



Overlearning Games Guidance

This document will support you in setting up, delivering and understanding Overlearning Games.

Entry and exit data (Baseline)

Prior to starting any intervention it is important to gather entry data. The adult must assess the pupil by testing them on a set of personalised words. The words for the intervention will be generated from the same list. At the start of the intervention it is important to interleave known and unknown words to ensure some level of immediate success for the pupil. At the end of the course of intervention (6-12 weeks) the pupil should then be reassessed against the same set of words to track progress and measure impact of the intervention.

Recording of marking

During each session a record of the pupil's performance should be kept. Each pupil should have a personalised marking sheet which lists the words that they are learning to read/ spell with columns for the adult to date for each session. The pupil must have spelt/ read a word correctly for three consecutive sessions before the words are changed for new ones. An optional recording sheet is included on page 4.

Differentiation

To make the games easier, the number of words used can be reduced so that a single word is repeated more often. The use of onset and rhyme can also be applied so that the pupil only needs to recall one spelling pattern. To make the games more challenging a maximum of 8 different words can be used. During any of the spelling games, the visual spelling prompt can be removed which means the pupil can only listen to the word. This makes the task more challenging and develops their ability to recall.

Which words should I choose?

The overlearning games are designed to work with any words. These words can be the common exception, high frequency, rhyming, topic specific e.g. maths/ science vocabulary. These games can support pupils throughout the key stages.

Generating word cards

The first step for all games is to generate a set of word cards. This is done by selecting the generator/ populate button.

Generator / Populator

At this point, up to 8 words can be selected and entered into the generator. This will populate all games with the same words. This process will need to be repeated for each pupil in order to generate personal sets of words.

Preparing the games

Once word cards are populated each set of cards and baseboards can be printed out by following the links on the pages. If further resources are required such as dice or counters, this is clearly labelled on each game page. On the rules page for each game there is a resource section which outlines what is required. Once the baseboards for the reading games have been printed these can be reused. Spelling baseboards could also be laminated and reused.

What is the model, lead, check approach (Direct Instruction)?

Throughout the intervention pupils are initially taught each word through the use of a 'Model, lead, check' approach. This consists of the following Teaching Procedure:

Gain Attention - e.g. "Stephen....look carefully"



Model - Teacher demonstrates reading or spelling



Lead - Teacher guides or leads. E.g. say or spell the word *together*.



Prepare - "On your own say the word when I touch under it." or "On your own spell the word as I sound it out".



Pause - Thinking Time



Test - Pupil to perform skill independently. E.g. "your turn".



Praise/Feedback - E.g. "that's right, the word is 'man', well done."



Review - Teacher retests pupil after varying length of time.

Nb. The 'Gain attention and Praise and feedback' steps can often be omitted. These however are very important and efforts should be made to ensure they are included in the teaching sequence.



Positive marking strategy (Spelling games)

When marking the pupils spelling attempts; it is important that the adult uses a 'positive marking' strategy. This is when each correct letter within a word is ticked rather than the whole word being marked right or wrong. This helps the pupil to be able to see the minor errors that may have been made within a word and supports them to adjust accordingly next time.

Each letter in the correct order in a word is ticked. The adult then models the correct spelling.

e.g.

✓ ✓ ✓ ✓
p e e p u l
people ✓

This approach focuses on the positive attempts and promotes self-esteem.



Overlearning Games Pupil Record

Name:	DOB:	Age:
Class:	Class Teacher:	
Delivered by:		

Words	Date								
	/	/	/	/	/	/	/	/	/