**Hearing**

Although these children may do well in a hearing test children with motor difficulties will have problems with some or all of the following:

* ***Auditory discrimination*** – children may be unable to recognise everyday sounds. They may find it hard to discriminate between sounds they hear and where they occur in a word e.g. what is the first/end sound in ‘cat’. Children who struggle with auditory discrimination often fall behind in school, particularly in reading and spelling, because they lack the phonological awareness needed to make relationships between sounds and the symbols that represent them. This can make it very difficult for them to learn to read with a synthetic phonics approach.

* ***Rhythm*** - this is the ability to hear and repeat patterns in sounds. They will struggle to recognise and to repeat a sequence of sounds – copy a tapped pattern – tap out the syllables in names and words.
* ***Auditory and working memory*** – this is the ability to analysis, process and recall oral information. Children with this difficulty find it hard to follow what is being said around them. Children with working memory difficulties find it hard to follow oral information and to hold information in their head long enough to do something with it. Some will lose crucial information needed to complete a task. It may also affect their writing as they will be unable to hold an overview of a piece of work while attending to the details. They may also find it difficult to carry out mental calculations and to learn and recall number facts. This can also result in poor reading comprehension as they will find it hard to hold the details in their head.
* ***Control of voice pitch*** – being able to moderate their voice appropriately e.g. to speak loudly or softly. Many children with this difficulty find it hard to control the loudness of their voice. They may shout or whisper and be unaware that they are doing it.
* ***Auditory selection*** –Children who find this hard will struggle to follow what is going on in class. They find it hard to pick out sounds/instructions from a busy background, filter out background noise and listen to an adult who is talking. Pupils may appear to daydream and to switch off in class if they have problems in this area.

There may be an additional difficulty for them as well related to the integration of information from all of their senses. They may loose focus in a busy environment due to sensory overload which will affect their concentration. They may be slower at processing auditory information so will not be able to keep up with the pace in many classrooms.

