

## Only connect!

### Increasing knowledge and improving memory In English

***Why do some students remember what they are taught and use it better in exams than others?*** This one-day course shares the latest research on this vital question. Topics include:

- **why students forget what they know**
- **how memory is based on what students think about as they learn**
- **building schemas of understanding**
- **the power of narrative**
- **why empathy strengthens memory – and the implications of this for teaching.**

We will explore the importance of Cognitive Load Theory but also its limitations as it relates to a knowledge-rich English curriculum. Drawing on work by Daniel Willingham and recent research at King's College London and elsewhere, we will share practical evidence that "Memory is the residue of thought" (Willingham) and so is created by actively thinking about aspects of texts and relating them to what is already known and remembered.

We offer a programme of specially-designed fortnightly lessons using fiction, non-fiction, poetry, drama and film which guide teachers in working with students on developing this ability. **Students need higher-order reading skills, confidence and resilience when responding to challenging unseen texts – prose in GCSE English Language, poetry in GCSE English Literature – and these can be built up with structured practice in KS3.**

Our programme works well with all students ***and particularly with less able, EAL and disadvantaged students who will find the new GCSE specifications particularly challenging.*** ***350+ schools and colleges are already using our programme in England and abroad. You can join them.***

#### Next introductory course

**Location:** King's College London – 5 minutes walk from Waterloo Station

**Date:** Thursday 25<sup>th</sup> June 2020, 9.30am to 3.30pm.

**Cost:** £50 per delegate including all materials, lunch and refreshments. Participants receive paper and electronic versions of all the materials used on the course.

**To book:** email Laurie Smith at [laurie.smith@kcl.ac.uk](mailto:laurie.smith@kcl.ac.uk) giving delegate name, school name and address, and email address for invoice.

## Our programme provides:

- fortnightly lessons which guide students in exploring unseen texts effectively
- enjoyable, high-interest lessons which increase students' knowledge of 19<sup>th</sup> to 21<sup>st</sup> century writing **as required for GCSE English Language**
- deepening experience in swift, perceptive inference and deduction
- 'verbal drafting' of responses through guided group discussion and feedback
- experience in evaluating higher-order aspects of writers' methods such as tone, pace, irony, wit, suspense, variety of structure, unreliable narrator, etc
- practical experience in metacognition so students use knowledge most effectively.

The total cost – **resources, in-school training and a year's in-school support as an effective structure for staff development** – is less than three pupil premiums (£2470) plus trainer's fares outside London (less £50 for attending the course on 25<sup>th</sup> June).

**Further information, detailed evidence of success and sample lessons at [www.letsthinkinenglish.org](http://www.letsthinkinenglish.org)**

## Some comments on Let's Think in English

*"... students were challenged to discuss their ideas about a story based on very limited information. Skilful questioning probed their understanding and engaged them in quite a sophisticated debate which developed their critical thinking very well."*

***Ofsted report on a London school judged Outstanding***

*"... students were challenged to generate their own hypothesis about language and draw on quotes to back up their ideas. The teacher's skilful questioning motivated and challenged all students and their excitement in the class discussion and debate was tangible."*

***Ofsted report on a Kent school judged Outstanding***

*The class I have worked with are better able to spot symbolism and key narrative devices such as foreshadowing in their normal lessons. They are also far more aware of building on each other's answers and using reasoned language to explain their own opinion. I have also seen a marked improvement in their ability to select relevant evidence from texts to support their ideas in analytical writing. – **London English Coordinator***

*A great idea and resources I can see being extremely useful in the classroom. My department will love it! – **English Lead***

*Excellent – made me far more confident about engaging with the new GCSE system and also made me look at developing students' skills in a totally new light. – **English Lead***