

## LISTENING GROUPS In the Foundation Stage and Key Stage 1

Before you start you will need:

### **LOCATION:**

One quiet area with space for table top and carpet activities

### **ADULT:**

One group leader

### **TIME:**

15 minutes uninterrupted time at least 3x weekly

### **EQUIPMENT:**

- List of everyday vocabulary you will be using – words should be familiar to the children
- At least one picture of each word
- At least one object for each word
- Group rules poster
- Keys, sound lotto game + tape recorder, everyday objects that make a noise, post box, shopping bag, pictures/objects of everyday words ( you could take these from first 100 word vocabulary list)

### **CHILDREN:**

A maximum of 4 children who need a listening group.



## Session Plan

Each session should follow the same format -

STARTER

GROUP RULES

LISTENING ACTIVITY x 2

CONCLUSION

You can use the record of activities sheet to plan your session. This will provide a useful record for other people who want to see what a child has been doing and for yourself so that you do not keep repeating the same activities. There are spaces on the form so that you can add your own activities e.g. you might have your own listening game.

## Starter

A brief activity at the start of every session to get the children interacting with each other and learning each others names.

## Why?

Children learn by watching and listening to others. The fact that you need to work with these children to teach simple vocabulary suggests that they are not good at doing this! If the children are to learn in the group setting they need to learn to look at and listen to the other children and the leader. It helps if everybody knows each others name.



## Activities

Pick one of these activities:

### Throw the Beanbag

Adult starts with the beanbag. Adult calls a child's name, when the child looks at the adult they throw the beanbag to them. Child catches beanbag and then calls another persons name. When that person looks the child throws beanbag to them and so on.

### Pass the Handshake



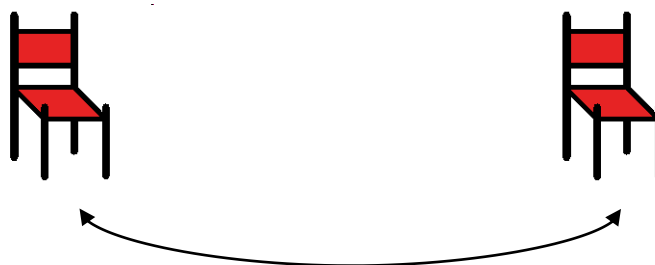
Adult turns to person beside them and shakes their hand. That person then turns to next person and shake hands and so on until handshake is passed around circle. Repeat the activity but this time as well as shaking hands the children can say hello to each other - e.g. 'hello Tom'

### Roll the Ball

Similar to throwing the beanbag except sitting on the floor rolling a ball to each other.

### Chair Swap

Children sit on chairs in a circle. Adult shouts out 2 names and the children have to swap seats.



## Group Rules

At the first session the children need to be told what behaviour is expected from them when they are in the group. They should be reminded about these expectations at the start of every session. There should be a reward system in place for when they behave well. It will be helpful to use the 'group rules' poster as a visual prompt

## Why?

The children in this group are poor listeners who fidget. They need to have a clear understanding of what 'good listening' means – reminding them of the 'group rules' every session and when needed during the session will help them stay focused. The activities in this pack are all games. If you vary the activities and switch between table top and carpet games the children should be capable of participating for 15 minutes.

## Rules

- **Sit still**
- **Listen with your ears**
- **Look with your eyes**
- **Wait for your turn**

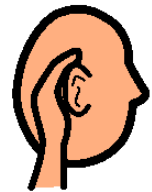


# GOOD LISTENING



SIT STILL

LISTEN WITH YOUR EARS



LOOK WITH YOUR EYES

WAIT FOR YOUR TURN



## Listening Activity

This activity is designed to help the children pay attention to auditory stimuli – to use their ears. The activities focus on listening to non-speech sounds. The next activities so this activity will focus on speech/words.

### Why?

If the children are poor listeners they will not tune in to speech in their environment, they will therefore not acquire language at the rate they should do. Children can not be taught individually all the time, they need to learn to listen in the group setting

## Activities

Pick one of these activities:

### Everyday Sounds

Take 4 everyday objects that make a sound when handled e.g. crisp packet, keys, cup with teaspoon, bricks. Put these on table/floor in front of children. Get one of the children to shut their eyes/use a scarf to cover them. Make a noise with one of the items. Open eyes/take off the scarf and ask the child to show you the item that made the noise. Let them make the noise. If incorrect one of the other children can find the right item

### Keys



Children should sit in a circle. One child sits in the middle blindfolded with keys on floor next to them. One of the other children is chosen to go and take the keys. When the blindfolded child hears them moving they must point in their direction. If they point in the right direction then the blindfolded child can remove blindfold and go and sit in the circle with the others. The child who did not get the keys is blindfolded and a new child is chosen to get the keys and so on.

### Clapping

Adult claps a simple rhythm and children copy it.



## Sound Lotto Tape



Use a simple sound lotto game where the children match sounds with pictures.

## Shopping Game

Lay 10 objects out on a table. Talk about the items that are for sale in the shop. Give the child a shopping bag and send them to 'buy' you something. When they return with the item ask them what they got you. If this is easy send the child to get 2 items

## Posting Pictures

Sit the children on the carpet. Lay out vocabulary pictures on a table near a posting box. Show the children the pictures and name them as you are putting them out. The children should take it in turns to go and post 1 or 2 pictures named by the adult. When all the pictures are posted, open the post box and get the children to name the pictures inside.

## Action Game

Place the objects apart from each other on the floor. The children should take turns to go over to the item named by the adult, e.g. go to the hat. For more able children you can vary the command e.g. jump to the hat, walk to the shoes etc. The children can take turns to be 'teacher'.

## Lotto

Make your own lotto games— games could have 4 or 6 pictures. Each child should have their own board. Little pictures which match with the lotto board pictures should be placed in a pile on the table. The players can take it in turns to take a little picture and name what is on it. The person who has the picture on their lotto board should put their hand up. The first person to complete their lotto board is the winner. This game can also be played with only the adult naming the pictures.



## Conclusion

Each session needs to have an 'ending'. The adult should give feedback to the children re how they have done in the session. Try to find something good about each child's performance.

Refer back to the listening rules and see who has been a good listener. The children may be able to say who has been a good listener. Remember that some children find it harder to listen than others – one child may have done well just to sit on their chair for the entire session.

The children have to be rewarded for their efforts. Rewards can include praise from the teacher, use of stickers, a reward chart etc

*It is important that the listening rules are reinforced by others outside of the group session time. Ensure that other staff know what these are – maybe pin up the listening poster so everyone can see it.*





## Recording

You will need to keep a record of each session. You may wish to do the following:

1. Keep an attendance sheet including name, date and length of session. For attendance a tick = present, x = absent from school, CNA = unable to attend as busy elsewhere in school.
2. Keep the record of activities sheet - see session plan page for explanation.
3. Keep a progress chart that indicates if a particular child has listened well.



## Lotto Games

Lotto games can make listening to speech more more fun. Make lotto boards using the target vocabulary as follows:

Make up boards containing 4 or 6 pictures of everyday objects. You need to play with at least 2 people and need one board for each person playing. When you have made the boards copy them. Keep one board whole and cut the other up so that you have little pictures of the target vocabulary. It is a good idea to laminate the pictures.

To play the game give a board to each player and put the little pictures face down in the middle of the table. Either the adult picks up the picture and names it (without the child seeing it) and the child says where it goes (comprehension activity) or the child names the picture and the other players say where it goes (expression).

