

# Dual Coding for Vocabulary Retention

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July 2019



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# Our Problem: Comprehension



# What does the research say?





## **Tier 1**

Every day words and conversation

## **Tier 2**

Not everyday; academic texts, broadsheet newspapers, challenging fiction

## **Tier 3**

Subject specialist –e.g. chromatography

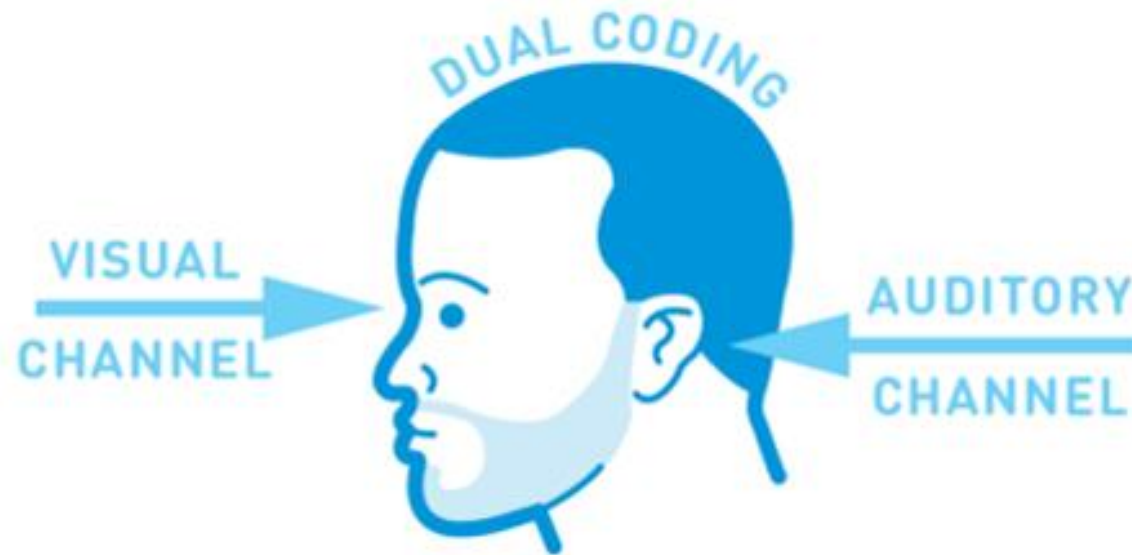
(Beck, McKeown and Kucan, 2004)



# Memory is the residue of thought

(Willingham, 2009)

# Dual Coding





Can a daily dual coding vocabulary lesson increase the vocabulary knowledge and retention of year 5 and 6 pupils at Westbury Academy?



- Two classes
- Six pupils in each class
- Word lists
  - Weekly meeting for teachers to select new words



## Example words



- Avoid
- Brisk
- Cease
- Decade
- Abolish
- Accomplish
- Dominate

# Results



## What teachers thought



“Using their own minds image as a guide provided an invaluable aid, as it was THEIR IMAGE, hence remembering THEIR OWN way of deciphering a word’s meaning.”

“Children in the first week found this a novelty, however it soon became a monotonous task to complete day after day.”

“I think the children have also had misconceptions corrected and as a result can now use the words correctly.”



- Teach words in context of lessons – not just dictionary
- Reduce number of words
- Timescale
- Introduce as part of lesson – not add-on

# Thank you

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