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Metropolitan Borough of Rochdale

Education Committee

**8.9 Learning to remember and then say five things**

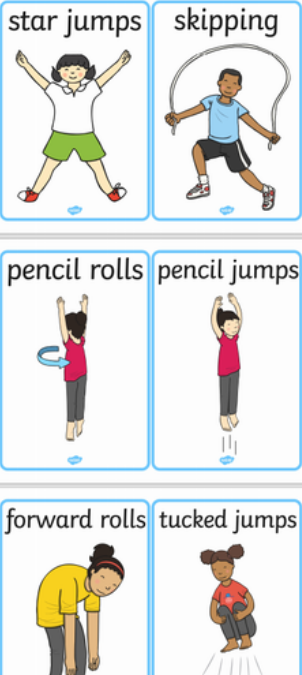
**Why is this important?  
Verbal understanding can be likened to a ‘list’ of things that need to be  
remembered in order to carry out a task. If, for example, a four- or five-word  
instruction is given (e.g. ‘Wash doll’s face and hands’), the child has to  
remember ‘wash’, ‘doll’, ‘face’ and ‘hands’. Auditory memory is also a factor  
in being able to process longer instructions.**

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What to do  
• Gather together a selection of pictures showing familiar actions.**

**These could be cards or cut out from magazines.  
• Place a few of the cards (e.g. six) facedown on the table.  
• Choose a card but don’t show it to the child.  
• Look at the card and make a sentence about the picture**

**(e.g. card shows ‘cat chasing mouse’ – you say ‘cats like to chase mice’).  
• Ask the child ‘Can you remember what I said?’  
• If the child responds correctly, show the card and reinforce by repeating  
the child’s efforts straightaway.  
• If it is difficult or only one or two words are recalled**

**(e.g. ‘cats chase mice’), repeat the sentence emphasising the missed words  
(e.g. ‘cats like to chase mice’).  
• Take it in turns to copy each other’s sentence.**

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