

Practice

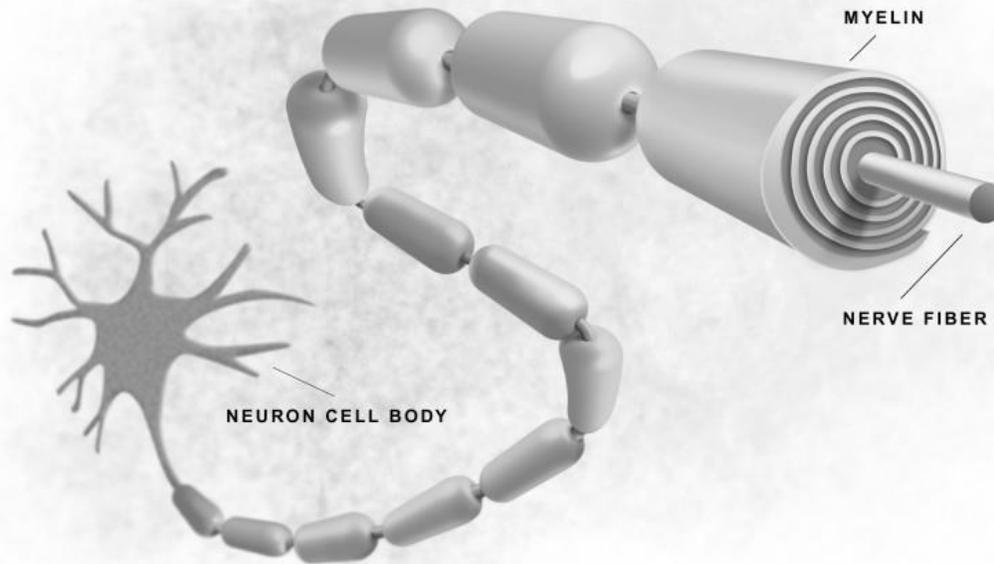


Every human movement, thought, or feeling is a precisely timed electrical signal traveling through a chain of neurons—a circuit of nerve fibers.

Myelin is the insulation that wraps these nerve fibers and increases signal strength, speed, and accuracy.

The more we fire a particular circuit, the more myelin optimizes that circuit, and the stronger, faster, and more fluent our movements and thoughts become.

-Daniel Coyle, *The Talent Code*



The downside of myelin?

It's good that myelin only cares about what you do. **But it's also bad. Because myelin doesn't recognize correctness, it just insulates the pathway.**



You're at the top of a ski slope with nothing but fresh powder below you. The path you take is unknown...*until one is created.* **Once you create a path, your skis unconsciously follow the formed grooves. With every run, the path gets optimized.**

This is good, right?

Absolutely...

...if you took the right path from the start.

If you didn't? If you took the most off beaten, longest travelling, totally askew pathway? **Myelin doesn't care; it only knows what you do.**

Practice only makes perfect if you're practising perfectly.

Practice simply makes *permanent*.

The only kind of practice that makes perfect, as the adage goes, is *perfect practice*

Practise FLUENCY



Education
Endowment
Foundation

Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.

Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.

Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.

Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

Practise FLUENCY



Education
Endowment
Foundation

Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.

Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.

Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.

Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

Practise fluency: How?

Tell word tales: Most words in our storied language have an intriguing tale to tell. How about the word 'Arctic' meaning 'near the bear'? Not because of its roaming polar bears, but because of its proximity to the constellation Ursa Major – the 'Great Bear' and the word north.

Pick words apart: Most of our academic words are from Latin and Greek derivations. With an understanding of some common prefixes and suffixes, like 'de' or 'anti', for example students have the tools to unlock comprehension of a wealth of words.

Make meaning maps: If you are teaching a tricky new word like 'photosynthesis' then you can make a 'meaning map' – unpicking the word, explaining its origins, and linking it to similar scientific words.

Use the Frayer model!

ALEX QUIGLEY ONE WORD AT A TIME

IF STUDENTS ARE TO CONQUER THE CHALLENGES OF THE NEW CURRICULUM, HELPING THEM DEVELOP RICH, SPECIALIST VOCABULARY FROM THE START IS CRUCIAL, URGES ALEX QUIGLEY

[EEF blog: Practice makes perfect - doesn't It? | EEF \(educationendowmentfoundation.org.uk\)](#)