



## Auditory sequential memory

The activities below will help to develop your child's auditory sequential memory. This is the ability to remember things they have recently been told, such as instructions.

- **I went to the supermarket**—say sentences of increasing length and complexity to your child. Your child should then repeat these back to you *exactly* (e.g. *"I went to the supermarket and bought three tins of beans, one loaf of bread, a carton of milk, a packet of sweets, two bars of chocolate...."* etc.)
- **Find the changed (or missing) word**— say a sequence of words to your child (e.g. *dog, cat, fish, monkey, spider*) and then repeat it but this time change one word (or miss one out altogether), either slightly or more obviously (e.g. *dog, cat, fox, monkey, spider*). Your child has to identify the change.
- **What's their job?**— Tell your child a list of name-occupation associations (e.g. *"Mr Pearce the painter, Mrs Jolly the grocer, Miss Fish the hairdresser, Mr Brown the electrician"*) and then ask your child a question such as *"Who was the grocer?"* or *"What is Mr Brown's job?"*.
- **Word repetition**—tell your child a sequence of unrelated words (e.g. *hat, mouse, box, cup, ladder, tree, biscuit, car, fork, carpet*). Ask your child to repeat them in the correct order. Gradually add more words to the list.
- **Phoneme repetition**— as word repetition, but using *sounds instead* (e.g. *"oo, v, s, er, d"*). Similar 'sounds' are much more difficult (e.g. *"p, b, k, d, t"*).
- **Letter name repetition** —as word repetition, but with letter names.
- **Digit repetition**—as word repetition, but with digits.