

1

Keyword method. This system links the sound of a word to an image. For example, to learn the meaning of 'alliance' from 'For this alliance may so happy prove' (Friar Laurence, *Romeo and Juliet*), students could visualise 'ants' who are well known for working together. Project a list of keywords or quotations and set a time limit to see how many words students can memorise this way.

2

Just ask why. Write down an interesting and challenging word and ask students to think about the connotations of that word or any themes associated with it to help them to remember the word and what context it should be used in.

3

Free recall. Use the power of retrieval practice (using testing as a means to learning). When students have finished a task in class, train them to turn to a blank page and write everything they can remember about a topic or text covered previously.

4

Syllabus challenge. Project the subject content from the exam specification or a scheme of work and choose five different aspects of a text or topic. Ask students to write everything they know from memory about each one.

5

Learning mat creation. At the end of a unit of work ask students to create and illustrate a learning mat or concept map on the topic or text. The following week you could ask them to recreate their learning map from memory or memorise and recreate each other's maps.

6

Rate the word. From a list of vocabulary or terminology ask students to pick their five favourite sounding or least favourite sounding words and rank them in order. You could also try other ways of rating the words, for example favourite or least favourite for discussing poetry.

7

Cued recall. Try projecting a set of key terms and challenge students to write around these prompts, using only their memory of what they've covered in class.

8

Mini experts. Project a set of character names or key events on the board at the start of a lesson. Ask students to recall as much as they can remember about two of these words from the options on the 'menu' and to swap this information with a partner.

9

Bob-up game. Project a list of numbered keywords or quotations, split the class into two teams and allocate all the numbers to students in each team. Put text boxes over the meanings and call out the keywords or quotations. The student who stands up first defining the keyword or explaining the quotation wins a point for their team.

10

Task corner. At the end of a lesson ask students to write down keywords or new vocabulary they have learned in that lesson on a post-it and stick it in a corner of the classroom. Leave it two to three weeks and get the students to go back and write the meanings to see if they have remembered the meanings of the words.

11

Random stories. Project a list of key vocabulary or quotations. Tell a story related to one of the words but don't let on which one you have chosen. For example, for 'Out, damned spot!' you could start by saying 'I can't stop thinking about what he did - even my dreams are guilty ...'. Students guess the chosen word or quotation.

12

To the walls. Stick paper or mini whiteboards around the room and as soon as students come in give them a pen. In pairs they write everything they can remember from the previous lesson/topic on the paper/whiteboard. They then circulate, adding more details to each other's notes.

13

Memorising quotations. Give students a series of quotations with the context of the quotation below. Allow five minutes for students to study the sheet, then ask them to fold the paper in half and recite as many quotations as they can, explaining the context as they go. You could group quotations by character or theme to differentiate this.

14

Penalty shoot-out. Project quotations and split the class into two teams. Team A turns away from the board and team B looks at the board and chooses a quotation to call out to team A. If a team A student can explain the quotation correctly, they have saved the penalty for their team. If not, the other team have scored. Continue to 10 and then the teams swap roles.

15

Project a board game. Laminate snakes and ladders templates with just a number in each box. Project the same template but add text boxes with vocab or phrases. When students land in a box, they have to read the quotation and explain it to their partner.

16

Draw the text. Students have to use symbols, images, numbers and letters to show their knowledge of a text. They could do this to explore themes, characters or specific events from a text.

17

Back to front. Project quotations in text boxes scattered around a slide with the speaker in the same text box. Pair students as A and B. Student A looks at the board and B looks away. Student A reads out only the quotation and B identifies the speaker. If correct they both earn a point, if incorrect A chooses another until B identifies a speaker correctly and then they swap.

18

Vocab piler. Students choose six words from a list of keywords relating to a text, rate them in order of preference, and read them out to other students in turn. Every time a student hears a word they don't have themselves, they add it to their own list. When they do this, they should ask why the other student has chosen it.

19

Call and response. Chant quotations in unison, building up from a small part to the full quotation, with feeling. This would work well for Shakespearean quotes, for which you could even translate the meanings to modern meanings. Doug Lemov's blog 'Teach like a champion' shows a clip of Barry Smith using this technique to translate into French: teachlikeachampion.com/blog/simply-brilliant-barrys-smiths-magical-french-class-michaela-school/

20

Cover and check. Test knowledge recall by getting students to go back through their exercise books using a piece of card to cover over previous vocabulary, key quotations or lesson notes, testing their own recall or that of a partner.