

What you might see:

You might see a child who:

A child may struggle to follow verbal instructions given to the class.

They may not be able to recall, when prompted, things that they have been taught previously.

They may demonstrate inconsistent application of skills and/or knowledge that have been taught previously.

What you can try:

- Use task boards and visual reminders so pupils can check instructions and steps independently.
- Use Talking Tins or recording devices so pupils can replay instructions or key vocabulary during a task.
- Use Now/Next Boards to break routines and tasks into a clear visual sequence.
- Use dual coding by combining visuals, symbols and short text to support memory.
- Use Colourful Semantics to help pupils understand and remember sentence structure.
- Teach key facts and vocabulary using multi-sensory approaches such as actions, songs and manipulatives.
- Revisit key learning regularly across days and weeks to strengthen retention.
- Use Think-Pair-Share to give pupils time to rehearse ideas aloud before responding.
- Pre-teach and post-teach key ideas and vocabulary to build familiarity and confidence.
- Teach memory strategies explicitly, such as chunking, visualisation and mnemonics.
- Mix new learning with previously taught content to support recall and transfer over time.
- Use mind maps or graphic organisers to help pupils organise and connect ideas.
- Teach in small, structured sequences and revisit key content over time.
- Pre-teach key concepts and vocabulary before whole-class teaching.
- Use targeted interventions to develop automatic recall of key knowledge.
- Break learning into small, manageable steps to reduce memory load and support recall.