



RETRIEVAL BEATS RE-READING

Active recall helps words move from short-term to long-term memory.



THE IDEA

Trying to remember a word is more effective than simply reading it again.

Retrieval practice strengthens memory and helps students use new words confidently.



IN THE CLASSROOM

- Use short, low-stakes recall activities.
- Ask students to write, say or explain the word from memory.
- Space retrieval over time.
- Mix old and new words.
- Keep it varied (questions, quizzes, pair work, mini whiteboards).

1



**PRESENT
THE WORD**

Introduce the word.

We learned **biodiversity** yesterday.



2



**RETRIEVE
FROM MEMORY**

Ask students to remember the word.

What was the word?
What does it mean?
Can you use it in a sentence?



3



**CHECK
AND USE**

Check and use the word.

- ✓ Compare with the correct answer.
- ✓ Use it in a new sentence.
- ✓ Discuss with a partner.



4



**REVISIT
REGULARLY**

Come back to it.

Use the word again in a later lesson, a quiz or a different topic.



WHY IT WORKS

- Strengthens long-term memory.
- Helps students use words actively.
- More effective than repeated reading.
- Useful in every subject.



EAL UPGRADE

Use short retrieval activities with key words from each unit.



TRY IT TOMORROW

At the start of your next lesson, ask students to recall 3–5 key words from memory.



TEACHER LANGUAGE

"What was the word?"
"Can you remember the meaning?"
"Use it in a sentence."

DUNCAN ROSE

EAL • LANGUAGE • LEARNING