



WellComm targeted 5-minute activities **Section 4 Primary**

Use this section if the child is secure (green) on section 3.



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 away to evidence these activities within the note's column of the table.

Section 4

Activity	Big Book of Ideas page / Activity	Aim	Activity	Notes
1	Page : 56	Aim: Understand the concept of sarcasm and non - literal language	Full class 5 minute activity focusing on the targeted children Explain sarcasm: "It's when someone says the opposite of what they mean." For example, saying "Great job!" when it wasn't a great job. 1. Watch the Clip a. Show Zootopia: Meet the Sloth (DMV Scene) . b. Ask students to notice slower talking , facial expressions , and body language . 2. Discussion: a. Ask: "What signs of sarcasm did you see in the clip?" (e.g., slow talking, mismatched facial expressions). 3. Role Play : a. Have students act out scenarios (e.g., "You spill your drink and say, 'Perfect!'").	
	Activity : 4.1			
	Outcome: Understanding of Language			

			<p>b. Class decides if it's sarcastic or not.</p> <p>4. Wrap-Up:</p> <p>a. Encourage asking for clarification if unsure about sarcasm.</p>	
2	Page: 58	To be able to select key information from a complex spoken paragraph	<p>Choose a book related to your interests or topic.</p> <ul style="list-style-type: none"> • Listen for key details (e.g., What is a mammal? What reflects light?). • Write keywords or draw pictures as you read. • Read a short paragraph and answer the questions. • Review and correct your answers if needed by reading the paragraph again. 	
	Activity: 4.1			
	Outcome: 58) Understanding of Language			
3	Page : 59	To be able to justify an opinion and someone else's preferences	<p>Choose a question to think about, like:</p> <ul style="list-style-type: none"> • "Should pupils have to wear uniforms?" • "Should homework be banned?" • Take both sides: • Write down reasons for and against the idea. Think about what you believe and then consider the opposite opinion. • Summarize the main points: • Write a short summary of the strongest arguments for both sides. • Decide on your opinion: • After considering both sides, decide which opinion you agree with the most. • Reflect on other opinions: 	
	Activity : 4.1			
	Outcome Understanding of Language			

			<ul style="list-style-type: none"> Think about why someone else might have a different point of view and how they could feel strongly about it. 	
4	Page: 60	To be able to understand language related to certainty Write the words I	<p>Write the words "likely" and "unlikely" on two separate pieces of paper or cards and place them at opposite ends of your table.</p> <ul style="list-style-type: none"> Sort the words in order of how likely they make an event happen, from most certain to least certain. Use these words: Certainly Probably Potentially Occasionally Definitely Possibly Usually <p>Some words may end up in the same place.</p> <ul style="list-style-type: none"> Create sentences: Think of your own sentences using these words to show how likely something is. For example: <ul style="list-style-type: none"> "Will we have to go to school tomorrow?" <ul style="list-style-type: none"> "Yes, we will definitely have to go to school tomorrow!" "Will it rain tomorrow?" <ul style="list-style-type: none"> "It will possibly rain tomorrow." Practice: 	
	Activity: 4.1			
	Outcome: Understanding language			

			<ul style="list-style-type: none"> • Answer more questions like these, using the words you sorted. Try to use each word at least once. <ul style="list-style-type: none"> ○ “Will it be Christmas on the 25th December?” ○ “Will you have cheese sandwiches for lunch?” 	
5	Page: 61	To be able to identify and correct grammatical errors	<p>Choose a book, magazine, or YouTube clip that interests you.</p> <ul style="list-style-type: none"> • Look at the pictures or watch the video and think about what the characters are doing. • Make deliberate grammatical errors while describing what you see. For example: • “The cat caught the mouses.” • Identify and correct the errors: • Think about how you would fix the mistake (e.g., “The cat caught the mice”). • Repeat with other sentences, making sure to correct the errors as you go. 	
	Activity: 4.2			
	Outcome: Grammar			
6	Page: 62	To be able to learn remember and use appropriate vocabulary (make a word web)	<p>Choose a word from your lessons or one you want to learn.</p> <p>Write the word or draw a picture of it in the centre of a piece of paper.</p> <p>Add information to your word web:</p> <p>Descriptive details (one colour):</p> <ol style="list-style-type: none"> What does it feel/look/smell/taste/sound like? Where would you find it? What do you do with it? What category does it belong to? 	
	Activity: 4.3			
	Outcome: Vocabulary			

			<p>v. What is it related to?</p> <p>Sound details (different colour):</p> <p>vi. What does it begin/end with?</p> <p>vii. How many syllables?</p> <p>viii. What does it rhyme with?</p> <p>Think about its meaning:</p> <p>b. Have you heard this word before?</p> <p>c. What's a synonym or antonym?</p> <p>Use the word in a sentence and write its definition.</p> <p>See question prompts in appendices</p>	
7	Page: 62 Activity: 4.3 Outcome: Vocabulary	To be able to learn remember and use appropriate vocabulary (make a word web)	<p>Choose a word from your lessons or one you need to learn.</p> <p>Write the word or draw a picture in the centre of a piece of paper.</p> <p>Add details to your word web:</p> <p>Descriptive (one colour):</p> <p>i. What does it feel/look/smell/taste/sound like?</p> <p>ii. Where would you find it?</p> <p>iii. What do you do with it?</p> <p>iv. What category does it belong to?</p> <p>Sound details (different colour):</p> <p>v. What does it begin/end with?</p> <p>vi. How many syllables?</p> <p>vii. What does it rhyme with?</p> <p>Think of related words:</p> <p>b. Have you heard it before?</p> <p>c. Synonym or antonym?</p>	

			Use the word in a sentence and write its definition.	
8	Page: 64	To be able to retain and retrieve vocabulary	<p>Choose 5 words you've learned and write each one on a separate card.</p> <ul style="list-style-type: none"> • Shuffle the cards and place them face down on a table. • Pick one card without looking at the word. • Ask yourself questions about the word to figure it out: <ul style="list-style-type: none"> • Where would you find it? • What is it for? • Who would use it? • What does it look like? • What colour is it? • What category does it belong to? • What does it sound like? • What does it begin with? • What does it end with? • What does it rhyme with? • How many syllables does it have? • Guess the word based on the answers to your questions. • Repeat the process with the remaining words. 	
	Activity: 4.3			
	Outcome: Vocabulary			
9	Page: 65	To be able to recall and re-tell an event or story	<p>Do this as a full class activity making sure that you are keying in the targeted pupils</p> <ul style="list-style-type: none"> • Find an appropriate short story or event • Discuss and complete the story grid (copy from BBOIs p 83) with the pupils. • Write key words, short notes and draw pictures etc 	
	Activity: 4.4			
	Outcome: Narrative			

			<ul style="list-style-type: none"> • Talk about how the characters might feel throughout and write in different colours e.g. red for angry, green means thoughts • Encourage pupils to use describing words and make a note throughout. • Once completed support pupils to retell the story in the correct order • Repeat back and model higher-level grammar and vocabulary, including adding connectives <p>NOTE this is a speaking not writing activity</p>	
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