

Working Memory

Adult guide - short, supported practice

What this practises

Remembering short visual sequences of shapes, grid positions or digits. Practice may improve these particular tasks; it does not establish improvement in general memory or classroom attainment.

Model a short sequence

Begin with two items. Show one card or point to one grid cell at a time, then hide the sequence. Ask the pupil to reproduce the order. Agree the task first and keep the pace comfortable.

Use the cards and grid

Cut the shape cards on page 2; make a second copy if needed. Use the blank grid on page 3 for position sequences. For digit sequences, write large clear digits on separate paper cards.

Separate practice from independent recall

Replaying, pointing, naming or giving a strategy is teaching support. Record it. Use fresh sequences for independent checks. Avoid repeatedly rehearsing a sequence and treating the later success as new independent evidence.

Choose the next step thoughtfully

Stay at a comfortable length until recall is secure on varied examples. Increase by one item. Do not combine scores from different lengths or paces. Note fatigue, distraction and interruptions.

Keep records safe

The app keeps its own browser records and separate pupil backups. Paper sessions are additional observations and are not added to the app automatically. Check downloaded backups have saved.

Shape sequence cards

Cut along the card borders - print twice for matching sets



filled circle



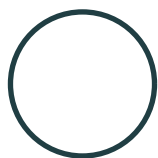
filled triangle



filled square



filled diamond



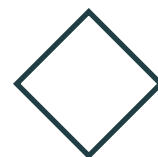
outlined circle



outlined triangle



outlined square



outlined diamond

Position sequences

Show one place at a time; then ask for the same order

Adult: plan a fresh sequence privately. Point to each place, pause, then ask the pupil to tap the same places in order. Record replays or prompts as support.

Example for the adult only: top left, centre. Cover this example before use.

Private sequence plan: _____

Length: _____ Pace: _____ Replayed / helped / interrupted: _____

Do not leave the sequence written in view during an independent recall task.

Use varied sequences. This sheet is practice, not a standardised memory test.

Working Memory record

Observation sheet - keep securely; use initials or a nickname

Pupil: _____ Date: _____ Adult: _____

Activity / level or sequence length: _____

Mode: teaching / independent Support given: _____

Trial	Task / expected response	Pupil response / help	Correct?
1			
2			
3			
4			
5			
6			

What was understood? What was difficult? What will we model next?