

**Children, Education and Skills Directorate**

**Activities to Support Auditory Memory Skills**

Revised and updated July 2020

Please use alongside the SEND Mainstream Guidance (Supporting children and young people who have SEND at SEN support in mainstream school).

**Remember:**

1. Some children have a slow pace of learning and require constant repetition to consolidate new learning. Revisit!
2. Ofsted 2019 – quality of education judgement focuses on how effectively the curriculum enables **all** pupils to **know more and remember more.** Teachers need to ensure that content is planned that does not overload working memory.
3. People learn in different ways. Research indicates that 29% are visual learners, 34% are auditory learners, 37% are kinaesthetic (VAK).
4. Children need to be taught strategies for recalling information. The two most common strategies are verbal rehearsal (repeating aloud and then repeating internally) and visualisation (making pictures in your head).

**Activities for listening and discriminating environmental sounds**

* **What can you hear?**

Listen to sounds in a range of environments and identify the sounds.

* **Same or different sounds?**

Use musical instruments or everyday objects. Can the pupil discriminate the sounds?

**Activities for listening and discriminating words**

* **Identify the word**

Adult reads a list of words aloud with steady rhythm and intonation. The pupils must put their hand up every time they hear a certain word.

e.g. word to identify is **cat**

cold-cat-chair-can-cat-chop-cup-cat-cot-sat-fat-cat-cut-chap-chat-cat-that-cap

* **Missing numbers**

A story is played aloud. The adult will begin counting over the story and occasionally point to a child who needs to give the next number. Counting continues if the correct number is given, if not the counting starts at one again.

* **Listen for your name**

Music is playing in the background. The adult gives instructions for individual pupils to carry out using a quiet but audible voice. The instructions should be worded so that the pupils must listen to part of the sentence before they hear the name of the pupil who should respond.

e.g. Put your right hand, Sam, on your left knee

 Stand up Sally and hop on one foot

* **Simon** **Says**
* **Tallies**

Pupil is asked to keep a mental note of how many times they hear a specific word. A prepared story is read out containing initially ten or less tally words. The number can be increased as pupil becomes more adept. Could tally using finger count or on a white board.

**Activities for listening and discriminating sounds in words**

* **Syllable count**

Adult produces two words each with different number of syllables. Then the syllables of one word are clapped. Pupil says which word was clapped. This could be played in pairs or groups.

* **Word puzzles**

Picture of an object - e.g. octopus. Cut picture into number of syllables within the word. Get pupil to say syllables as putting picture back together.

* **Head, body and tail game** (enclosed proforma)

Adult says 3- phoneme word, pupil repeats it. The first phoneme of the word is written in the head, the middle phoneme in the body and the final phoneme in the tail. The pupil says the word, blending the three phonemes together.

* **Tallies**

Pupil is asked to keep a mental note of how many times they hear a specific sound. A prepared story is read out containing initially ten or less tally sounds. The number can be increased as pupil becomes more adept. Could tally using finger count or on a white board.

* **Consonant blend game**

Class is divided into three groups. Each group is given a sound to make in response to words they will hear that begin with a specific blend. Adult reads sentences or short story containing all three blends. Groups listen for their blend and respond.

e.g.

a. Clap for each word beginning with sp

b. Cough for each word beginning with gr

c. Stamp for each word beginning with bl

e.g. Billy sprinted across the grass to try to catch the blue balloon. He jumped up and grabbed it before it blew away.

* **Noughts and crosses** (game proforma enclosed).

Pupils are divided into two teams – nought and crosses. The adult sounds out phenomes of a word. Each team has a turn to name the word. If the team names the word correctly, they can choose where to place their 0 or X. The team completing three squares in a row wins. This could be played using a white board.

**Games and activities to help develop auditory memory skills**

* **Complete the sentence**

The adult says an incomplete sentence e.g. This is a good… The pupil repeats this. The adult points to an object in the room and the pupil repeats and completes the sentence e.g. This is a good book.

* **Pass the whisper**

Pupils and adult are sitting in a circle. Adult whispers a word of increasing length e.g. cat, catnap, catapult, caterpillar or a phrase of increasing length to the child on their right. This continues until the message has passed around the whole circle. The message is then repeated out loud and compared to the original sentence.

* **Sing and Sign**

Choose a song with repetitions e.g. Heads and shoulders. Substitute a word with an action each time the song is repeated until eventually all/most of the words are actions rather than words.

* **Spot the Ball**

Have a large spotted ball on card (example enclosed).

Pupils have matching worksheets. Each pupil has a selection of different coloured counters. The adult gives the pupils a set of 2 or 3 instructions telling them which spots to cover with which counters e.g. Put a blue counter on number 5 and a yellow counter on number 3. The adult/a pupil can show their completed sheet.

Adult starts by giving 1 instruction e.g. put a red counter on the number 5 building up to a series of 2 or 3 instructions e.g. put a red counter on the 5 and a yellow on 3 and blue on 2.

* **Skip, hop and jump game**

Adult gives verbal instructions e.g. hop two times, jump three times and then turn around. The pupil copies. If they are correct, they may give the next set of instructions to another pupil. This could be done with a group of children all following the leader’s instructions.

* **Listening for the pattern** (shapes enclosed)

Adult dictates a sequence of shapes; pupils listen to a complete sequence and then record on paper or white boards. Draw or select e.g. Square, circle, triangle, square.

This can be simplified or extended by varying the number of shapes in the sequence and/or the speed of dictation. This could be varied by using coloured counters. Pupil must place counters in colour sequence following oral instruction e.g. red, blue, blue, green.

* **Sentence strip game**

Adult has several sentences each written on strips of paper. The sentences can be varied in length and complexity depending on the age and ability of the pupils. The adult dictates a sentence and pupils take turns in repeating the sentence correctly. The pupil is given the sentence strip if they get it correct.

This could include silly sentences e.g. Sheila squashed seven shiny snakes.

* **Number sequences**

Say a sequence of numbers (from two digits up to six/seven) at a rate of one per second. Ask pupil to repeat immediately after five, ten, fifteen second pause. Vary this by asking them to write the sequences.

* **Clapping rhythms**
* **Games**

My granny went to market…

I spy plus ‘I spy …something that rhymes with pear’

I can eat apples, bread, carrots, etc

* **Instructions**

‘Walk to my desk and pick up a pencil’ (increasing in complexity).

* **Listen and draw**

‘Draw a table. Put a red vase on it with three blue flowers in it’.

* **Action songs**
* **Rhymes and jingles, nonsense sentences**
* **Group story telling where each pupil takes turns to add to the story**
* **Music**

Play or sing a four-note musical phrase and ask pupil to hum it immediately and again after thirty seconds.

* **Learning poems**

Learn short pieces of verse by either saying out loud or recording and then listening to the verse. This could then be recited to an audience.

* **Special word**

Start each day with a word or phrase to be remembered until home time. This could be animal, colour or place. Throughout the day keep checking that they have remembered the word or phrase.

**Noughts and crosses grid**

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**Head, Body and Tail game**

**Spot the Ball**

**Listening for the pattern**