

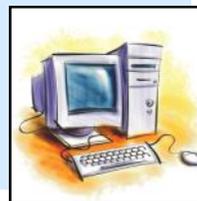
# Games and Activities:

- Pairs; use 2 sets of cards which show the same words, pictures etc. and take turns to turn over the cards to try and make a pair.
- Kim's game; a tray of objects is briefly shown to the child. The tray is taken away again and the child has to list from memory as many of the objects as possible.
- Spot the difference
- Dot-to-dot
- Picture completion; a child completes a picture with missing parts.
- Mnemonics; create a phrase using words starting with each letter of a word, e.g. 'said' = Sally Ann Is Dancing.
- Copy the pattern—beads, shapes, numbers etc.
- Ordering in size—compare bears etc.
- Tracking—letters, numbers, pictures; the child should say the letter, number or name of the picture by reading along like a sentence. This can also be done where a child tracks along looking for a particular letter, number or picture.
- Grouping by themes, e.g. colour



## Useful websites and resources:

- Visual Memory Skills—Mark & Katy Hill
- Visual Perception Skills—Mark & Katy Hill
- [www.primarygames.com](http://www.primarygames.com)—search for memory games
- [www.fun4thebrain.com](http://www.fun4thebrain.com)
- CBBC website—Copycats
- [www.learninggamesforkids.com](http://www.learninggamesforkids.com)
- Knowsley Central School: SpLD resources  
[www.knowsleycentral.co.uk](http://www.knowsleycentral.co.uk)
- [www.twinkl.co.uk](http://www.twinkl.co.uk)



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## Visual Memory



**Information for  
Parents and Schools**

## What is Visual Memory?

Visual memory is the ability to recall information that has been seen.

This involves being able to hold a mental picture of a sequence of letters, numbers, words, objects, shapes etc.

Problems in this area may mean difficulties with remembering the correct sequences of letters which make up or sentences.



## Why is Visual Memory important for learning?

Children with visual memory will often find it difficult to read and spell words accurately.

Difficulties may include:

- Misreading words.
- Difficulties copying from the board.
- Learning letter, name and phonic patterns.
- Following instructions and locating items.



## Classroom strategies:

- Visual timetables are useful representations of tasks and a prompt for the child to remember what they need for the next session.
- Now, Next, Finished boards and personalised task planner ensures that a child remembers what they should be doing without an adult prompt.
- Visual prompt cards e.g. hands up, eyes looking.
- Structured, daily routines.
- Clear, concise instructions.
- Self assessment e.g. thumbs up to show understanding, traffic lights when a piece of work is completed.
- Positive reward system e.g. collecting stickers or tokens when they contribute answers or relevant points in a discussion.
- Clearly organised classroom e.g. use colour-coded labels or areas.
- Avoid chaotic workspaces and have individual workstations available if possible.
- Chunking information to aid recall.
- Limit information given; avoid overload and allow thinking time.
- Use mind maps with colours, pictures and labels to help organise their ideas in a highly visual way.



## How to help at home:

Working Towards Independence

- Visual Timetables e.g. daily routines for school/home including weekends.
- Organisation—a place for everything.
- Consistent routines and notify of change.
- Use picture prompts e.g. shopping lists.
- Rewards for independent memory e.g. getting school bag ready.
- Reduce distraction—'screen-free' time, especially before bed.

