

Summary of types of memory and supporting strategies

Memory type	Possible difficulties	Example support strategies for everyone
<p><u>Recognition</u> – recognise something as familiar (available).</p> <p><u>Recall</u> – bringing a memory to consciousness at our own request – information has to be retrieved from a central store.</p>	<p>Assess level of learning of each skill using Haring's Hierarchy.</p> <p>Need 'little and often practice' to Fluency.</p> <p>Cumulative learning – learn a small amount, then add tiny bit more information and practice ALL TOGETHER, then add a tiny bit more and practice ALL TOGETHER.....rpt, building up amount being learnt (eg. <u>not</u> 5 words one week, 5 different words the next week). Interleaved learning – Frequent revisiting.</p> <p>General strategies: Make a To Do list! Use a cooker time etc.</p>	
<p><u>Working memory</u> = the ability to hold and manipulate information in the mind over short periods of time.</p>	<p>Rarely volunteering answers and sometimes not answering direct questions.</p> <p>Behaving as though you have not paid attention, for example forgetting part or all of instructions or messages.</p> <p>Frequently losing your place in complicated tasks which you may eventually abandon.</p> <p>Forgetting the content of messages and instructions.</p> <p>Showing poor academic progress.</p>	<p>Ask directly about memory demands.</p> <p>Reduce information to be understood and remembered, ie. Shorter simpler sentences, shorter tasks. Break tasks into steps, write steps down/draw.</p> <p>Ways of marking your progress through a task (e.g. different coloured pens for different lines/words, ticks on a post-it/list)</p> <p>Use memory strategies/aids.</p> <p>Frequent rehearsal (e.g repeating quietly).</p>
<p><u>Episodic memory</u> = record of the episodes that have happened to you, i.e. personal experience, life events.</p>	<p>Forgetting having done something/ if you've done something.</p> <p>Forgetting details of your experiences.</p> <p>Telling someone something you've already told them.</p>	<p>' I see, I hear, I do.....'; photos, objects, drama.</p> <p>Experience using different senses.</p> <p>Experience engaging different emotions (e.g surprise).</p> <p>Experience using different locations.</p> <p>Mnemonics – using a real/recalled situation in order to remember a detail.</p>
<p><u>Semantic memory</u> = main store of human memory concerned with meaning and facts.</p>	<p>Find it hard to see connections/categories.</p> <p>Find it hard to make links with what already knows.</p> <p>Can't spell irregular letter strings.</p> <p>Losing the thread of a storyline.</p>	<p><u>Organise material</u>: use diagrams/lines/colours to link together key words/concepts.</p> <p>Present information using diagrams rather than sentences (reduces need to access semantic memory through language/verbal memory and lifts working memory load).</p> <p><u>Keywords</u>: identify keywords of lesson, show relationships by diagram, give definition of each word, give icon for each definition (especially useful for Science, Geography).</p> <p><u>First letter mnemonics</u>: e.g. Never Eat Shredded Wheat; Does Olly Eat Sweets? (does); I Go Home Tonight (- ight); Big Elephants.... Best if personalised, assumes secure letter-sound knowledge.</p>

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(Semantic memory con'td)		<p><u>Mindmapping</u>: record key words and show relationships between them with lines (semantic webs: key idea in middle and others around it)</p> <p><u>Categorical clustering</u>: organise objects/words into categories. E.g. equipment to collect, shopping lists.</p> <p><u>Icons</u>: e.g. visual timetables for pupils with ASD, Letterland image with each letter.</p>
<u>Procedural memory</u> = habitual practical activities/skills.	Forgetting jumper, coat, bookbag!	Use frequent physical practice of routines rather than verbal instructions. Visual timetables.
<u>Visual-spatial memory</u> = remembering where something is in relation to what's around it.	<p>Getting lost in a relatively unfamiliar building</p> <p>Forgetting where you've put something – e.g. car keys, pencil</p>	<p>Having a '<u>home</u>' for objects.</p> <p><u>Mentally re-tracing</u> a sequence of events to jog your memory.</p> <p><u>Visual shorthand</u>: making personal notes by drawing icons, to e.g. record sequence of instructions.</p> <p><u>Face-name associations</u>: matching name to something about them/their face.</p>
<u>Phonological/verbal memory</u> = based on the perception and use of speech sounds (part of auditory memory).	<p>Relate to hearing, understanding language e.g: Remembering what is said/ What to say/write</p> <p>Understanding what is read</p> <p>Difficulties with 'rote' learning of lists, e.g. tables, number bonds, days of the week, months of the year</p> <p>Writing essays (storing points and overall plan in memory)</p> <p>Exams (poor memory for detail and organisation of essays)</p> <p><i>Poor phonological awareness may lead to difficulties with phonological memory.</i></p>	<p><u>Organisational support</u>: e.g. specific targets of what to bring to school when, bookmark checklists of what to remember – drawings on it.</p> <p><u>Verbal support</u>: short sentences, easily followed sequences.</p> <p><u>Rehearsal and practice</u>: overt/covert repetition, e.g. to a buddy of what have to do</p> <p><u>Visual support</u>: visual notetaking (icons) of key things to remember.</p> <p><u>Rhymes</u>: e.g. Henry 8th's wives "divorced, beheaded, died, divorced, beheaded, survived" – use of phrasing/cadences.</p> <p><u>Alliteration</u>: recognise and recall numbers e.g Sammy Snake for 6 (Barrett and Fleming, 1999) – similar to Letterland but not related to image.</p> <p><u>Chunking</u>: grouping information to effectively reduce load in working memory. E.g spelling – syllables, phone numbers.</p> <p><u>Music/song</u>: humming the tune can trigger recall, e.g. times tables, alphabet etc.</p>
<u>Visual memory</u> = for information that is visually presented, e.g. pictures, words, people.	<p>Not recognise the same word later in a passage/book</p> <p>Not be able to copy words/diagrams very easily</p>	<p>Encourage pupils to look carefully at the visual shape of difficult words, and discuss ways to remember the word.</p> <p>Consider what the educational value of copying information is in each context.</p> <p>Teach memory strategies using other types of memory that can be applied.</p>