

**Memory Skills**

**A child with language difficulties can have difficulties remembering information, leading to feelings of frustration/ panic/ irritation, resulting in misunderstood behaviours.**

Children:

* may find it very hard to find the right word at the right time (word finding difficulties)
* may have difficulty learning and remembering all words, particularly if delivery is quick and the child is expected to use listening only.
1. **How can we organise information to help children remember?**



* Repetition. Revisit ‘over and over again’
* Child explains it to someone else
* Active learning
* Make it real. Real situations/ real objects/
* Do it! Act it out
* Visual/ draw/ it see it/ watch it
* Vocabulary maps
* Mind maps
* Write it down
* Give it a context and make it meaningful/ relevant to the child and interests
* **Make it fun!**
1. **Why is mind mapping so helpful for supporting children’s memory?**
* Helps organise ideas (Teacher/ TA/ Child)
* It is visual/ does not rely on reading writing
* Excellent for planning
* Excellent for revision
* Excellent for sharing learning with home
* Includes only essential information
* Pupils with SLCN with reading difficulties can be helped to recall information and demonstrate their knowledge without depending on reading and writing
* Pictures and colour use the pupil’s strengths to support weaker areas of reading, writing and language
* Objects can be used on a large floor/ tabletop mind map
* Excellent for assessing progress when used before/ during/ after learning
* Great visual support when used in displays
* Mind mapping software
* They are enjoyable and generate discussion in groups

 

**Mind maps use visual memory to support the successful storage of information in your brain by**

* Linking ideas together, making connections.
* Making these connections visual, your memory is using another sense other than listening and writing
* Language = left side of brain but language and vision together = left and right brain working together
1. **How do we help a child work and complete tasks independently?**
* Make verbal instructions visual enabling child to see and look back to check
* Visual rules and visual timetables (may need to use photographs of the actual class/ child)
* Symbols and words together (Widget/ Communicate in Print)
* Images and words (Clip Art/ photos)
* Activity planners and visual frameworks/lists
* Preparation (resources ready? Checked vocabulary is understood? Explain each step at a time with a space between? Have you modelled working through each step?)
* With familiarity the child should be able to do ‘next step’ independently
* Teach child to ‘check’ back
* As independence increases adult modelling can be phased out