**Ten Top Tips for pupils with Working Memory Difficulties**

1. Play memory games - “I went to the supermarket and I bought”, Kim’s game, Pelmanism, activities from Mark & Katy Hill books on visual/auditory memory.
2. Give extra processing time when answering questions – but be aware that if they forget the answer they will probably be unable to retrieve it.
3. Encourage the pupil to make notes, repeat key information verbally, and explain back what they have to do.
4. Break information down into smaller “chunks” – keep instructions short and check understanding.
5. Provide visual prompts and memory aids – pictures, diagrams, photographs, maths rule cards, number lines, word mats, key fact cards, interactive displays of key concepts (refer to them regularly), sentence starters cards, letter formation aids, objects/pictures to support topic specific vocabulary, speech buttons/talking postcards/dictaphones to record instructions. Make sure that pupil’s seating position gives them good access to these memory aids.

**IMPORTANT - teach pupils how to use personal memory aids**

1. Ensure the pupil can link to prior learning – show the ‘big picture’ and provide context. Use mind-mapping approaches (see Tony Buzan books).

1. Pre-teaching to introduce new learning either one-to one or in a small group. Providing them with the opportunity to learn new information at a slow pace in a room with limited distractions will be beneficial.
2. Provide step-by-step guides and task plans to help pupils complete activities. These break tasks into smaller more manageable ‘chunks’ and gives them something to remind them of the steps needed to complete the task.
3. Model activities and provide examples of what they are aiming for e.g. WAGOLL (What A Good One Looks Like)
4. Supply checklists and/or timetables with visuals if appropriate to help with personal organisation – e.g. Monday – PE kit, Tuesday – spellings etc.