

Identified area of need	Support strategies
<p>Difficulties with memory and organisation</p>	<ul style="list-style-type: none"> • Long strings of instructions/information may need to be broken up. • Break tasks/instructions/information into a series of small, achievable steps. Give one instruction at a time. • Teach the student efficient strategies e.g. rehearsing and ‘chunking’ to support memory. • Model the process of identifying key information and organising the information into a simple, memorable format. • Speak slowly and distinctly as many pupils have difficulty following and processing fast speech. • Emphasise structure e.g. sequence...<u>First</u> ...<u>then</u>....and <u>finally</u>.... • Prioritise what must be learned so that the student will spend more time on high priority work. • Provide memory prompts such as bullet points and checklists. • Give a demonstration or draw a diagram or picture, instead of just telling the student what to do.



Difficulties with memory and organisation

- **Back up verbal information with a written form e.g. printed notes to take home.**
- **Students with Dyslexia often remember best when they are given information in more than one modality – Visual, Kinaesthetic as well as Auditory.**
- **Explicitly model and teach memory strategies such as internal rehearsal (saying something over and over), mnemonics (memory prompts), visual associations (see it, feel it, remember it) and using colour to highlight priorities.**
- **Allow plenty of time when student has to recall information or has a test.**
- **Colour code books, notes, and folders to help organise materials.**
- **Avoid unnecessary rote learning**
- **At the end of a lesson provide a written or oral summary with headings and subheadings to help with organisational skills.**