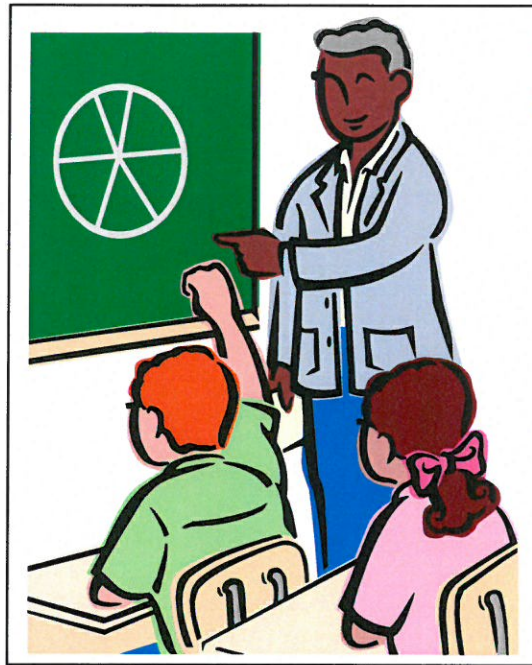


Pack for developing listening and attention skills at Key Stage 2



This pack should only be used under the guidance of a Speech and Language Therapist

Original Concepts by Speech and Language Therapists in Hull and East Yorkshire
Updated by Rona Gaffney 2015

© Speech and Language Therapy, Humber NHS Foundation Trust



Name: School:				D.O.B:	
Overall aim(s)	Where am I now?	What will I achieve?	Outcome	Actual Outcome	
To help the child improve their communication skills to their full potential	The child is not using appropriate listening and attention.	The child will be able to demonstrate an improvement in their ability to listen and attend in the classroom in line with their other language abilities.			
Therapy package: Targets will be reviewed as agreed with the speech and language therapist	Timescale: As agreed with the speech and language therapist	Factors contributing to outcome: Commitment from adults working with the child and regularity of practice.			

Please work through the following activities. If you have any questions or feel that the targets have been achieved, please contact the speech and language therapist.



Activities to develop attention and Listening

- **Listening Time**

A five-minute activity. Build into the day times when you stop/close eyes and listen to things happening in the classroom/outside/on the school field.

- **Stop and Listen**

- ◆ Take a small group to the hall or a corridor.
- ◆ Talk about the noises they can hear.
- ◆ Ask one child to close her eyes and tell you the first sound that she hears. Then ask her to point to the sound.
- ◆ Ask her to open her eyes and show her if she is pointing in the wrong direction.
- ◆ Continue until all the children have had a turn.
- ◆ Next repeat the activity, but this time, when the child has her eyes closed or is blindfolded, spin her around. (Warn her first!) So now, if the child recognises a sound, she will have to listen and not use her knowledge of the location of the sound.

You could ask the children to locate sounds that are quiet or far away.

Split the group into two teams. The winners are the team that has the most correct 'finds'.

- **Locating and identifying sounds**

- ◇ Where's that sound (1)

You will need two sets of matching sound making objects (two to five in each set), for example a bell, a drum, a squeaky toy.

Get the child to watch you make a sound then make the same sound. Put the objects behind a screen so that the child cannot see which object is used to make a sound then ask the child to copy the sound that you make.



Make two or more sounds (with or without the screen) then get the child to repeat the sequence. The child may also take a turn as the teacher.



◇ Where's that sound? (2)

You will need a screen and a range of objects that make a noise. You or the children can also make sounds: clapping, whistling, rubbing hands together and so on.

You or the child should make a sound behind the screen and then ask the children to guess what it is.

Make two sounds and get the children to identify them (in any order initially and then in the order they were produced); make three sounds in sequence then ask questions about the sequence, for example 'Which sound did you hear first/last/in the middle?'

Note: Ann Locke believes this use of language is essential for understanding phonic work. If children do not understand words such as 'first', 'last' and so on in such games, you will need to check their understanding in practical situations such as 'Who is first in the line?' and 'What do/did we do first?'

• **Matching the instrument to its picture**

A game to play at the beginning of a music lesson. Place a picture of a musical instrument from the music trolley on each table. Use real instruments that match the pictures to make the sounds. Can the children listen for the sound of their instrument before they sit down at the table? You could introduce less familiar instruments to make the game more difficult.



• **Where's the bell?**



One child sits in the middle of a small circle of children. She closes her eyes while you give one child a bell, small enough to hide in her hand. (A bell for a bird cage will be suitable.) Tell the children in the circle to shake their clenched hands in the air. The child in the middle is asked to open her eyes and point to the one who has the bell. (It helps to space the children out for this activity.)



- **Who Is It?**

Preparation: You will need a screen (or the children could turn their backs to the group or class).

Method: Tell one child or a small group of children to hide behind the screen or curtain. Ask a child in the class to say a rhyme or a poem or to sing a song, and the child/ren behind the screen have to guess who is talking/singing.

- **High and low**

- ◇ Introduce the low-pitched chime bars to the child.
- ◇ Let the child use these then introduce the high-pitched chime bar. Let the child have a turn at using this one.
- ◇ Next choose one low-pitched chime bar and make a sound. Then do the same with a high-pitched chime bar. Can they hear the difference? Now put one of the low pitched chime bars in front of the child but out of reach. Place the other bars behind the screen.
- ◇ Make sure the child is ready and then tell her to listen carefully. Make a sound with the chime bar in front of the child and then a second sound behind the screen, using either the low or the high-pitched bar.
- ◇ Ask the child if the sounds are the same or different.

A difficult version:

- ◇ use fewer repetitions on the chime bar;
- ◇ make the difference in pitch between the two chime bars narrower;
- ◇ introduce a delay before the child is allowed to respond.

Other ideas

- ◇ Vary the musical instruments e.g. use the piano.



- **Team games**

Sort the children into two teams. One team is told to listen for a high sound, the other to listen for a low sound. Play the two sounds on a piano or other musical instrument. The teams are only allowed to move across the hall when they hear their note played. When the note changes they must stop and wait until they hear their sound again. The winning team will cross to the other side of the room first. You could make up an obstacle race in the hall. One child from each team moves when he hears his sound. He has to stand still when his noise stops. Then the next and so on. This is a good game for P.E. lessons.

- **Posting game**

Collect two boxes and a musical instrument that has a high and a low-pitched note. Place one high up (for the high sound) and one low down (for the low sound). The children take it in turns to post a card in the appropriate box when they hear a sound from the instrument. Build this into music lessons using different instruments. The class could work in groups. One child from each group posts the card when the group has made the decision. You could also play it with a small targeted group.



- **Loud and quiet**

You will need: two drums; a screen; beaters.

- ◇ Show the drums to the child. Demonstrate to her how they look and sound the same. Let the child have a turn at making some sounds with them.
- ◇ Make a loud noise with the drum. The child should copy you in making a loud noise.
- ◇ Then show the child how to make a loud sound using the other drum. Talk about how the sounds are the same.
- ◇ Tell the child that you are going to make a quiet noise with the drum. The child should copy you in making a quiet noise.
- ◇ Make a loud sound on one drum and a quiet sound on the other drum. Talk about how the sounds are different.



- ◇ Explain to the child that you are going to play a listening game. Make a loud sound on one drum and either a loud or quiet sound on the other drum.
- ◇ Ask the child if the sounds were the same or different. When she can do this, try hiding the drums behind a screen.

- **Move to the beat**



Beat out a rhythm using a tambourine (for example, da-da-da). On each beat the children must carry out an action, such as raising their arms. This is a good warm-up for music or dance with the whole class while you observe the children who are having difficulties.

- **Draw the pattern**

Give the children some felt-tips and some paper. Ask them to make a mark each time you play a beat on the drum.

- **Bingo**

Play this game with a group of children or one child. Draw a bingo card with nine squares. Mark in each square a dot to represent different numbers of beats on an instrument. One dot indicates one note, two dots indicate two notes, and so on. The last line of the lotto card can be left blank for the child to complete. (See illustration.)

●	● ● ●	● ●
● ●	● ● ● ● ●	● ● ● ● ● ●



- **Tap out words**

Encourage children to clap or tap rhythms while saying words, for example e/le/phant, car/di/gan, cro/co/dile.

- **Using pictures**

Use a clear picture relating to the class theme.

Clap, or get the child to clap out the rhythm of something in the picture and the others have to guess what it is. You could also ask the children to clap out the rhythm of a phrase or short sentence you have given them.

- **Clapping**

- ◇ Clap a simple rhythm then ask the children to copy you.
- ◇ Try clapping out a simple rhythm then pass the same rhythm on to the next child, and so on.
- ◇ Clap two rhythms and ask whether the children think they are the same or different.
- ◇ You can make the rhythms longer or more complex.

- **Making music**

Choose a rhyme or a short song that the children know and write it out on a large sheet of paper.

Work initially with two instruments, for example a drum and chime bars. Mark out the rhythm of the rhyme or song using a different colour for each instrument, say green for the drum and red for the chime bars.



Hump	ty	Dump	ty	Sat	on	a	wall
*	*	-	-	-	-	-	*

* drum

- chime bars



While one group of children say the rhyme (slowly at first), the groups of children with drums or chime bars play according to the notation.

Extensions: Change round the instruments so that each group of children has a chance to play the different instruments.

Add another instrument once the class can manage two.

- **Feel the beat!**

The children sit in a circle and listen to some music with a strong beat. Encourage the children to:

- * pat the beat on their knees using both hands
- * pat the beat alternating hands
- * stamp the beat

- **Junk music**

You will need: objects such as paper plates and some sticks.

- ◇ Using the chopsticks play a simple sequence of sounds to a steady beat on the reverse side of the plates. You could also use the sticks to hit alternately the floor and the plate.
- ◇ As the children gain in confidence you could add another place to hit with their stick.
- ◇ The children could then be the leader in 'follow the leader' games.

- **Rapping rhymes**

Ros Bayley recommends the use of rhymes such as the following:

Who is knocking at my door?

*Ten dirty dogs came knocking at my door,
Rat-a-tat, rat-a-tat, knocking at my door,
Ten dirty dogs came knocking at my door,
Till I said, 'dirty dogs DON'T DO IT ANY MORE'
So they didn't, but then...*

(Repeat the rhyme substituting, for example, *mucky monkeys, grubby gorillas, cool cats, slithering snakes, and so on.*)

Taken from 'The Foundations of Literacy' 2004.

© Speech & Language Therapy, Humber NHS Foundation Trust

Updated by Rona Gaffney 2015



- **Copy cat**

This game can be played in the odd few minutes when children are lining up to move to another room or before play time.

Method: Ask each child to repeat:

- ◇ phrases like 'a little white cat', 'a big shiny box', 'ten tiny sausages', and so on.
- ◇ sentences like 'I am going to have fish and chips for my tea'.
- ◇ lists of words for example 'red, yellow, orange'
- ◇ numbers, for example 'six, two, four'

Note: Ann Locke says that you will need to try out sentences or sequences to establish what it is reasonable to expect children to reproduce.

- **Instructions**

Divide the class into two teams, at opposite ends of the hall. This game is played like a relay race. Each member of each team takes his turn and then goes to the back of his line. The first team to finish is the winner. The first child in each team is given an instruction.



Try these:

- 'Go to the wall , and touch it'
- 'Put your hand up and turn round'
- 'Touch your toes and jump up'
- 'Touch your head and touch your knees'
- 'Walk to the curtains and jump'

- **Listen and do**

You will need a set of objects for each child and the same for you. You could use unifix cubes or other available mathematical equipment.

Call out a list and then ask the children to make a line using their objects.



Instead of objects, you could use numbers – using number cards or writing on a white board a sequence you call out.

- **Postbag**

Aim: To be able to remember a series of items and add to it.

Equipment: Objects or pictures on the floor in the middle of the circle.

The children sit in a circle. Introduce the idea of a postman's bag and say 'In my bag I've got a ...'. The bag is passed to the first child, who chooses another object to put in the bag, and says 'In my bag I've got a ... and a ...'. The bag is passed round the group, each child repeating the items already chosen, and adding one of his own. You could start by making all the items relate to a theme such as the sea-side.

- **Carrying messages**

Ann Locke suggests the following order when teaching a child to carry a message:

Non-verbal messages

Give the child a note to take to another teacher.

One-part messages

The child takes a message that is simple and requires a yes/no answer

A note is provided in case it is needed.



More complex messages

Ask the child to carry a spoken message and to bring back something such as a note, an object or one-word reply.

Messages and replies

The child delivers a spoken message and brings back a spoken reply.



- **Rhymes, songs, poems**

Ann Locke suggests this method for teaching children collections of poems etc. by heart.

Collect a set of poems etc to use with the class over the half term. Start with short poems then increase the length as the year progresses.

Method:

Week One – Introduce the first poem. Read or say the poem at least once daily with the children.

Week Two – Continue as above with the first poem.
Introduce a second poem in the same way.
Again you should read it aloud or say it daily.

Week Three – Continue to say the first two poems at least once daily.
A third poem is introduced. It too will be read aloud or said daily.

Week Four – The first poem can be dropped from the daily routine, and a new, fourth, poem introduced. In this way each rhyme, poem or song is practised daily for three weeks and children should have no difficulty saying or singing them by heart.

If appropriate, books, pictures, props and craft work illustrating songs and poems being learnt can be on display in the classroom.



- **It's not working!**

Aim: To be able to supply missing rhyming words in familiar poems.

Explain to the children that you are going to say a poem, but that your loudspeaker has something wrong with it, and sometimes it will switch your voice off. The children will have to say the missing word for you until your speaker comes on again. Choose a poem with which the children are familiar. Say it once. Then say it again, but this time 'switch your voice off' on the rhyming words. This could be a warm up activity for small group work. You could use the poems that the children are learning through the previous activity.



- **Ready to Listen?**

Ann Locke suggests the following as a guide to when children are likely to be ready to listen to stories read aloud.

The child likes to look at pictures with an adult, listening to and joining in the naming of familiar objects. The child will respond best when in close physical contact with an adult.

The child can comment on more than one object in a picture.

The child can discuss activities associated with objects in pictures.

The child will listen to simple reading of story though not necessarily exact words or the full story. The use of pictures in reading both stories and rhymes is necessary to hold children's interest.

Story telling should by now be a daily activity. Key Stage 2 children will benefit from having stories read to them in small groups with pictures to aid understanding and attention. This could be built into small group work and form the first 5 minutes of the session. A longer story could be read over a series of sessions.



- **Can you find it?**

This is suitable for small group work. Place a selection of familiar objects on a table or the floor. Giving a brief description of one of the objects ask each child to point to/give one to you.

Now make the descriptions increasingly detailed so that the child has to choose from a range of similar objects. E.g. all the objects could be the same colour, or be things that you wear.

Give a description of an object or person anywhere in the room and ask the child to spot them.

The children can act as teacher in this type of activity, when they are confident.



- **Simon says**

This could be played as a warm up for P.E. or at the end of a session when the children are lining up.

Instructions should range from simple to increasingly complex.

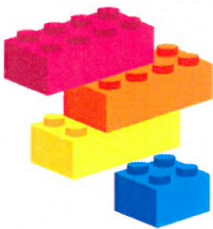
- **Moving Picture**

You will need a large simple picture of background scene. Provide appropriate models, objects, pictures of people, vehicles, animals and so on to be placed or moved by children.

Tell a simple story and get the children to place pictures or models appropriately against the background. Suggestions for stories may include a train journey, a walk around the town or a visit to the sea-side.

You can gradually make the stories more complex.

- **Models**



Both children have identical sets of wooden or plastic bricks. The children sit so that they cannot see each other. One child builds a model and whilst doing so gives instructions about what s/he is doing so that the other child can construct the same model. Both children should finish with identical models.

- **Draw it!**

This could be used in a numeracy session. This is similar to the game above. One child draws a picture and whilst doing so describes what s/he is doing for the other child to try to draw the same. They could include shapes etc. This could become quite a precise exercise e.g. rulers can be used to measure length of lines etc.

For children having difficulty putting ideas together, you can give them a simple picture to describe to their partners.



- **Map it!**

Two children have identical maps. One child draws a route on his or her map and gives instructions for the other child to draw the same route on his or her map.



The games in this book have been adapted from ideas found in :

Baseline Communication Skills, Delamain and Spring, pub. Winslow 2000

Early Listening Skills, Diana Williams, pub. Speechmark

The Foundations of Literacy, Sue Palmer and Ros Bayley, pub. Network Educational Press

Teaching Talking, Ann Locke and Maggie Beech (1991), NFER Nelson

Each of these books contains lots more ideas to develop these skills.

