

Early Interventions

Speech, Language and Communication



Support Materials

Area of concern:

Listening and Attention: 30 – 50 months

This will help the child to:

Listen to others one to one or in small groups, when conversation interests them.

Activities:

- Circle time - Have a toy / object that is passed round so that whoever is holding this can be the talker, others to listen.
- Small group time – show and tell, stories and singing, Phase 1 Letters and Sounds activities.
- Role play, continuous provision time, e.g. book area, sand tray, water tray, etc.
- Child initiated play both indoors and outdoors.

Adult Role:

- Support child within small group situations, encouraging the child to wait, look and listen using phrases such as 'Ben's turn', 'Luke's turn' etc.
- Model appropriate behaviours for good listening as often as possible and in different situations. Point out to the child what you, the adult, are doing to listen.
- At circle time provide visual cues so that the child learns when to speak and when to be a listener e.g. 'good listening' (ear picture), 'good looking' (eye picture). Have a toy or puppet handy so you can demonstrate 'good looking' 'good listening' and 'good sitting'.
- Be aware of what the child notices that interests them and support where necessary.

Look, Listen and Note:

- How well the child listens to others in one-to-one or small groups when conversation interests them.

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This will help the child to:

Listen to stories with increasing attention and recall

Activities:

Retelling stories is a valuable opportunity to develop language and important preparation for when a child comes to create a story for themselves.

- Give each child opportunities to listen to stories in small groups.
- Encourage children to share stories that they enjoy with you. Start by sharing the book, read it several times on different occasions, encourage the child to take over by describing the pictures. Try acting out the story with small world figures.
- Retell a familiar story but make some 'mistakes' for child to correct. E.g. 'Once upon a time there was a house with 3 bears. A daddy bear, a grandma bear and a baby bear.' The child will enjoy all the 'mistakes' you make and listen more carefully too.
- Encourage 'active listening' eg: give the child an animal toy and ask them to listen out for the animal name in the story then hold up the toy and make the animal sound.
- Read the books then provide a wide variety of ways of exploring the books and story lines using props and resources such as:
 - story sacks
 - dressing-up clothes
 - toys, miniature characters and puppets that match a story
 - copies of pictures from the book to use for sequencing the story

Adult Role:

- Share a broad range of books, one-to-one with the child but also in small groups.
- Start with simple stories and recap events as you go through the story.

Look, Listen and Note:

- Listen and watch as the children retell a story.

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This will help the child to:

Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.

Activities:

- Give the child opportunities to listen to stories containing repeated refrains, e.g.
 - The Gingerbread Man
 - Going on a Bear Hunt
 - The Three Little Pigs
 - Goldilocks and the Three Bears
 - The Gruffalo/ The Gruffalo's Child
 - Brown Bear, Brown Bear what do you see?
- Encourage the child to share stories that they enjoy with you. Start by sharing the book, read it several times on different occasions. Encourage the child to take over by describing the pictures and give their own version of the repeated refrains.
- Introduce props or resources, could be from a story sack, to support the story telling.
- Activities from Phase 1 Letters and Sounds Aspect 4.

Adult Role:

- Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn taking such as "Tommy Thumb".
- Leave a gap at the end of a line or repeated refrain so that the child can 'fill in' the missing word. Eg: 'I'll huff and puff and blow your house.....'
- Share a broad range of books, one-to-one with the child but also in small groups.
- Read the books then provide a wide variety of ways of exploring the books and story lines such as: story sacks, dressing up clothes and miniature characters or puppets to tell the story.

Look, Listen and Note:

- The rhymes and stories the child enjoys and joins in with.

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This will help the child to:

Focus attention - still listen or do, but can shift own attention. (Stage 4)

Activities:

Child is able to shift their attention between an activity and adult. Activities are to encourage the child to listen to what someone says by stopping what they are doing without adult support.

- Let the child play at their chosen activity.
- Sit with the child at an activity. When the child is aware that you are there, give them a simple instruction linked to the activity they are doing. Praise the child when he switches attention to listen to the instruction.
- Submarines: in a large area children run around. Use an audible / visual signal to stop the children and say a number. The children then get into groups of that number.
- Party games such as Musical Statues, Musical Chairs.

Adult Role:

- Establish routines with predictable sequences and events.
- Prepare the child for changes that might happen in the routine.
- Notice and praise the child's efforts, especially when they shift attention without adult support.

Look, Listen and Note:

- How and when the child is able to shift attention without adult support.
- The child's strategies for coping with change.