

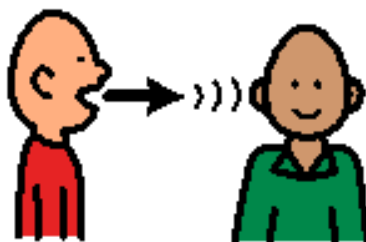
Language activities based on the Big Book of Ideas

WellComm Primary

Home Activities based

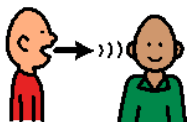
on

The Big Book of Ideas.



This pack has been designed by The ELSEC Team for families whose children are being supported through the WellComm intervention in your setting.

The information is not designed to be given out to families as a whole pack, but to select the relevant section linked to what the child is working on and explain to the family how they can support language development by working on the activities provided and using the additional resources.



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 1.1

Understand words that describe sequences

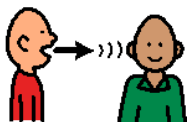
- ✚ Sing 'Head, shoulders, knees and toes' together. [Heads, shoulders, knees and toes - BBC Teach](#)
- ✚ Ask 'what did we touch first? What did we touch next? What did we touch last?'
- ✚ While you are carrying out other activities during the day (e.g. running the bath, making toast, getting ready for school), talk about what you will do first, next and last.

Follow a series of verbal instructions

- ✚ Play the game: 'I went to the shops' with your child. (E.g. [Child]: 'I went to the shops and I bought a cabbage.' [You]: 'I went to the shops and I bought a cabbage and some baked beans.' [Child]: 'I went to the shops and I bought a cabbage, some baked beans and a...' Continue like this.)
- ✚ Give your child a two-part instruction that they have to follow, e.g. 'Put your coat on and pick up your book bag.'

Use problem-solving skills

- ✚ Read a bedtime story to your child. Stop at a problem in the story. Discuss with your child what the problem is. Ask them what the character could do to fix the problem.
- ✚ Alternatively, watch this: [The Lumberjack's Beard - Kids Book Read Aloud \(youtube.com\)](#). Pause it at 1:24 and ask your child what the problem is (the bird's nest had been chopped down by Jim). Then ask them what Jim could do to fix the problem. Encourage lots of different answers here. Continue with the story to compare your child's solution to the suggested solution.
- ✚ Talk about real problems and ask the child to think of solutions. For example, 'If you ran out of milk for your cereal, what could you do?'



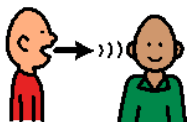
Language activities based on the Big Book of Ideas

Answer higher-level 'why' questions

- ✚ Ask why questions when you are out and about with your child - e.g. 'Why is that lady reaching up?' 'Why is that girl hugging her friend?'
- ✚ Ask a range of 'why' questions when reading a bedtime story or when watching a short video - e.g. 'Why did the character do that?' 'Why did that happen?'

See things from other people's perspective

- ✚ When reading a story to your child, point to a character in the pictures and ask: 'What might they be saying here?'
- ✚ When you are out with your child, question them about what different people might be saying - e.g. 'What might the shopkeeper be saying to the customer?' 'What might the postman say to the person in the house?'



Language activities based on the Big Book of Ideas

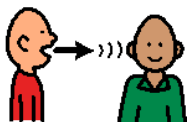
WellComm Home Activities Section 1.2

Use superlatives (-er and -est)

- ✚ Describe objects using superlatives for your child to hear - e.g. 'This toy is fluffy; this toy is fluffier, and this toy is the fluffiest.'
- ✚ Gather three items for your child to order according to a characteristic, e.g. length (long, longer, longest), size (small, smaller, smallest), dirtiness (dirty, dirtier, dirtiest), hardness (hard, harder, hardest), temperature (cold, colder, coldest) etc. Encourage them to make a sentence using -er and -est superlatives.
- ✚ Discuss people (e.g. family members or friends) and have children make a sentence using a superlative - e.g. 'My brother is the youngest in my family.' 'My auntie is taller than my uncle'.

Use irregular plurals

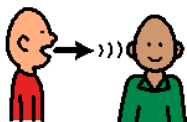
- ✚ Remind children about irregular verbs. Ask: 'Lots of mouses or lots of mice? Lots of sheeps or lots of sheep?'
- ✚ Online game to help build understanding: Games tagged "irregular plurals" - Match The Memory
- ✚ Model irregular plurals for your child when you are out - e.g. point to a singular man and say: 'Look there is one **man**', then point to a group of men and say: 'And there is a group of **men**.' Encourage child to repeat. This works with: person/people, woman/women, child/children etc.
- ✚ Point to sheep in a field / a picture of sheep in a book and ask: 'What can you see in the field?' Correct any errors.



Language activities based on the Big Book of Ideas

Use the conjunction 'because'

- ✚ Read a story to your child. Model how to answer a 'why' question in a full sentence - e.g. 'Horrid Henry got told off **because** he was being rude.' Ask 'why' questions about what happened.
- ✚ Show the child the following link: [Football goal](#) Ask your child: 'Why is the footballer celebrating?' 'Why are the crowd shouting?' 'Why does the goalkeeper dive?' Encourage your child to answer in a full sentence, e.g. 'The footballer is celebrating **because**...'
- ✚ Go outside and ask 'why' questions to your child. 'Why is that girl wearing a coat?' 'Why is that boy running?' 'Why is that child drinking water?' Encourage your child to answer in a full sentence.



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 1.3

Learn, remember and use appropriate vocabulary

- ✚ When out and about, focus on one thing you can see (e.g. leaf, bridge, squirrel) and discuss it with your child. E.g. what colour is it? What does it look/smell/taste/sound/feel like? What do you do with it? What is it related to? What sound does it begin with? What sound does it end with? How many syllables is the word? What does the word rhyme with? Then ask the child to put the word into a sentence.

- ✚ Expose your child to new vocab by exploring these websites:

[BBC Bitesize](#)

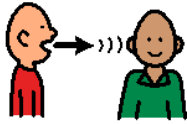
[Vocabulary Ninja - Word of the Day](#)

[Topmarks](#)

Use homonyms

****Homonyms** are words that are spelt or sound the same but have different meanings.

- ✚ Your child can play 'Small Town Superheroes.' [Homophones - English - Learning with BBC Bitesize](#)
- ✚ Discuss these homonyms with your child: bark (tree), bark (dog); eight (number), ate (food); hole (dig a hole), whole (entire); (new (not old), knew (to know); weak (not strong), week (seven days); night (time of day), knight (castle); heel (foot), heal (get better).
- ✚ Draw pictures for various homonyms. If you have time, you can cut these up and play a matching pairs game.

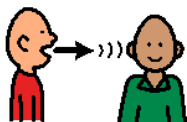


Language activities based on the Big Book of Ideas

WellComm Home Activities Section 1.4

Recall and re-tell an event or story

- ✚ At an appropriate time, ask your child what they did during their day at school. Encourage your child to recall in the correct order.
- ✚ After reading a story with your child, encourage them to retell that story (this could be to you, a family member or even a teddy!)
- ✚ Ask your child to retell a routine in the correct order, e.g. going to the shops.
- ✚ Repeat back sentences, model better sentences and correct any grammatical errors.



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 2.1

Suggest consequences for an action or behaviour

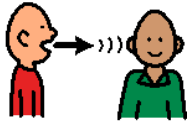
- ✚ When out and about with your child, discuss questions that begin with: 'What might happen if...' 'What might this person do if...' 'What might you do if...' E.g. 'What might happen if it starts to rain when you are playing in the garden?' 'What might happen if you can't find the ingredient we need at the supermarket?' 'What might you do if you kick that ball over the fence?'
- ✚ Look at books or comics for examples of consequences to behaviours.

Using verbal language to solve a problem

- ✚ When reading a story with your child, stop at a problem in the book. Discuss the problem with your child and ask them to think of two of three things that could be done to fix the problem.
- ✚ Discuss everyday problems and solutions with your child e.g. 'If you were writing and your pencil broke, what would you do?' 'If there was no milk for your cereal, what would you do?'

Select key information from a complex spoken paragraph

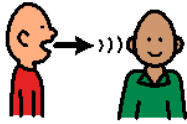
- ✚ Choose a book to read with your child. Pick out one or two pieces of information that your child needs to listen out for e.g. 'What is that character's friend called?' 'What got them into trouble?' Encourage your child to listen out for these answers in the story. After you have read it, discuss answers with your child.
- ✚ This could also be done when you watch a short video with your child.
- ✚ Read some non-fiction with your child / watch Newsround (if appropriate). Question them about key information they have learnt.



Language activities based on the Big Book of Ideas

Justify decisions and opinions

- ✚ Discuss with your child various issues and ask for their opinion, e.g. 'Should you have to wear uniform to school?' 'Should homework be banned?' Make sure they are expanding their answer to justify why they think what they think.
- ✚ If possible, relate discussions to topics children are currently learning at school, e.g. 'Should the suffragettes have acted with violence?' 'Should we chop down trees in the rainforest?'
- ✚ Ask children for their opinion on a matter in a story/film, e.g. 'Should Aladdin be stealing food?'



Language activities based on the Big Book of Ideas

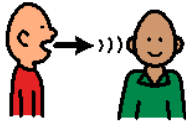
WellComm Home Activities Section 2.2

Use irregular comparatives and superlatives

- ✚ Encourage your child to create sentences using the following table. You could do this alongside reading a story. E.g. 'Moody Margaret is bad, Rude Ralph is worse, but Horrid Henry is the worst!'

Adjective	Comparative	Superlative
bad	worse	worst
little	less	least
much	more	most
far	further / farther	furthest / farthest

- ✚ Try and use irregular comparatives and superlatives to discuss everyday situations when you are around your child, e.g. 'The cat can run far, but the dog can run the farthest.' 'We have many flowers, but the neighbours have more!'



Language activities based on the Big Book of Ideas

Use irregular past tenses

🌈 Look through this table with your child:

Verb	Irregular past tense
Buy	Bought
Catch	Caught
Sleep	Slept
Hit	Hit
Take	Took
Hide	Hid
Forget	Forgot
Make	Made
Drive	Drove
Break	Broke
Choose	Chose
Do	Did
Fall	Fell
Go	Went

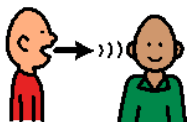
- 🌈 Use the irregular past tense in sentences with your child.
- 🌈 Play a game where your child acts out the irregular past tense and you have to guess what it is. Then switch.
- 🌈 Have a look at some of the online games your child can play:

[Irregular past tense game - Teaching resources \(wordwall.net\)](https://www.wordwall.net/)

[Past Tense \(gamestolearnenglish.com\)](https://gamestolearnenglish.com/)

[Irregular Past Tense Verbs Free Games online for kids in Pre-K by DeVere Bunke \(tinytap.com\)](https://www.tinytap.com/)

[Past Simple Games \(mes-games.com\)](https://mes-games.com/)

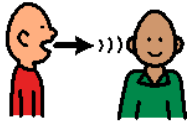


Language activities based on the Big Book of Ideas

Understand passive sentences

** Passive sentences change the word order - the subject of the sentence (e.g. the cake) has something done to it by something or someone else (e.g. eaten by the dog). So, instead of 'The dog eats the cake,' the sentence would read: 'The cake is eaten by the dog.'

- ✚ Sit with your child when they are playing and comment on what they are doing. Then model how you would turn them into passive sentences. E.g. 'Spiderman feeds the monkey' becomes 'The monkey is fed by Spiderman.'
- ✚ After a few modelled goes, start missing out some words that the child can fill in. E.g. 'The monkey is fed by ____.'
- ✚ Then see if your child can do a couple of their own. They may need support with this.
- ✚ You can do the same when you are reading a story with your child. E.g. 'Charlie eats the chocolate bar' becomes 'The chocolate bar is eaten by Charlie.'
- ✚ Give some instructions to you child in the passive voice. Your child must complete the instruction. E.g. 'The ball is thrown by [Child's name].' 'The dog is stroked by [Child's name].'



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 2.3

Learn, remember and use appropriate vocabulary

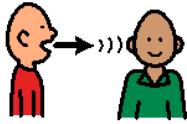
- ✚ When out and about, focus on one thing you can see (e.g. leaf, bridge, squirrel) and discuss it with your child. E.g. what colour is it? What does it look/smell/taste/sound/feel like? What do you do with it? What is it related to? What sound does it begin with? What sound does it end with? How many syllables is the word? What does the word rhyme with? Then ask the child to put the word into a sentence.

- ✚ Expose your child to new vocab by exploring these websites:

[BBC Bitesize](#)

[Vocabulary Ninja - Word of the Day](#)

[Topmarks](#)

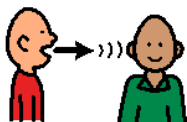


Language activities based on the Big Book of Ideas

WellComm Home Activities Section 2.4

Telling a story (narrative)

- ✚ Read a story with your child.
- ✚ Discuss the: time, character, setting, problem, solution and ending. If helpful, you could draw a quick picture for each category to prompt your child when they come to retelling the story.
- ✚ If needed, use picture prompts from the story to support your child.
- ✚ Encourage your child to retell the story.
- ✚ You can use the same categories to help your child retell real-life events e.g. going to the shops.
- ✚ If a child uses the wrong grammar when retelling, model the correct sentence and ask your child to repeat it back.



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 3.1

To be able to infer meaning from a spoken situation

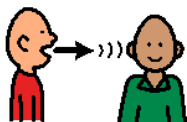
- ✚ Inferring meaning from spoken situations is an important skill which helps your child to understand non- literal language.
- ✚ Watch this YouTube video to understand what we mean by inferring meaning.
- ✚ <https://youtu.be/JdaD2FZQFEY>

Sometimes, we say things that have deeper meanings. This activity will help you notice those hidden messages in everyday conversations.

- ✚ **"Put your coat on."**
- ✚ **Explanation:** "I'm saying this because I want you to stay warm. I'm concerned about the weather."
- ✚ **"It's getting late."**
- ✚ **Explanation:** "I'm saying this to let you know that it might be time to finish what we're doing and go home."
- ✚ **"You look tired."**
- ✚ **Explanation:** "I'm mentioning this because I care about how you feel and think you might need some rest."

To be able to infer and make predictions about what might happen.

- ✚ It's important for your child to learn how to predict what might happen next.
- ✚ Read a story with your child
- ✚ discuss what the plot of the story was.
- ✚ Ask your child what might happen next.
- ✚ What do you think Max and Mia might say?
- ✚ Why do you think that?
- ✚ You could also ask your child to make predictions whilst watching sports, TV or movies



Language activities based on the Big Book of Ideas

To be able to select key information from a complex spoken paragraph

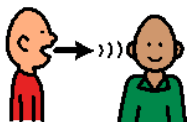
- ✚ Encourage family conversations about the day's events. After one family member shares a story, ask your child to list the main points.
- ✚ Listen to music or a podcast- After listening to a song or a short podcast episode, discuss the main themes. Ask your child what they think the key message was.
- ✚ Follow directions - Give multi-step instructions for a simple task (like making a sandwich) and ask your child to identify the most important steps needed to complete it.
- ✚ Discuss books or movies - after finishing a book or movie, ask your child to summarize the plot, focusing on the main events and characters.

Justify an opinion and someone else's preferences

Children need to be able to give a reason for their opinions, actions and decision-making.

Use everyday activities as an opportunity to ask your child if they can explain their opinion

- ✚ Choose a subject that you can discuss e.g. 'Where to go for a day out?' Encourage your child to give reasons for their opinions.
- ✚ Discuss which movie to watch as a family. Ask your child to explain why they prefer that film.
- ✚ When selecting a book to read, ask your child to share their reasons for choosing a particular story. What do they find interesting about it?



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 3.2

To be able to use the -er suffix to describe a person carrying out an action

The -er suffix indicates the person who is carrying out an action.

✚ Show the child the following table:

Verb	Job (Noun)
Paints	Painter
Sings	Singer
Builds	Builder
Teaches	Teacher

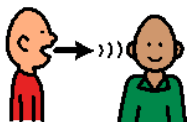
Verb	Job (Noun)
Dances	Dancer
Drives	Driver
Bakes	Baker

- ✚ Explain to the child that in these cases, the verb can change into a noun when the suffix of -er is added.
- ✚ Play a game where you call out an action, and the child has to perform it and then say the -er noun. For example, shout "jump!" and they can jump and respond with "jumper."

WellComm Home Activities Section 3.3

To Learn, Remember and use correct vocabulary

- ✚ When out and about, focus on one thing you can see (e.g. leaf, bridge, squirrel) and discuss it with your child. E.g. what colour is it? What does it look/smell/taste/sound/feel like? What do you do with it? What is it related to? What sound does it begin with? What sound does it end with? How many syllables is the word? What does the word rhyme with? Then ask the child to put the word into a sentence.
- ✚ Expose your child to new vocab by exploring these websites:
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 - [Vocabulary Ninja - Word of the Day](#)
 - [Topmarks](#)



Language activities based on the Big Book of Ideas

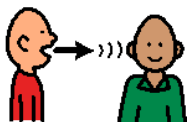
WellComm Home Activities Section 3.4

To be able to recall and re-tell an event or story

- ✚ Find an appropriate short story or event in a story. Go to library or get books from school. Ask your child to read the story.
- ✚ Discuss and complete the story grid **TOGETHER** with your child, you can use key words and pictures.

When?	Characters	Setting	Genre
Problem			
Solution			
The end			

- ✚ Once completed, ask your child to retell the story in the correct order.
 - ✚ Once your child has finished telling their story you could tell the story but try and include more describing words and connectives just as and, and because.
 - ✚ As your child gets more confident, they can fill in their own story grids.
- This is a speaking activity for your child and NOT a written activity.**



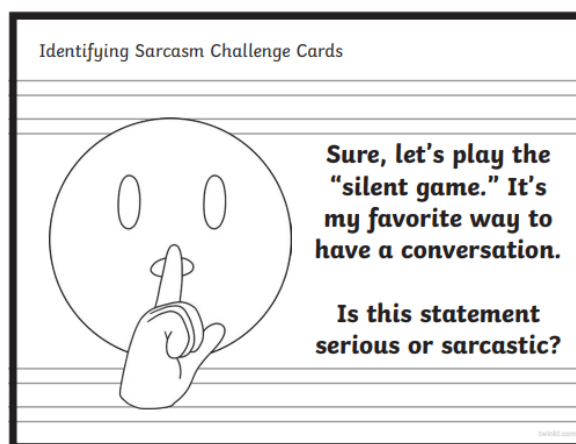
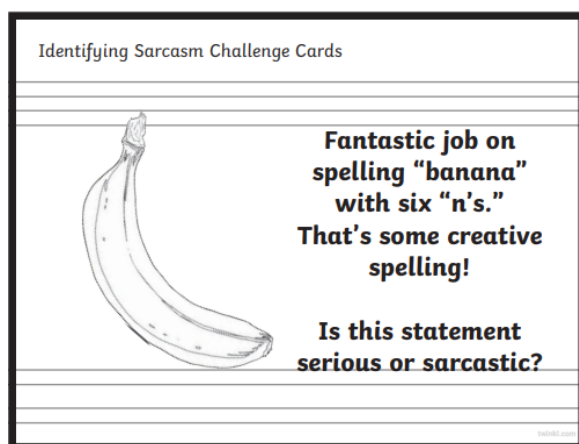
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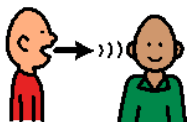
WellComm Home Activities Section 4.1

Understand the concept of sarcasm and non-literal language

Sarcasm is a form of humour that involves saying the opposite of what is meant.

- While you are watching a family film at home, discuss when a character is being sarcastic. Zootropolis has some great examples [Zootopia: Meet the Sloth. HD \(DMV Scene\) \(youtube.com\)](https://www.youtube.com/watch?v=Zootopia: Meet the Sloth. HD (DMV Scene)).
- Ask your child why Nick calls the sloth 'Flash' (because he is so slow).
- Look out for other examples of characters being sarcastic.
- Use sarcastic phrases daily. For example, walk into a messy room and say 'Thank you for tidying up!'
- Encourage your child to ask you if they are unsure if someone is being sarcastic**
- You can ask your child to think of their own sarcastic phrases. Here are some examples you can share:





Language activities based on the Big Book of Ideas

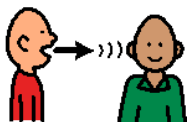
Select key information from a complex spoken paragraph

- ✚ Encourage family conversations about the day's events. After one family member shares a story, ask your child to list the main points.
- ✚ Listen to music or a podcast- After listening to a song or a short podcast episode, discuss the main themes. Ask your child what they think the key message was.
- ✚ Follow directions - Give multi-step instructions for a simple task (like making a sandwich) and ask your child to identify the most important steps needed to complete it.
- ✚ Discuss books or movies - after finishing a book or movie, ask your child to summarize the plot, focusing on the main events and characters.

Justify an opinion and someone else's preferences

Children need to learn to be able to give reasons and explain their opinions and decision making. It teaches them skills such as negotiation and friendships.

- ✚ As you talk to your child use language such as '**I think... I feel... I believe**' This helps them learn the difference between fact and opinion.
- ✚ In response to others' opinions encourage your child to use the statements '**I can see you think that.... I understand you believe.... I recognise you feel differently...**' This may need some modelling from you.
- ✚ Asking '**Would you rather...?**' questions is a fun way of showing a difference of opinion is healthy and welcomed. '**Would you rather have a pet dragon or a pet dinosaur? Would you rather be a pencil or a pen? Would you rather jump exceptionally high or run exceptionally fast?**
- ✚ The whole family can join in, don't forget to model how to justify your view. For example, '**I think a pet dragon would be better because they can breathe fire and light our BBQ quickly!**'

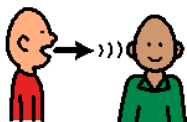


Language activities based on the Big Book of Ideas

Understanding language related to certainty.

It is important to be able to describe how likely something is to happen. They allow a person to be specific about what they are describing.

- ✚ Discuss these words and their meaning: **definitely (it will happen), probably (it might happen), occasionally (it rarely happens).**
- ✚ Use these words when asking your child questions. For example, 'Will we have to go to school tomorrow?' 'Yes, we **definitely** have to go to school tomorrow!' 'Will you have cheese sandwiches for lunch?' 'I will **probably** have cheese sandwiches.' 'I **occasionally** have cheese sandwiches.'
- ✚ You will need to model lots of the answers at first until your child is more confident using the vocabulary
- ✚ Once your child is confident with using these words use the vocabulary to compare people's choices. For example, **I am definitely going swimming tomorrow and my brother may probably join me.**

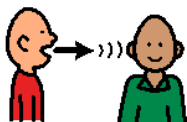


Language activities based on the Big Book of Ideas

WellComm Home Activities Section 4.2

Understand how to identify and correct grammatical errors

- ✚ If a child is talking and they make an error when speaking model what the sentence should sound like. Do not make them resay the sentence.
- ✚ When you are talking you can make deliberate errors and see if your child hears them and corrects them. For example, you can say '**The cat caught the mouses**'. Your child may respond and say '**The cat caught the mice**'.
- ✚ You could record a conversation between you and your child and play it back and see if they hear any mistakes that they may have made.
- ✚ If your child needs more support, you could give the child the choice for their grammar errors such as '**Is it the cat caught the mouses or The cat caught the mice?**'
- ✚ **Sentence Scramble:** Write sentences on strips of paper, cut up each individual word then scramble the words. See if your child can put them back together.



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 4.3

To be able to learn and use appropriate vocabulary

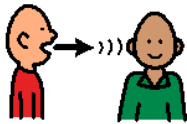
- ✚ When out and about, focus on one thing you can see (e.g. leaf, bridge, squirrel) and discuss it with your child. E.g. what colour is it? What does it look/smell/taste/sound/feel like? What do you do with it? What is it related to? What sound does it begin with? What sound does it end with? How many syllables is the word? What does the word rhyme with? Then ask the child to put the word into a sentence.

- ✚ Expose your child to new vocab by exploring these websites:

[BBC Bitesize](#)

[Vocabulary Ninja - Word of the Day](#)

[Topmarks](#)



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 4.4

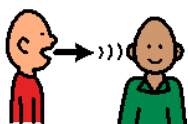
Understand how to recall and retell an event or story.

We use story telling skills in our everyday lives to interact with others, to form bonds and friendships, and to explain and describe events.

- Find an appropriate short story or event in a story. Ask your child to read the story.
- Discuss and complete the story grid **TOGETHER** with your child, you can use key words and pictures.

When?	Characters	Setting	Genre
Problem			
Solution			
The end			

- Once completed, ask your child to retell the story in the correct order.
 - You can tell the story but try and include more describing words and connectives just as and, and because.
 - As your child gets more confident, they can fill in their own story grids.
- This is a speaking activity for your child and NOT a written or reading activity!**



Language activities based on the Big Book of Ideas