

Early Interventions Speech, Language and Communication

Support Materials

**Area of concern:**

Listening and Attention: 40 – 60 months

This will help the child to:

Sustain attentive listening, and respond to what they have heard with relevant comments, questions or actions.

Activities:

- Circle time
- Listening games
- Respond to a 3 step instruction eg: 1: Stand up, 2: Sit down, 3: Turn around
- Listening bags
- Listening boxes
- Use activities from Letters & Sounds Phase 1 all Aspects

Adult Role:

- Use picture or symbol prompts to remind the child how to be a good listener.
- When giving a longer/more complex instruction, ask the child to repeat it back to check whether he/she has been able to listen and understand the instruction.
- Keep listening area calm and quiet.
- Keep group sizes small.
- Give the child time to initiate discussions and have conversations with others.
- Set up collaborative tasks so the child can talk through how they will begin, what they will need, who will do what.

Look, Listen and Note:

- How the child concentrates.
- How they link statements and explanations
- How the child responds to what they have heard

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This will help the child to:

To maintain attention, concentrate and sit quietly when appropriate

Activity/ Activities:

- Use activities from Letters & Sounds Phase 1.
- Play 'Musical Statues'. Move around the room to music. When the music stops encourage the child to stop. Bring attention to the fact that it is quiet.
- 'Wake Up' game. In a quiet environment the child pretends to be asleep. Encourage them to open their eyes and jump up when you make a noise banging a drum / shaking a rattle/ quieter sounds to promote good listening.
- Develop a 'Listening Box' full of objects, some of which make no noise and some of which are noisy. Encourage discussion and description of sounds.
- Using a ball in a quiet environment, encourage the child to wait until they hear a noise to prompt action. When they hear the noise they can roll the ball. This can be adapted to a number of activities such as pushing a car, releasing a marble on a marble run, knocking down skittles.
- Introduce action songs and rhymes to encourage listening.

Adult Role:

- Have consistent strategies to support good listening, eg: use visual cues/pictures.
- Encourage conversation with others and demonstrate appropriate conventions: turn taking, waiting until someone else has finished, listening to others and using expressions such as "please" "thank you" "can I?" "excuse me".

Look, Listen and Note:

- The child's awareness of conventions, such as taking turns.
- How the child concentrates on what others say and their responses to what they have heard.

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This will help the child to:

To develop two-channelled attention when they can listen and do for a short span.

Activity/ Activities:

- These activities will encourage the child to increase the time spent on a task and start to 'multi task' ie: listen to an adult/peer at the same time as continuing an activity.
- Listen to peers whilst working on tasks.
- Listen to a piece of music, follow instructions such as, "Listen to the music, use the paints/resources to show how it makes you feel".
- In cooking/baking sessions, be involved with the mixing whilst being given instructions for next steps.
- During a physical/ movement session to listen to simple instructions at the same time as continuing the activity.
- Accompany music with instrument following specific beat.
- Activities from Phase 1 Letters and Sounds all Aspects.
- Traffic Lights game: children run around a large area and adult shouts either 'red', 'yellow' or 'green'. For each colour have a specific action e.g. 'red' – lie down, 'yellow' – jump on the spot, 'green' – skip.

Adult Role:

- Set up a variety of tasks to develop these skills.

Look, Listen and Note:

- How the child concentrates on what others say and their responses to what is heard.
- The occasions when the child speaks clearly and confidently and shows awareness of listener.

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This will help the child to:

To develop integrated attention where they can listen and do in a range of situations with a range of people; this will vary according to the demands of the task.

Activity/ Activities:

- Listen to story tape and look at book.
- Listen to description quiz lotto, find answer to clue on picture card.
- PE sessions follow instructions.
- Simon Says, playing with other children. Sometimes adult directed, others by children.
- Play games such as “What’s the time Mr Wolf?”, “Captain’s coming”. Listening to instructions, port, starboard, scrub the deck, shark, or words associated with action.
- Active listening: during story time give the child a word or character to ‘listen out for’ or ask the child a question at the beginning of the story so they can listen out for it and tell you the answer at the end.

Adult Role:

- Gradually extend the length of time the child is expected to listen in a structured activity
- Gradually increase the size of the group for listening activities.
- Remind children to look and listen to whoever is giving the instructions.

Look, Listen and Note:

- How the child discriminates between differences in sounds.
- Sustain their listening throughout a task.