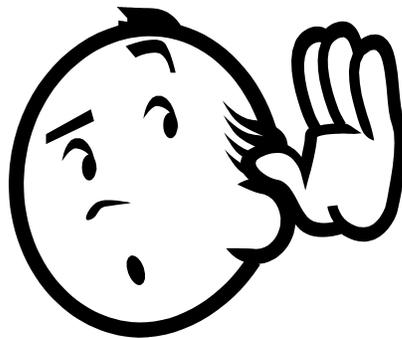


SECTION 4

Auditory Memory

**Ideas and Suggestions to help you support your child
with Dyslexia at home**



Difficulties with Auditory (listening) memory

Children with Dyslexia may often have problems with remembering what they hear or have been told.

They need to be given ways to help improve their auditory memory and to support this weakness by using their visual memory.

Auditory Memory Activities and Games

- Simon says
- I went to the market/shop and bought...
- I see. I see a girl. I see a tall girl etc.
- Stranger. Say a group of words with a 'stranger' in it. E.g. cat, dog, banana.
- Remembering the ingredients when making simple items such as a sandwich
- Remembering the items on a shopping list
- Retelling stories
- Chinese whispers
- The child/children repeat a list of unrelated words
- Using two cards, place them face up on the table and have your child point to the cards in sequences from left to right, naming each.
Turn one of the cards over and point to the cards, once again in left to right sequences, naming each as it is pointed to. Your child must remember the item on the card which has been turned face down.
Turn both cards face down, once again pointing to each in left to right sequence and naming each card as it is pointed to. Your child must remember both cards; the position of the cards on the table will serve as a cue. Name the cards without pointing to them and then take up the cards and name them once again. Continue this activity with longer sequences of cards.
- Give your child a "password" in the morning. Ask for recall of this word throughout the day. Progress to phrases and sentences of increasing length and difficulty.



- Use a regular deck of playing cards and remove face cards and aces. After the cards are shuffled, place them face down on the table from your child's left to right as they sit across from you. Begin with a sequence of three, four or five cards, naming the number on the card as you place it face down in front of your child. Ask your child to repeat the numerical sequence in correct order, flipping the cards over in sequence from left to right to determine if the answer is correct.
- Tell a short story aloud using pictures to illustrate key element of the story as events unfold. Ask your child to retell the story using the pictures as memory cues.
- Parent to provide short descriptions of home activities. Ask your child to recall precious evening's activities in correct sequence. E.g. "What did you do before dinner? When did you go out in the car yesterday? Where did you go first/last?" Descriptions of school day activities to be sent home to allow you to repeat the activity during term time.
- Ask your child to make short descriptive sentences for cut out magazine pictures on cards. At the end of the session, ask your child to recall sentences they made up for each picture. Increase the number of pictures used for each subsequent session.
- Give your child oral instructions to collect paper and pencil for the exercise. E.g. " put an x in one corner; draw a circle in the centre; fold the paper in half lengthways and place your pencil under the paper. Once instructions have been given, your child should carry them out in the correct sequence. Gradually increase the number of instructions and find ways to complicate it e.g. specify colours
- Use a road map to follow spoken instructions. Follow the route with a pencil as directions are presented aloud. Gradually increase the numbers of directions presented at one time.
- Ask your child to give directions aloud for familiar routes e.g. to school, the park etc.
- Provide noise makers (bells, drums, cymbals etc) and a corresponding picture for each. Ask your child to close their eyes, provide a series



of noises, gradually increasing length dependant on proficiency. Ask your child to place the corresponding picture of the noisemaker they have heard, laying them out left to right.

- Simple "I went to market and bought ..." type of games
- When learning to spell unknown words use the "look, say, cover, say, check, say" method. (see section 3 spelling)
- Use mnemonics as a mental exercise as well as for memorizing unknown spellings. Visual mnemonic example: 'eye' looks like two eyes and a nose. Sentence/phrase mnemonic example: Two White Otters for 'two'. These could be supported by small drawings to make the mnemonic more memorable.
- Teach your child, and insist on, a strategy of saying aloud; words, phrases and sentences, before writing them down.

General points

- a. Develop listening skills at every opportunity
- b. Encourage your child to carry out spoke instructions
- c. Aim towards multi-tasking but always insist on correct sequence of events
e.g. go first to the office, get the book about lions and take it to the kitchen
- d. Ask your child to pass on real spoken messages
- e. Make your child repeat the instructions before attempting to carry out a task (the last thing they should hear should be their own voice)
- f. Check that instructions are understood
- g. Keep instructions clear, concise and to the point
- h. Practice makes learning permanent!

