



WellComm targeted 5-minute activities **Section 3 Primary**

(Use this section if the child is secure (green) on section 2)



Please incorporate these 5-minute activities into the ELSEC children's daily routine 2 to 3 times a day, ensuring that you select the appropriate activities for each child. We advise doing one activity in the morning, one after dinner, and one before home time. Please use these activities alongside the child's personalized tally chart, making sure that they correlate to the section in WellComm the child is working at for the child to reach the best outcome. Make sure all necessary resources for each activity are available and that the activities are seamlessly integrated into the children's routine. For consistency and focus, choose three activities per week and stick with them throughout the week.

Many of the activities can be related to classroom topics and used within the classroom.

Highlighted resources match planning ideas.

Repeat activities as often as possible.

Repetition will lead to faster progress.

Use the Big Book of Ideas for language activities, social skills, memory, and organisational skills.

Remember to use 'Step Up' or 'Step Down' activities, depending on the children's levels of development

For best practice please choose a way to evidence these activities within the note's column of the table.

Section 3

<u>Activity</u>	<u>Big Book of Ideas page / Activity</u>	<u>Aim</u>	<u>Activity</u>	<u>Notes</u>
1	Page : 3.1	To be able to infer meaning from a spoken situation	<ul style="list-style-type: none"> • Read out a section of a book • Get the pupil to draw what has happened in a comic strip style. • Draw speech bubbles for each character and discuss what the character might be saying. • Draw thought bubbles for each character and discuss what each character might be thinking. Remember that the main focus of this activity is not writing. 	
	Activity : 42			
	Outcome: Understanding of Language			
2	Page: 44	: To be able to infer and make predictions about what might happen next	Choose an age-appropriate book to read together. <ul style="list-style-type: none"> • Read a section until you reach a problem or the end of a chapter. • Discuss what has happened so far. What is the problem? • Discuss possible scenarios, what might happen next (could be done as a comic strip). 	
	Activity: 3.1			
	Outcome: Understanding of Language			

			<ul style="list-style-type: none"> • Read to find out what happened next. • Were the pupil's predictions the same as the book? If not, were they still appropriate? <p>Remember this is not a reading or writing task!</p>	
3	Page : 46	To be able to select key information from a complex spoken paragraph	<p>Choose a book related to the pupil 's topic (fiction or non -fiction)</p> <ul style="list-style-type: none"> • Pick two pieces of information the children need to listen for, e.g. "what is Charlie 's friend called? " What is a mammal?" • Support the pupil to write key words or draw simple pictures to remind them what they need to listen for. • Read a paragraph to the pupil. • Recap what the pupil was to listen out for. • Discuss the pupil's answer. • If the pupil is incorrect model the correct answer and read the paragraph again. 	
	Activity : 3.1			
	Outcome Understanding of Language			
4	Page: 47	To be able to justify an opinion and someone else's preference	Whole class activity put focusing on the relevant children.	
	Activity: 3.3			

	Outcome: Understanding of Language		<p>Start debating about relevant issues in school (should pupils wear uniform?)</p> <ul style="list-style-type: none"> • Split into groups for and against. • Encourage each group to give reasons for their opinions • Ask pupils to summarise the main points from the debate and come to an agreed decision. • Encourage the pupils to talk about different opinions and the reason another person may think this. 	
5	Page: 48 Activity : 3.2 Outcome: Grammar	To be able to use –er suffix to describe a person carrying out an action.	<p>Gather a selection of verb pictures that when an –er suffix is added describe a person carrying out an action.</p> <ul style="list-style-type: none"> • Show one picture at a time and talk about the action e.g. paints • What happens when we put an –er on the end? • Model sentences “someone who bakes is a baker. 	
6	Page : 49 Activity: 3.3	To be able to learn, remember and use appropriate vocabulary	Learn vocabulary by making a word web (Template BBOI p.81).	

	Outcome: vocabulary		<ul style="list-style-type: none"> • Choose a word you want the pupil to understand. • Write the word in the centre of the page • Discuss the word in detail • Describe using senses • Where would you find it? • What is it for? • What category does it belong to? • What is related to? • What does it begin with? • How many syllables does it have? • What does it rhyme with? • To finish ask the pupil to use the word in a sentence 	
7	Page: 49 Activity: 3.3 Outcome: Vocabulary	To be able to learn, remember and use appropriate vocabulary	<ul style="list-style-type: none"> • Learn vocabulary by making a word web (Template p.81 BBOI) • Choose a word you want the pupil to understand. • Write the word in the centre of the page • Discuss the word in detail 	

			<ul style="list-style-type: none"> • Describe using senses • Where would you find it? • What is it for? • What category does it belong to? • What is related to? • What does it begin with? • How many syllables does it have? • What does it rhyme with? • To finish ask the pupil to use the word in a sentence. 	
8	Page : 52-53	To be able to retain and retrieve vocabulary	<p>Choose a word from your word web that you want to understand better.</p> <ul style="list-style-type: none"> • Write the word in the center of a piece of paper. • Answer these questions about the word: • What does it mean? • Where would you find it? • What is it used for? • What category does it belong to? (e.g., animal, object, feeling) • Describe it using your senses: What would it look like, smell like, or feel like? • Say a sentence using the word, showing how you understand it. 	
	Activity: 3.4			
	Outcome: Vocabulary			

9	Page: 52	To be able to recall and retell an event or story.	<p>Choose a short story you like or have recently read.</p> <ul style="list-style-type: none"> • Complete a Story Grid: • Write down key words from the story. • Make short notes about the main events. • Draw pictures to represent important moments. • Explore the characters' feelings: • Think about how the characters feel at different points in the story. • Use different coloured pens to write down the feelings (e.g., red for anger, blue for sadness). • Use describing words: • Think of words that describe the characters, setting, or actions, and write them down. • Once the grid is complete, retell the story to yourself using the grid as a guide. • Check your retelling: Make sure you're telling the events in the correct order. If anything seems off, try again, and make improvements! 	
	Activity: 3.4			
	Outcome: Narrative			

10	Page: 52	To be able to recall and retell an event or story.	Do this activity as a full class Find a short story Discuss and complete the story grid (copy from BBOIs p 83) with the pupil. <ul style="list-style-type: none"> • Write key words, short notes and draw pictures. • Talk about the characters feelings, use different coloured pens for each feeling. 46 Encourage pupils to use describing words and write them down. • Once completed, ask the pupil to retell the story in the correct order. • Repeat and model any inaccurate or improved sentences, including adding connectives. 	
	Activity: 3.4			
	Outcome: Narrative			

