

Pack for developing listening and attention skills at Key Stage 1



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

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D.O.B:			
Name:			
School:			
Overall aim(s)	Where am I now?	What will I achieve?	Outcome
To help the child improve 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.	Actual Outcome
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 Walk**



While walking to the shops, around the playground or in the park talk to the children about the noises they hear on the way. Different routes will give a variety of listening experiences.

- **Stop and Listen**

- ◇ Take the children 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'.

- **Listening Walks**

Take children on a walk around the school or out in the local area. Explain that you are going to listen for any sounds and give examples. Tell the children they have to walk very quietly and if they hear a sound, put up their hand, and then everyone must stop. Ask the child to say what sound they heard. Once they can do this get them to stop every so often and 'collect' as many sounds as they can hear. You can integrate a 'listening section' into any outing.



- **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**

Place a picture of a musical instrument from the music trolley on each nursery 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?



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- **Animal sounds**

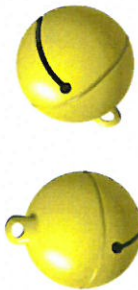
Preparation: Ann Locke suggests this rhyme –

I can see a little girl/boy
Sitting very still,
Can s/he hear who's... mooing/quacking/barking/cheeping/
grunting and so on.
Yes I think s/he will.



Method: A small group of children sit in a circle. One child sits in the middle with his or her eyes shut. The teacher points to a child in the circle and says the rhyme. The children have to listen carefully so they know what sound to make. The child then makes the sound and the child in the middle points to the child who has made the animal noise and names the animal.

- **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 nursery 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.
- ◇ Put these chime bars to one side when the child has finished playing and introduce the high-pitched chime bar. Let the child have a turn at playing with 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.
- ◇ Once the child can regularly identify when the chime bars have the same pitch, you can help her to respond to the different pitches.
- ◇ Explain to the child that you want her to move across the room when she hears the sound of the low-pitched chime bar (she could march, skip etc). Practise this activity until she is confident.
- ◇ Next show her how to move across the room in a different way when you play the high-pitched chime bar. Some children can be introduced to the terms 'high' and 'low'. Practise this activity lots of times.
- ◇ Next make some sounds using both the chime bars. Encourage the child to make appropriate movements.
- ◇ Hide the chime bars behind the screen. Can she do the activity now?
- ◇ Stop her if she starts with the wrong movement and remind her which one she should be doing.

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 movements the child has to carry out, such as hopping, walking slowly, doing bunny hops, walking backwards, walking sideways, crawling, walking with one foot behind the other, walking with a wide gait, stamping the feet, walking on tip-toe.
- ◇ Vary the musical instruments.



- **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 room 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.



- **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.

- **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. Help her to copy you in making a loud noise.
- ◇ Then show the child how to make a loud sound using the other drum. Help her to copy you in making another loud sound. Talk about how the sounds are the same.
- ◇ Tell the child that you are going to make a quiet noise with the drum. Help her to 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. Let her see you make the sounds at first, so that the strength of arm movement is a clue. 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.
- ◇ Continue the game with the child listening only.



- ◊ If she is incorrect, help her by letting her hear her chosen combination and then play the target sounds again. So, if she incorrectly said, "Same", play two loud beats and then a loud and a quiet beat.

- **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



- **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.)

●	●	● ● ● ●	● ● ●
● ● ●	● ● ●	● ● ●	●

- **Children's own names**

Teach the children how to clap out the rhythm of their own name first. Clap the rhythm and all then all the children whose name fits the rhythm, stand up.



- **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.

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

- **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.

- **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. The instructions can be different for the two teams.



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, toy animals etc.

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

Instead of objects, you could use:

colours of beads, laces pegs or bricks.

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.



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.

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 nursery rhymes and songs.

Explain to the children that you are going to say or sing some nursery rhymes and songs with them, but that your loudspeaker has something wrong with it, and sometimes it will switch your voice off. The children will have the missing word for you until your speaker comes on again. Choose a nursery rhyme or song with which the children are familiar. Say or sing it once. Then say or sing it again, but this time 'switch your voice off' on the rhyming words, (Humpty Dumpty sat on the wall, Humpty Dumpty had a great ..., All the King's horses and all the King's men, Couldn't put Humpty together ...).



- **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

- **Can you find it?**

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: 'Give me something red', 'Can you find something made of wood', 'Touch something round'.

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**

Initially the game can be played with everyone following the instructions, then the Simon Says element can be introduced.

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 the farm.

- **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 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.

For young children or 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.

