



# Using Text to Support Our KRC

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**JK**





If we undertake enough retrieval practice, generating formulations of our memory and evaluating it for accuracy, we gain a degree of fluency and, ultimately, automaticity. This is true of anything we learn, be it reading, driving, or speaking a foreign language. A consequence of this, as explained by cognitive load theory, is that the more fluent we are with retrieval of stored information, the more capacity we have in our working memory to attend to new information and problem-solving – if we are efficient in bringing up the information from memory, then there's more working memory space left to deal with applying the information. The opposite is also true: when we are less fluent with recall, our capacity to attend to new information and problem-solving is diminished. This is a key difference between novice and expert learners. Think of novice drivers, who become easily overwhelmed by the pressures of traffic and road signs: they are more likely to have difficulty absorbing all the external information as well as focusing on the skill of driving itself.

Sherrington, T., (2019) *Rosenshine's Principles In Action* (p. 12)





## When to use text...

1. For pre-teaching
2. To support the introduction of a new topic/concept/specific aspect
3. To consolidate understanding
4. To provide a link through and between concepts (eg. Evaporation/condensation and the water cycle and the Earth's atmosphere)
5. To support spaced practice
6. To interleave (eg., English to History domain/History to English)
7. For catch-up and keep-up

*(And for many other reasons too!)*





## Checklist for a Text

Does this piece of text...

1. Accurately and appropriately articulate the knowledge that you are covering?
2. Contain any Tier 2 or Tier 3 vocabulary that you are covering (or have covered previously)?
3. Provide opportunities for retrieval practice?
4. Lend itself to highlighting links to previous/future learning?
5. Support precision teaching?
6. Provide a clear opportunity for rich and focused discussion?

**If the answer is 'no' to all of the above, do not use it.**





## Final Points

Consider the environment...

Jo's Research Paper to be read by next Thursday, please.

