

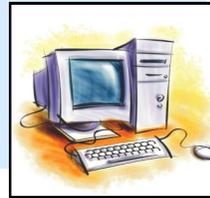
# Games and Activities:

- Chaining games; each person playing takes it in turns to add to an increasing list of items whilst remembering what has been said before their turn, e.g. “I went to market and bought a banana, a cake, an apple” etc.
- Copy the pattern, e.g. clapping etc.
- Shopping lists
- Chinese whispers
- Simon says
- Match sound and picture games
- Remember short messages
- Follow verbal instructions, e.g. to draw a certain picture from a given description.
- ‘News in Twos’ - tell another child about something they have done and the other child has to report it back.
- Retelling stories they have heard; orally or using pictures and storyboards.
- Remembering number/letter patterns, first with 2 digits, then 3, then 4 etc.
- Odd one out; say a list of words and the child has to identify the odd one out, e.g. dog, cat, **orange**, horse.



## Useful websites and resources:

- Auditory Memory Skills—Mark & Katy Hill
- Ready, Set, Remember; Short Term Auditory Memory Activities (online pdf document).
- Listening Skills— Sandi Rickerby : Early Years/Key Stage 1
- Knowsley Central School: SpLD resources [www.knowsleycentral.co.uk](http://www.knowsleycentral.co.uk)
- [www.learninggamesforkids.com](http://www.learninggamesforkids.com)
- [www.twinkl.co.uk](http://www.twinkl.co.uk)



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## Auditory Memory



**Information for  
Parents and Schools**

## What is Auditory Memory?

Auditory memory is the ability to take in information that is given orally (out loud), process it, retain it in one's mind and then recall it.



## Why is Auditory Memory important for learning?

Children who find it hard to keep items in auditory memory may forget key information, become muddled as they add items together, follow instructions in the wrong order or remember the first or last things they were told to do.

Practising auditory memory skills will help develop a strategies that can be used in everyday life, not just for in school. For example, following directions that someone tells you, remembering to do something that you have been asked to do or passing on a message a person has given you.

By practising auditory memory skills both at home and at school your child will be more likely to remember information more effectively and will follow instructions more easily. This will help to improve their access to literacy, numeracy and other school subjects.



## Classroom strategies:

- Where possible, limit the time that you are talking at the front of the class or break it up with partner talk, short activities and opportunities for shared learning.
- Try to minimise distractions within the classroom, ensure the child is always seated in the best position to hear you.
- Ensure that children are giving you full eye contact when you are speaking to them.
- If appropriate, cue the child in by saying their name so you have their attention straight away.
- Instructions should be given in short, clear steps using simple language. A non-verbal response could be agreed with the child to show you that they are ready and listening.
- Oral instructions could also be supported with a visual task plan or other visual prompts.
- Don't overload the children with information but maintain high expectations.
- You should ask the child to repeat back what you have asked them to do to ensure they have heard and retained key information.
- Allow the children extra time for thinking and answering questions but also give them the opportunity to ask for something to be repeated if needed—be aware that this should be given shorter and slower.
- Ask the child to model an example of what is required in the task to check they have understood it.
- Use a homework diary for children that you know have auditory memory difficulties, write it in yourself if appropriate.



## How to help at home:

- Keep instructions short and simple, giving only one at a time if appropriate.
- Make sure that your child is looking at you when you are talking to them so you know they are listening to what you say.
- When completing their homework, make sure that they are in a quiet, distraction-free area.
- Reward your child for listening and following instructions, sticker cards or a treat at the end of the week could be used.
- Listening to text is really useful so allocate some time when you can read to them and then ask them simple questions about what they have heard.
- Give your child a challenge to try to remember 3 (or equivalent) things that they have done in during the day - reward them in an agreed way.

