, that, because</i></li> <li>Use of the suffixes –er,-est in adjectives and -ly in adverbs</li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>un suffix</li> <li>s and es suffix</li> <li>ed suffix</li> <li>ing suffix</li> <li>Add a FS, ! or ?</li> <li>Write a sequence of sentences to match a series of images</li> <li><i>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</i></li> <li><i>Choose and apply between present and past tense</i></li> <li><i>Expanded Noun phrases</i></li> </ul>	<p><b>From last term(s):</b></p> <ul style="list-style-type: none"> <li>un suffix</li> <li>s and es suffix</li> <li>ed suffix</li> <li>ing suffix</li> <li>Add a FS, ! or ?</li> <li>Write a sequence of sentences to match a series of images</li> <li>Letter formation</li> <li><i>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</i></li> <li><i>Choose and apply between present and past tense</i></li> <li><i>Expanded Noun phrases</i></li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>Add a FS, ! or ?</li> <li>Write a sequence of sentences to match a series of images</li> <li><i>Commas to separate items in a list</i></li> <li><i>Suffix endings – -less, ful and -ness</i></li> <li><i>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</i></li> <li><i>Use the progressive form of verbs in the present and past tense</i></li> </ul>	<p><b>From last term(s):</b></p> <ul style="list-style-type: none"> <li>Correct the personal pronoun "I"</li> <li>Identify the sentence</li> <li>Add a FS, ! or ?</li> <li>Write a sequence of sentences to match a series of images</li> <li><i>Commas to separate items in a list</i></li> <li><i>Suffix endings – -less, ful and -ness</i></li> <li><i>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</i></li> <li><i>Use the progressive form of verbs in the present and past tense</i></li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>er suffix</li> <li>est suffix</li> <li>Identify the proper nouns</li> <li>Use CL for proper nouns</li> <li>Sentence dictation – CL, FS, ? and !</li> <li><i>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</i></li> </ul>	<p><b>From last term(s):</b></p> <ul style="list-style-type: none"> <li>er suffix</li> <li>est suffix</li> <li>Identify the proper nouns</li> <li>Use CL for proper nouns</li> <li>Sentence dictation – CL, FS, ? and !</li> <li><i>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</i></li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>ing suffix</li> <li>ed suffix</li> <li>er suffix</li> <li>est suffix</li> <li>Sentence dictation – CL, FS, ? and !</li> <li><i>Choose and apply between present and past tense</i></li> </ul>

Year 3 and 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>From last year:</b></p> <ul style="list-style-type: none"> <li>Commas to separate items in a list</li> <li>Suffix endings – -less, -ful and -ness</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Choose and apply between present and past tense</li> <li><i>punctuation to indicate direct speech.</i></li> <li><i>Use fronted adverbials.</i></li> <li><i>Use a wider range of conjunctions</i></li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>Use paragraphs to organise ideas around a theme.</li> <li>Extend the range of sentences with more than one clause, by using a wider range of connectives e.g. when, if, because, although.</li> <li>Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>Use of inverted commas and other punctuation to indicate direct speech.</li> </ul>	<p><b>From last term:</b></p> <ul style="list-style-type: none"> <li>Use paragraphs to organise ideas around a theme.</li> <li>Extend the range of sentences with more than one clause, by using a wider range of connectives e.g. when, if, because, although.</li> <li>Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>Use of inverted commas and other punctuation to indicate direct speech.</li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>proofreading work (own and others) for punctuation, vocabulary and grammar</li> </ul>	<p><b>From last term(s):</b></p> <ul style="list-style-type: none"> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>proofreading work (own and others) for punctuation, vocabulary and grammar</li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>addition of modifying adjectives, nouns and preposition phrases.</li> <li>Choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition.</li> <li>Use fronted adverbials.</li> <li>Use commas after fronted adverbials.</li> </ul>	<p><b>From last term(s):</b></p> <ul style="list-style-type: none"> <li>addition of modifying adjectives, nouns and preposition phrases.</li> <li>Choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition.</li> <li>Use fronted adverbials.</li> <li>Use commas after fronted adverbials.</li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>punctuation to indicate direct speech.</li> <li>Use paragraphs to group related material.</li> <li>use further prefixes and suffixes and understand how to add them</li> </ul>	<p><b>From last term(s):</b></p> <ul style="list-style-type: none"> <li>punctuation to indicate direct speech.</li> <li>Use paragraphs to group related material.</li> <li>use further prefixes and suffixes and understand how to add them</li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>punctuation to indicate direct speech.</li> <li>use further prefixes and suffixes and understand how to add them</li> <li>subordination</li> <li><i>determiner,</i></li> <li><i>pronoun</i></li> <li><i>possessive pronoun</i></li> <li><i>fronted adverbial</i></li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>From last term(s):</b></p> <ul style="list-style-type: none"> <li>Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>punctuation to indicate direct speech.</li> <li>use further prefixes and suffixes and understand how to add them</li> <li>subordination</li> <li><i>determiner,</i></li> <li><i>pronoun</i></li> <li><i>possessive pronoun</i></li> <li><i>fronted adverbial</i></li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>

Year 5 and 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>From last year:</b></p> <ul style="list-style-type: none"> <li>Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>punctuation to indicate direct speech.</li> <li>use further prefixes and suffixes and understand how to add them</li> <li>determiner,</li> <li>pronoun</li> <li>possessive pronoun</li> <li>fronted adverbial</li> <li>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use the perfect form</li> </ul>	<p><b>From last term(s):</b></p> <ul style="list-style-type: none"> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>Use modal verbs or adverbs to indicate degrees of possibility</li> <li>Commas are used to clarify meaning or avoid ambiguity in writing</li> <li>Recognise vocabulary and structures that are appropriate for</li> </ul>	<p><b>From last term(s):</b></p> <ul style="list-style-type: none"> <li>Use modal verbs or adverbs to indicate degrees of possibility</li> <li>Commas are used to clarify meaning or avoid ambiguity in writing</li> <li>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>Use a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Use hyphens to avoid ambiguity</li> </ul>	<p><b>From last term(s):</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Use hyphens to avoid ambiguity</li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Use semicolons, colons or a dash to mark boundaries between independent clauses</li> </ul>	<p><b>From last term(s):</b></p> <ul style="list-style-type: none"> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Use semicolons, colons or a dash to mark boundaries between independent clauses</li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>Use passive verbs to affect the presentation of information in a sentence</li> </ul>	<p><b>From last term(s):</b></p> <ul style="list-style-type: none"> <li>Use passive verbs to affect the presentation of information in a sentence</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Use semicolons, colons or a dash to mark boundaries between independent clauses</li> </ul> <p><b>From last week/lesson:</b></p> <ul style="list-style-type: none"> <li>Perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>

<p>of verbs to mark relationships of time and cause</p> <ul style="list-style-type: none"><li>• Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li></ul>	<p>formal speech and writing, including subjunctive forms</p> <ul style="list-style-type: none"><li>• Use a wide range of devices to build cohesion within and across paragraphs</li></ul>				
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