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Metropolitan Borough of Rochdale

Education Committee

**4.1 Remembering two things at a time**

**Why is this important?  
Verbal understanding is like a ‘list’ of things/items that need to be  
remembered in order to carry out the task. An example of a two-word level  
instruction is ‘Give doll a banana’ (e.g. children have to remember ‘doll’ and  
‘banana’). If children can’t do this, it may be that their auditory memory is  
not yet sufficiently developed.**

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What to do  
• Put out four everyday objects (e.g. cup, teddy, pencil, sock).  
• Say ‘Give me pencil and teddy’.**

**Make sure the child waits until the end of the instruction before responding.  
• Hold out your hands for the items.  
• Replace and ask for two different items.  
N.B. Try to remember not to look at the items as you ask for them,**

**or eye-point during the task as this gives clues over and above the meanings of the words only.  
• Work towards the same aim via different activities:  
★ Play a shopping game, or put two animals into the field,**

**or two items of clothing into the washing machine, etc.  
★ ‘Kim’s Game’ is good for developing memory and observation skills and is also  
great fun. Collect a small number of items on a tray and cover them with a cloth.  
Sit in a group where all the children can see the tray. Take away the cloth and  
allow the children time to scan the items carefully. Re-cover the tray then ask  
each child which items they can remember. The one who remembers most wins  
the game.**