



Tip Number Seven: Repeating and Revisiting

Why is it important?

Have you heard the saying: “practice makes perfect?” In childhood, repetition forms the basis for learning, skill development and accomplishment.

Think about when a child first learns to walk. They begin by crawling, then repeating the action of standing and toddling, before they master the ability to walk. A child must first learn fundamental skills before they can acquire speed, increased confidence and mastery. It is through repetition that possibility becomes ability.

What is repetition?

Repetition doesn't necessarily mean reading the same story or completing the same activity over and over again. Instead, repetition refers to any form of work that provides the child with opportunities to practice a skill or knowledge area. Repetition comes in many forms. This may include reading the same story but focusing on different aspects, learning extensions and games that repeat the same skill or observing an activity completed by another child.

The science behind repetition

Learning requires electrical energy to create neural connections. The less 'automatic' something is, the more energy is required to create the connection. In children, these neural connections are only beginning to be formed. Repetition is a necessary building block that allows them to strengthen the connections in the brain that help them learn.

Repetition using our different senses

Children learn well when the lessons produce a multisensory connection to the concepts and skills being taught and helps children retain new information. In order to learn, children need to:

- *See It!*
- *Hear It!*
- *Do It!*
- *Touch It!*

Ideas for repeating and revisiting as part of home learning:

Reading:

- For example, on the first day, you might introduce a book and read it to your child. After the story (later that day or another day), you might have your child draw pictures about the book or act out the story. Later in the week, you might read a different book by the same author and talk about the differences and similarities.
- Learning and reciting poems and performing to family members.
- Reading aloud old favourite stories with a younger sibling.

- Phonics treasure hunt. Have sounds that children are confident with and some they are still working on displayed on post it notes around the house. Ask them, “Can you find ___?”...

Writing:

- Handwriting/letter formation – Can you write the letter ‘p’ in a tray of shaving foam/bubbles in the bath/sand/chalk/paintbrush and water? Also works with the weekly spellings!
- <https://www.twinkl.co.uk/resource/t-l-6333-spelling-activities-challenge-cards> this link has lots of ways of practising spellings but in different and creative ways.

Maths:

- Numbots (KS1) and TT Rockstars (KS2)
- Counting up or down, or learning a new times table – make a hopscotch with chalk outside or big numbers on paper on the floor inside. Say the numbers as you jump on them.
- Building confidence using a written method (column addition, long multiplication) through roleplay – Child is the teacher and the parent is the ‘student’. The ‘teacher’ will talk through and show how to use the method whilst the ‘student’ may ask questions!