



Strategies for Supporting Working Memory

- Consider the working memory demands of the task. If necessary adapt task to reduce working memory load.
- Keep instructions short, 1 or 2 at a time
- Break tasks/instructions down into manageable chunks.
- Be clear, concise & unambiguous.
- Use simple, active (rather than passive form) language.
- Use signal words to alert learners to what is required, e.g. there are **three** things you need to remember. Count them off on your fingers and encourage your learners to do the same.
- Give instructions in the order of the activity.
- Repeat sequences often. Learning has to be repeat approximately 20 times and doing this in as many different ways as possible aids understanding and retention.
- Ask for instructions to be repeated back to you.
- Check recall and understanding by specific questioning – if a learner has not ‘got’ what is required of them in class, they will not be able to get on with their work. Many may be too shy or ashamed to admit this/ask for help.
- Minimise stress that can result from forgetting (give praise for asking).
- Provide memory aids – mnemonics, table top key word lists, procedural memory card for maths topics, number lines, calculator etc. Ensure pupils have practice with any memory aids to establish mastery of their use.
- Consider alternatives to copying.
- Support auditory information with visual reference e.g. page number on board, numbered bullet points, highlight key parts in the text.
- Consider using ‘study buddies’.
- Use of colour, mind mapping to support key topic information and revision

