




Supporting pupils with verbal and working memory difficulties:

Learner forgets the task		Use brief, simple, clear instructions, given in a logical order and broken into steps for complex tasks. Pauses allow processing time. Repeat the instructions and explain the meaning. Ask child to repeat back instructions before starting. Repeat instructions if necessary. Give instructions in multiple formats – visual and verbal.
Learner loses place in complex activities		Use memory aids – number lines, vocabulary lists, jottings etc. Practice use of memory aids during simpler tasks so that child is familiar and confident in their use before using them in a more complex task. Use task plans and help pupil to develop ways of marking their progress through the task to keep their place.
Learner cannot cope with combined demands of processing and memory required by a task		Reduce complexity of language and increase amount of familiar vocabulary. Link to existing knowledge. Provide memory cues to reduce memory demands.

Taken from DAVIES, G., 2015. *Developing Memory Skills in the Primary Classroom*, London: Routledge.