# Span Ladder

How much can you hold in your head at once?

GRADE 2 | MEMORY | SHORT-TERM SPAN | WORKING MEMORY

**THE STRATEGY · LINK IT INTO A STORY**

Join the words into one short story, in order. Each word leads to the next, so when you remember the start, the rest comes along behind it. The story does not have to make sense — it just has to be yours.

## How to use this sheet

1. **Work with a parent or teacher.** One person reads, one person answers. The reader keeps this sheet; the student does not look at it.
2. **Read at one item per second.** Steady, flat voice. No grouping, no pauses — the chunking is the student's job, not the reader's.
3. **Two attempts at every rung.** Pass a rung by getting either attempt completely correct, in order. Then climb to the next.
4. **Stop after two failed rungs in a row.** That rung is today's ceiling. Write it on the ladder at the back and stop there.

## What is on each page

**Page 2** Digit span — forwards and backwards

**Page 3** Word span and sentence span

**Page 4** The ladder, your personal best, and two questions to talk about

*Print once, slip into a plastic sleeve and write on it with a dry-erase marker — this sheet is built to be repeated every few weeks, not used once.*

# Part 1 — Digit span

Reader's page. The student has two attempts at every rung — tick the rung if either attempt is repeated perfectly, in the right order.

**The rung number is how many digits are in the row.**
Rung 5 means a five-digit row. Climbing one rung means holding one more digit.

## 1a — Forwards

Read the row aloud. The student repeats it in the same order.

| RUNG | ATTEMPT 1 | ATTEMPT 2 | PASS |
|---|---|---|---|
| 3 | 9 1 4 | 6 2 9 | ☐ |
| 4 | 3 8 3 9 | 1 7 9 6 | ☐ |
| 5 | 7 3 6 1 5 | 8 2 6 7 2 | ☐ |
| 6 | 2 4 2 3 9 1 | 5 6 9 1 5 9 | ☐ |

## 1b — Backwards

Same rules, but the student repeats the digits in reverse order. Backwards is the harder, more useful test — it is working memory rather than simple storage, so expect it to sit two rungs lower.

| RUNG | ATTEMPT 1 | ATTEMPT 2 | PASS |
|---|---|---|---|
| 2 | 7 2 | 6 4 | ☐ |
| 3 | 5 2 9 | 5 8 2 | ☐ |
| 4 | 6 9 1 8 | 2 5 9 8 | ☐ |

**HIGHEST RUNG PASSED TODAY**

Forwards: _____ Backwards: _____ Date: _____

# Part 2 — Word span

Words are harder than digits: there are far more of them to choose from. The strategy changes too — link the words into a quick mental picture or a silly sentence rather than chunking them. The rung number is how many words are in the list.

### 2a — Words in order

Each rung gives two different lists. Read Attempt 1; if the student does not repeat it perfectly, read Attempt 2. Either one correct passes the rung. Order counts.

| RUNG | | WORD LISTS | PASS |
|---|---|---|---|
| 2 | ATTEMPT 1 | jacket · whistle | ☐ |
| | ATTEMPT 2 | tunnel · mirror | |
| 3 | ATTEMPT 1 | tunnel · garden · blanket | ☐ |
| | ATTEMPT 2 | lantern · drum · jungle | |
| 4 | ATTEMPT 1 | jungle · river · pepper · jacket | ☐ |
| | ATTEMPT 2 | mirror · market · kettle · paddle | |

# Part 3 — Sentence span

Read each sentence once at normal speaking speed. The student repeats it word for word. One attempt per rung here, and the rung number is the step in difficulty, not a word count. This is the closest rung to real classroom listening — instructions, dictation and note-taking all sit here.

| RUNG | SENTENCE | PASS |
|---|---|---|
| 1 | The bus was late again today. | ☐ |
| 2 | Mia drew a dragon with purple wings and tiny feet. | ☐ |
| 3 | The kittens hid under the car until their mother called them home. | ☐ |
| 4 | Because the bridge was closed for repairs, the school bus took a longer road past the river. | ☐ |

**HIGHEST RUNG PASSED TODAY**

Words: _____ Sentences: _____ Date: _____

# Your ladder

Colour in the rung you reached today, in a different colour each time you do this sheet. Come back in three weeks — the point is the climb, not the number.

| RUNG | ATTEMPT 1 | ATTEMPT 2 | ATTEMPT 3 | ATTEMPT 4 |
|---|---|---|---|---|
| 6 | | | | |
| 5 | | | | |
| 4 | | | | |
| 3 | | | | |
| 2 | | | | |

PERSONAL BEST

**Rung** _____ on _____

## Where this shows up

- Where did you feel your memory run out — was it holding the items, or saying them back?
- Name one list this week you could chain into a story: the steps of a method, events in order, the things you have to bring.

*A span score is a snapshot of one skill on one day. It is not an assessment, a diagnosis or a measure of how clever anyone is. If you are worried about memory or attention, speak to a professional.*