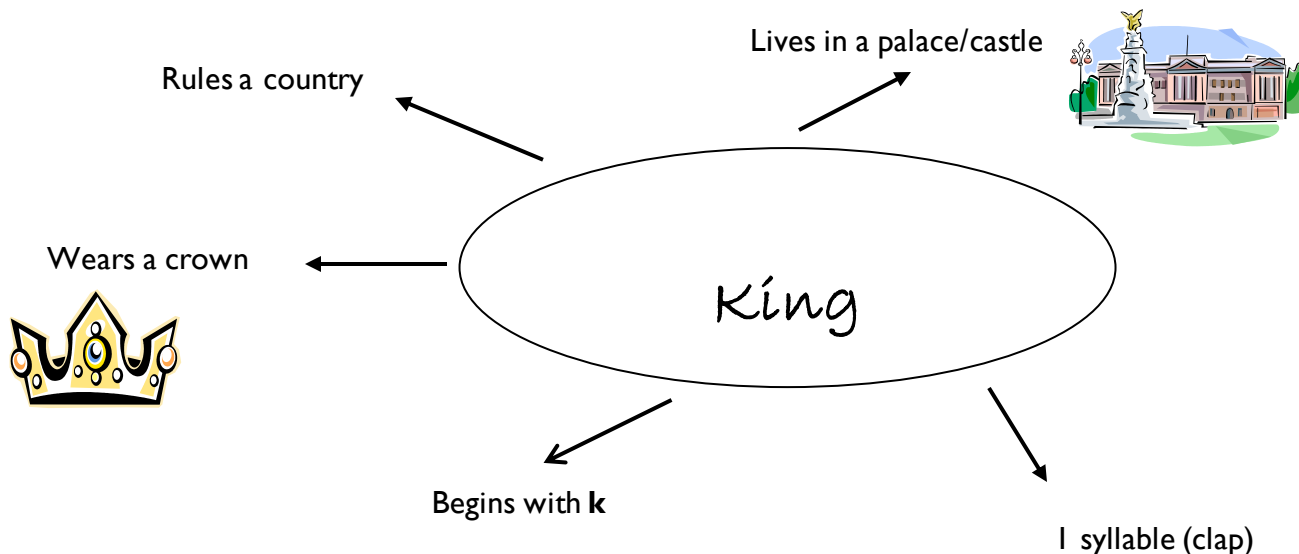




'**Word webs**' are useful for learning specific curriculum vocabulary and can act as an aid to word retrieval. For example a word web to help retrieve the word **king** could be set out in the following way:



A 'bank' of word webs could be created for a topic or subject and revised with the child by giving some of the "clues" on the web e.g. 'It rhymes with...'

Information can be laid out visually as '**Mind maps**' using different colours and pictures to aid memory. More information on Tony Buzan, the creator of mind maps can be found on www.mind-map.com.

Picture dictionaries can be made to link the meaning to the picture; a **bus** on fire= **combustion**= burning.

'Meaning' dictionaries can be sub-divided in to subject areas, maybe different coloured pages for each different subject. Words are entered if unknown and again, revised regularly.

Opportunities for overlearning help consolidate the vocabulary learnt, and where possible new vocabulary should be introduced to the child prior to the introduction to class; make it as real and concrete as possible.

It is important to link new vocabulary to known vocabulary e.g. when discussing Castles, link 'portcullis' with 'door'.