Auditory memory strategies

- Rehearsal - saying a list of words or numbers over and over again to support memory for a short time.
- Chunking - by manipulating information into chunks it is easier to remember such as remembering how to spell words by grouping the letters rather than remembering them individually.
- Linking - creating a short story linking objects, names or numbers together.

Useful websites:

strategiestosupportstudentsworkingmemoryandretention.pdf

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STRATEGIES TO SUPPORT WORKING MEMORY

A guide for Practitioners

What is working memory?

Working memory is an individual's ability to hold information in their short term memory and then manipulate that information in some way.

A Little More Information

- The process of remembering something involves 3 important stages: encoding the information, storing the information and retrieving the information.
- Each part of this process is important as if the information is not remembered corrected, it will not be stored correctly and can therefore not be retrieved.
- Everybody has a different memory capacity and as children grow older, their working memory capacity increases.
- Children who have a diagnosis of Dyscalculia, Dyslexia, Dyspraxia, ADHD or Autism are likely to have working memory difficulties.

How to support working memory

- Consider a child's concentration span being roughly their age plus or minus 2 minutes when setting tasks.
- Pre-teach key concepts before a lesson begins.
- Pre-teach specific vocabulary before a lesson begins.
- Partner work to allow children to work together to identify the most important information and make links.
- Task slicing - break the task into manageable chunks for the child to complete.
- Visual task lines for a child to follow during an activity.
- Providing a set of instructions to children either in written format or within a recordable device such as a talking tin.
- Consider the classroom environment and have wall charts and visual images displayed that will support learners in the moment.
- Personalised writing mats that contain examples of specific topic words, high frequency words and familiar graphemes to support children in their writing.
- Writing grids or sentence strips containing a familiar structure such as "who, doing, what, where".
- Visual sequences of images capturing a story-line to support literacy work.
- Number sense visuals exploring numeral, quantity, place value and simple number facts.
- Use of recordable devices to capture the child's ideas that they can return to at later point during the lesson.

Visual memory strategies

- naming - say the information aloud as it is presented. This creates a stronger memory as it combines both visual and auditory input.
- Visualising - creating a picture in your mind as information is shared with you. It maybe that a child makes a mental image of particular shapes, considers a scene as their hear information or even make short "movies" in their mind.
- Grouping - allowing a child to explore how things are organised, ordered and categorised. Initially this can be done physically with pictures and string but over time as the child becomes more confident will be able to visualise this process.