

Auditory Memory

What's on the washing line?



Show the child clothes and the washing line. Tell them that you are going to give them an instruction about what they have to put on the washing line. You can give the child one piece of clothing at the beginning and then add more items to make your instruction a little trickier! See how many items they can remember to put onto the washing line correctly!

As an entertaining twist, let the child become the teacher and make up the instructions for you to follow.

I went to the shop and I bought a ...

Start by telling the child *'I went to the shop and I bought a ...carrot'*. Tell them that they have to repeat the same sentence and add to it, *'I went to the shop and I bought a carrot and a...'* The game continues until someone cannot remember all the past items bought in the shop. See how many items you can remember!

You could also use the alphabet as a support using the first sound to aid recall of the items, e.g. *'I went to the zoo and I saw an antelope, a bear, a cougar, a deer, an elephant, and a....'*



Odd One Out!



Tell the child that you are going to tell them a list of words that are part of a topic. Insert one word into the set that clearly does not belong and ask the child to identify the word which doesn't belong in that list, e.g.

*'Cow, sheep, dog, cat, pig, **house**, rabbit'*

You could make this trickier by making the category more specific, e.g. *'cow, **frog**, pig, horse'*

Encourage the child to tell you why the object does not belong in the group!

As an entertaining twist, let the child become the teacher and make you find the odd one out from their list.

Expanding Sentences

Start with a simple sentence and take turns to add information to it. The story can be as silly as you want, e.g.

Child: *'I played football.'*

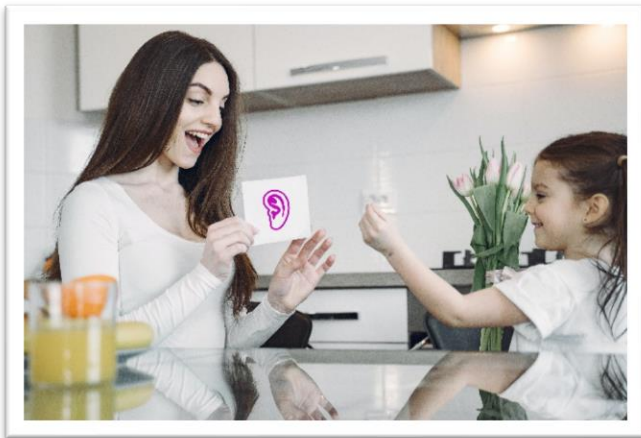
Adult: *'I played football on Saturday.'*

Child: *'I played football on Saturday, and let a goal in!'*

Adult: *'I played football on Saturday, let a goal in, and then scored the winning goal.'*



What did I say?



Ask the child to repeat a spoken sequence of words. List the items and see if the child can recall them. Start with two items/numbers, e.g. *'Red, blue'*,

or *'Red, blue, yellow'*,

or *'Cow, pig, duck, horse'*.

Gradually increase, e.g. *'5, 1, 6, 9'*.

As an entertaining twist, let the child become the teacher and make up a list for you to remember and repeat.

Draw it!

Tell the child that you are going to give them a simple set of instructions, e.g. *"Draw a triangle at the top of the page and a square at the bottom of the page"*.

The instruction *'Draw it'* is then given and the child has 20 seconds to try to recall and follow the instructions you gave.

You could play this as a family too and give points to the person who was able to *'Draw it'*!

As an entertaining twist, let the child become the teacher and make up the instructions for you to remember and draw.



Take and give instructions



Encourage the child to follow instructions. It is easier if this task results in a reward for them. Most children enjoy helping make their favourite food. Say something like, *'You add all the dry ingredients into the bowl first.'*

Check that the child understands and remembers what you have said.

You can check by asking, e.g. *'If I were baking for the first time, could you tell me what sort of ingredients go in the bowl first?'*

As an entertaining twist, let the child become the bakery teacher and help them to remember the instructions as they guide another child in making the same mouth-watering creation!