

# MEMORY – INFORMATION AND STRATEGIES

Stratford School  
Information for Parents

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# SHORT TERM VERBAL MEMORY

- This is your memory of what you have heard
- It only lasts for a few seconds
- If you don't do something about it, it is gone and you can't get it back
- It will be harder to learn sequences such as times tables, the alphabet, spellings
- It will be harder to remember instructions and explanations
- It will be harder to copy from the board
- There are likely to be difficulties with organisation; things will be easily lost, homework forgotten



SEND supported

Embracing difference

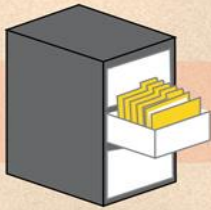
# Working Memory



The ability to temporarily hold and manipulate information for cognitive tasks performed in daily life.



Working memory holds information for a few seconds. It is temporary.



Working memory can hold only five to seven items at a time. It has a small capacity.



Working memory holds and manipulates information.



Working memory depends on control of attention and mental effort.

$$(63 + 13 - 1) \div 5$$



# WORKING MEMORY

Remembering information while at the same time manipulating /changing it.

Requires the ability to shift and focus attention. Impacts on:

- Reading, writing and maths
- Remembering the information needed to carry out an activity.
- Keeping track - may miss out part of a task or not finish it.
- Maintaining attention due to an overload of information.
- Completing activities in time – may need to start again.

Noise will put more overload on working memory.

Pupils may make slower progress, lack confidence to participate in class, be disorganised.

# USE LONG TERM MEMORY:

## Semantic memory

- Stored knowledge about the world – particularly **what we are interested in**
- New information is related to **what we already have stored** in semantic memory

## Procedural memory

- **Lots of practice**
- Difficult to explain process easily
- Stable



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# USE LONG TERM MEMORY:

## Episodic Memory

- Routine, everyday information
- Specific events in recent past – minutes, hours, days
- Fade rapidly unless they are unusual and become more autobiographical

## Autobiographical Memory

- **Personal** facts – information about family and friends, where we have lived, the school we went to etc
- **Significant** events (usually emotional)
- Often reflected upon and discussed



# OTHER MEMORY STRATEGIES

- Rehearsal / Repetition
- **Chunking**
- Visualisation – objects in a room (sequences)
- **Visualisation – picture yourself doing something / add in kinaesthetic**
- Memory Pegs
- **Make up a silly story**
- Memory palace – use all the senses
- **Rhyme/rhythm/rap/song**
- Words in different colours/fonts
- **Attach a visual, concrete image to abstract concepts**
- Use technology eg reminders and alerts on phone.

**The Number-Rhyme Peg system** is perhaps the easiest peg memory system to learn. For each of the numbers from 1 to 10 (and even up to 20) you associate with each number a word that rhymes with that number. Most people find this very easy to do. Here is a version of the number-rhyme list.

1 Sun



5 Hive



9 Line



2 Shoe



6 Sticks



10 Hen



3 Tree



7 Devon



4 Door



8 Gate

