

# **Memory in the classroom**

**or**



**(How to Help Things Stick!)**

Targeted Education Support Service

# Poor memory in the Classroom

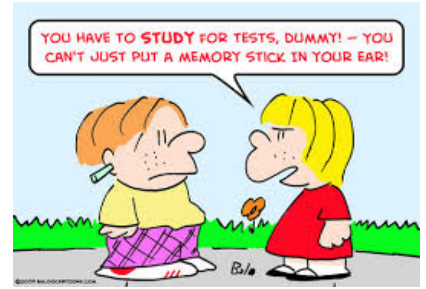
How does it look?

- Reserved behaviour in groups
- Appear as if not paying attention
- Often lose place in complex tasks
- Forget content of messages and instructions
- Perform poorly in key academic areas
- Have difficulty in remembering what they have just read
- Forget words in sentences
- Task abandonment or never completing a piece of work
- Stop work when left alone and need lots of prompts



# Key Memory Strategies

Any child's memory can be improved if they learn to use certain strategies. But we have to first **MODEL** and **TEACH** them.



- **Rehearsal** – Saying or thinking things over and over again
- **Categorisation** – Grouping things together
- **Elaboration** – Using pictures in your head, either as a story or as one picture with details in it

Different tasks, actions,  
knowledge will need  
different choice of the  
strategies above

## Guiding Principles in the Classroom

- Recognise working memory difficulties
- Evaluate working memory loads - reduce if you possibly can
- Repeat important information
- Encourage use of memory aids and strategies
- Develop child's own strategies to support memory
- Use visuals
- Review prior knowledge

# Supporting Children in the Classroom

## Acquisition of Learning



- The adult should provide clear explanations
- Gain, sustain and refocus pupil's attention
- Modify information – use simple sentences
- Use keywords
- The child should look at the speaker
- Ask for repetition / simplification when needed: make this classroom practice
- Encourage use of visuals to support memory i.e. notes/drawings

# Supporting Children in the Classroom

## Retention



The adult should

- Be aware that lapses often occur in the **middle** of lessons
- Revise, recall and summarise regularly
- Provide thinking time and encourage children to ask for this
- Provide opportunities for partner work
- Focus on key concepts/words, check, explain meaning and present information in an organised way

# Supporting Children in the Classroom

# Retention



The child could

- Clarify instructions by repeating and explaining to someone else
- Use rehearsal, elaboration and categorisation
- Record key information with words, simple drawings or symbols
- Use organisational strategies i.e. breaking down a task using work plans, timelines , flowcharts etc

**Supporting Children in the Classroom**

## Retrieval

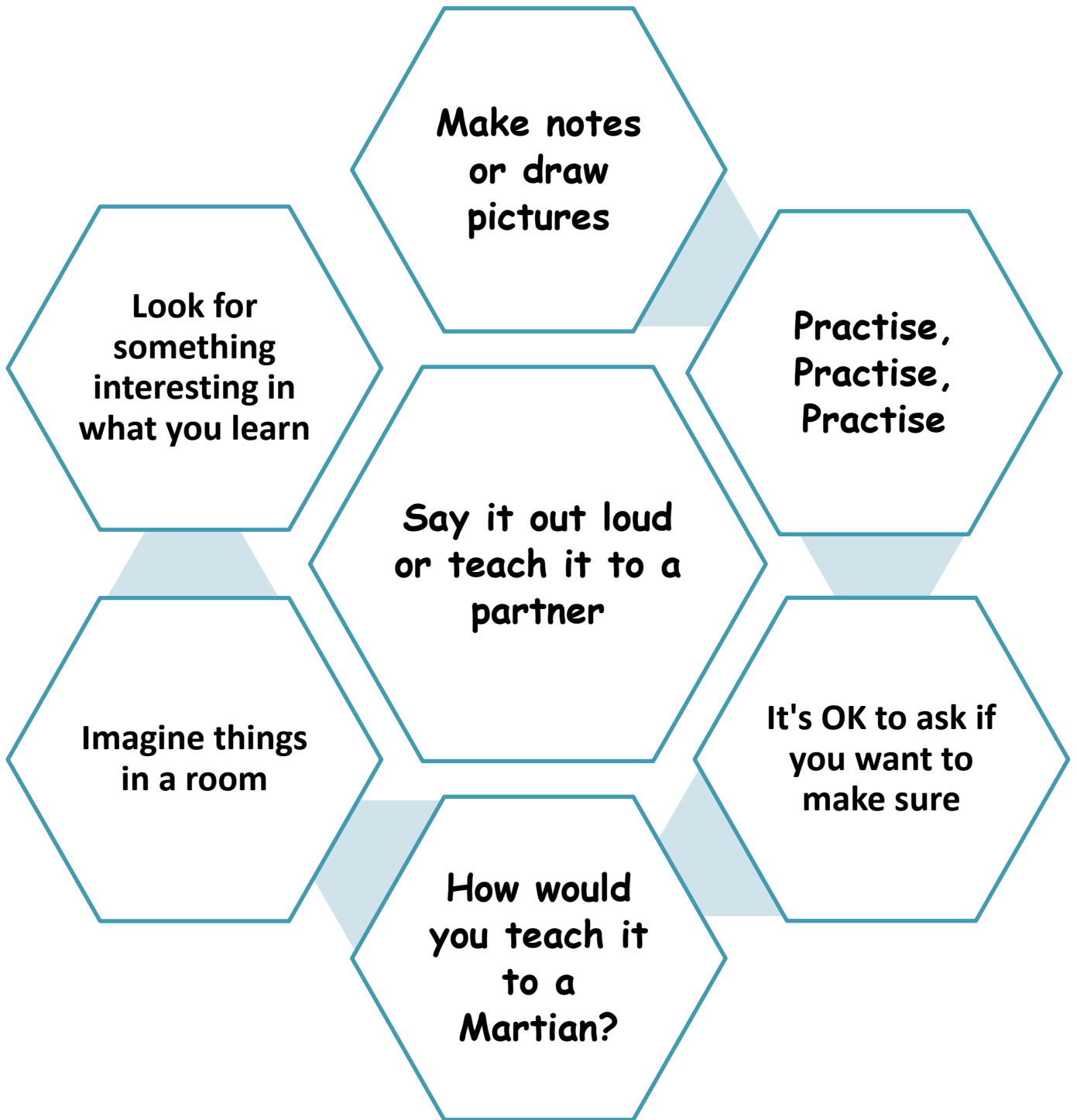
The adult should



- Allow the child time to make use of their strategies
- Encourage the use of key strategies
- Accept an explanation or description of a word if pupil is unable to recall the actual word
- Accept different modes of recall (written, oral, pictorial)
- Display a numbered step by step approach to a task
- If child experiencing difficulty offer a **choice** of answers from which they can choose

**TOP TIPS FOR PUPILS**





**MORE TOP TIPS**

Use mnemonics ie  
Planets:

**My Very Excited  
Mum Just Served  
Us Noodles!**

Ask yourself  
questions. How will  
I remember this?  
Have I done it  
before? Is there an  
easier way?

**Mind Map it**

**USE THE 5 B's  
BRAIN, BOARD,  
BOOK, BUDDY,  
BOSS**

Chunking:  
32371549  
or  
323 371 549?

**Sing it, Chant it, Rap  
it!**

**Underline or  
highlight KEY  
FACTS**