

### Visual and Auditory Memory

#### Visual Memory

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

#### Auditory Memory

The ability to process auditory information is essential if a child is to comprehend the spoken word. 'Auditory processing' has been defined as 'the ability to hold, sequence, and process accurately what is heard' (Rowe, Pollard & Rowe 2003).

In literacy the recall of a sequence of speech sounds is essential if the child is to spell words phonologically; to blend the word c-a-t, each letter sound must be retained in memory long enough to be combined and interpreted as a word. Auditory memory is also essential in enabling children to follow instructions and routines within school.

5-6 year olds who can recall three or more digits and sentences of eight or more words are considered to have adequate short-term auditory memory skills.

### Activities to Develop Visual Memory

1. **I Spy** - Try playing this game using the colour of objects as a clue rather than the first letter.
2. **Copy Me** – Stand at the front of the class and do an action. The class have to copy.  
Increase the number of actions as the class gets better at remembering.
3. **What's Missing?** – Put a number of objects on a tray for a few seconds (start with 5 then work up as recall improves). Cover them up and ask the child to remember them, or cover them up and remove one, asking the child to identify which object is missing.
4. **What Moved?** – With a partner sit in a room and have a good look around. Close your eyes whilst your partner carefully moves one object in the room. Open your eyes and try to remember what has been taken away or moved.
5. **Spot the Difference** – Show two pictures; spot the difference between both images.
6. **Memory Games:** e.g. snap, pairs.
7. **Follow the Leader** – One person to do action, rest to copy. Build subsequent actions
8. **What's Next?** – Present a pattern of beads, pegs, blocks etc. and ask the student what should come next.
9. **Pattern Memory** – Show a pattern of beads, pegs, blocks etc. for a set time such as 15 seconds or 30 seconds. Cover the pattern up. Have the student repeat the pattern.

### Activities to Develop Auditory Memory

#### Threading

1. Give each child a thread and a pile of coloured beads.
2. Explain 'We are going to make matching strings of beads'.
3. Children put hands on heads while the leader says two colours (for example 'red—blue').
4. The leader says, 'Go' and children find the beads and thread them.
5. Each child has a turn at saying two colours for the group to find and thread.
6. Increase the number of colours the children need to find.

#### Get the Loot

1. Make the children into pirates by pretending to put on a pirate hat, eye patch and parrot on their shoulder. Explain that they are going to raid another ship and bring back some 'loot'.
2. Lay out the picture cards and review the vocabulary involved, then place them on 'the other ship', in another part of the room.
3. Send the first 'pirate' to retrieve two objects from the other ship.
4. Instruct the child to repeat over — in 'self-talk'— the instructions three times before they go and retrieve the items.
5. Check that the child has correctly retrieved the items given.
6. Child returns the items to the original position.
7. Note the child's response and then send him to the back of the line to wait another turn.
8. Repeat for the next child.
9. If the child has been successful, for his next turn increase the number of items to be retrieved.

#### Here and There

1. Explain to the children that sometimes we have to remember things even when we can no longer see them. We can look carefully at things to help us remember them. We can make pictures in our head to help us remember.
2. Lay out the objects on the table. Name one of the items and encourage the children to discuss what it looks like. Repeat for the other objects.
3. Name two objects. Children take turns to repeat the words and then find the appropriate things.
4. Move the objects to a distant table.
5. The leader names one object. Children take turns to make a picture in their head, repeat the word and then go to the distant table to find it.
6. With success, increase the number of items to be retrieved.
7. Discuss with the children how they could remember things that they could not see.

## Clapping Band

1. 'We are going to play a game like follow the leader — where everyone has to copy what the leader does. We are going to have a “clapping band” and we'll have to copy the leader of the band.'
2. 'First of all, I'll be the leader and you can all be the clappers in the clapping band.' Leader claps out a sequence of claps. Children copy each clapping sequence. 'Listen for this tune':  
2 beats, 3 beats, 4 beat, 5 beats ...
3. Children copy the band leader.
4. Children have turns at being the leader.