



## **WellComm EYs Planning for Language Development Groups – Section 1**

### **Activities for building children's early language skills.**

#### **Things to consider:**

- ✚ Quiet area/room, to ensure children's focused attention and limit distractions.
- ✚ Consider the attention and listening skills of children you are working with.
- ✚ **Highlighted resources** to match planning ideas.
- ✚ If a child can only attend for 5 minutes, then only do activities for 5 minutes.
- ✚ Length of session dependent on listening skills of the children – If session needs to be short, ensure session is carried out frequently, i.e., 5 - 10 mins - run daily.
- ✚ Do your planning at the end of each session so that information is still fresh in your mind and you can evaluate accurately.
- ✚ Use the Big Book of Ideas for both language activities and A and L\* activities (\*you will find these in a separate section at the back of the book).
- ✚ Remember to use 'Step Up' or 'Step Down' for activities, depending on the children's levels of understanding.
- ✚ To get the most out of a WellComm Language group, the group/s will need to be run a minimum of twice per week.
- ✚ Use simple recording methods on planning sheets, e.g., colour coding - red/amber/green or **Emerging/Developing/Secure**, so that you can easily refer back to which children need to embed skills further.
- ✚ Remember to share results with other key practitioners so that everyone is aware of the children's language levels.

Child's Name:	<b>Week 1 - Activity 1.1</b> <u>Encouraging the child to respond to his/her name.</u> Using exaggerated intonation in your voice, call the child's name. Ensure you reward the child with a favourite toy/food/a tickle when they respond to you, so that the child learns that there's a reason to respond.	<b>Step Up:</b>  Move away from the child slightly before calling their name. This means they will have to actively look for you in order to respond.	<b>Step Down:</b>  Gently turn the child's head towards you as you call their name or shake <b>keys/bells</b> after calling their name to support their attention.

Child's Name:	<b>Week 2 – Activity 1.2</b> <u>Relating two things together.</u> Safely sit the child on the floor, laying out a variety of things to hold in front of them, e.g., bricks, plastic cups or pots, wooden spoons, etc. Encourage the child to pick up an item in each hand and bang them together. At first this may happen by chance, but eventually the child will enjoy the result of the action and will do it purposefully.	<b>Step Up:</b> Introduce different items, for example, a tin and a spoon or objects with a range of textures like sticks. Let the child choose and then enjoy the reaction of banging the two items together.	<b>Step Down:</b> Support the child by putting your hands over theirs and modelling how to bang the objects together.

Child's Name:	<b>Week 3 - Activity 1.3</b> <u>Understanding that words, sounds and gestures are associated with everyday actions and things.</u> During daily routines, watch out for children pointing at things that capture their interest. Name what they see using single words, gestures and sounds to secure their understanding, for example – “dog, woof, woof. Car, brmm, brmm.”	<b>Step Up:</b>  Pause after naming objects, giving the child chance to copy. If they copy you, e.g., “bird”, you can encourage and extend their language by saying, “Yes, bird. It’s a little bird.”	<b>Step Down:</b>  Ensure you’re face to face with the child so that they can see and hear you. Add interesting intonation to a word to label what they can see, for example, “Banana, mmm, yummy!”

Child's Name:	<b>Week 4 - Activity 1.4</b> <u>Following the movement of an object with an adult's gaze.</u> Joint attention is essential for children learning new words. Begin by rolling a ball or moving a toy slowly across the floor. Give lots of praise when the child follows the movement. Provide prompts if the child requires support to follow. Extend by putting the object just out of reach and encouraging them to look towards the object. Reward by giving the object to the child.	<b>Step Up:</b>  Encourage the child to look for items further away. Reduce support such as pointing.	<b>Step Down:</b>  Keep objects close to the child and point as you look at it. Choose objects that are brightly coloured or that provide strong contrasts to their surroundings. Add noises/sounds to objects as you move them to encourage attention.

Child's Name:	<p><b>Week 5 - Activity 1.5</b>  <b><u>Beginning to understand language by using non-verbal clues/cues.</u></b></p> <p>Helping children to make links between visual clues/gestures and new vocabulary.  Show children objects linked to what is going to happen next, for example, "It's snack time" – show the child a <b>cup or a spoon</b>. "It's home time" – show the child a <b>hat and/or coat</b>.</p>	Step Up:	Step Down:

Child's Name:	<b>Week 6 - Activity 1.6</b> <u><b>Learning to use gesture to get an adult to provide the correct response.</b></u> Encouraging children to use gesture to 'ask' for something. For example, a child may want to be picked up. Model your outstretched arms then pause, allowing the child to copy your actions. Link this with words, e.g. "Up?" If the child copies, give praise and pick up.	<b>Step Up:</b> Encourage the child to verbalise alongside the gestures, e.g., the child uses outstretched arms and says "Up" or picks up/points to a cup and says "Drink".	<b>Step Down:</b> Ask another person to support by raising the child's arms when they want to be picked up, then you copy the action and follow it by picking the child up.

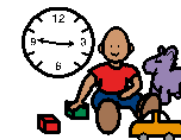
Child's Name:	<b>Week 7 - Activity 1.7</b> <b><u>Copying Actions and Gestures.</u></b> Encouraging children to communicate their needs and wants by including gestures as part of your daily routines, e.g., eating, sleeping, praising. Ensure words are used alongside gestures to encourage children to make links. Make sure you have the child's attention by getting on their level.	<b>Step Up:</b>  Expand the number of gestures used, for example, tap your knees if the child wants to sit on your lap, open your hands to gesture sharing a book.	<b>Step Down:</b>  Use hand over hand to encourage the child to copy gestures, e.g., hold the child's hand to help them to wave goodbye, ensuring the person leaves the room to model the whole sequence of events.



Child's Name:	<b>Week 8 - Activity 1.8</b> <b>Learning to Reach and Point.</b> Children learn to understand cause and effect. Use an <b>activity mat</b> or <b>mobile</b> to encourage children to reach and point. Don't place objects too far away, limiting the child's reach. Try putting the child's hand into a pointing position when they reach for something and reward them by passing the desired item.	<b>Step Up:</b> Sit with the child providing a <b>selection of noisy objects/toys, e.g., bells, keys.</b> Place the items just close enough for them to reach. Reward the child when they reach for something by jingling/shaking to make the noise. Gradually increase the distance the child must reach for something.	<b>Step Down:</b> If the child does not reach for items of interest, model what the toys/objects can do and guide the child's hand to pick up the item. Try gently tying a <b>ribbon</b> to the child's wrist or foot to items on a <b>mobile</b> so that each time they move, the object also moves.

Child's Name:	<b>Week 9 - Activity 1.9</b> <b><u>Playing (with) and listening to different sounds.</u></b> Children need to practice making and listening to different sounds. When interacting, copy the noises and sounds that they make. Give praise and repeat often. Use sounds alongside play and routines, e.g., Shhh! – when needed to be quiet. Mmm! – when eating. Awww! – when cuddling, etc.	<b>Step Up:</b>  Vary sounds for object categories, such as cars, trains, fire engine, etc. Use different animal noises. Engage in a turn taking game of sounds. Have fun with new sounds and see if the child can copy.	<b>Step Down:</b>  Use actions alongside the sounds as children may copy the action before they use the sound, for example, when saying “Mmm”, rub your tummy at the same time.

Child's Name:	<b>Week 10 – Additional activities</b> <b><u>Encouraging social play.</u></b> Providing opportunities to learn valuable skills. Ensure the child sits facing you. Sing nursery rhymes with finger actions, e.g., Round and Round the Garden. Share picture books. Play Peek-A-Boo. Use language related to what the child is doing, copying movements and noises.	<b>Step Up:</b>  Pause when playing and interacting. Give the child opportunities to begin using language such as “again”. This is an important stage of communication.	<b>Step Down:</b>  Ensure repetition of activities providing opportunities to learn. Children need to see and hear things lots of times before they begin to copy and respond. Provide physical support and gestures when required.



## WellComm Planning for Language Development Groups – Section 2

**To provide children with structured opportunities to learn target vocabulary and language structures in a fun, play-based situation, using toys and pictures.**

### **Things to consider:**

- ✚ Quiet area/room, to ensure children's focused attention and limit distractions.
- ✚ Attention and listening skills of children in the group. You may need to develop these skills with appropriate activities (see BBol for ideas) before starting with language development activities.
- ✚ **Highlighted resources** to match planning ideas.
- ✚ Carefully consider numbers of children accessing the group, dependent on A and L skills.
- ✚ Maintain a constant routine/structure of the session so that children become familiar (consider use of a visual timeline – see below), whilst taking into consideration the child's/children's attention levels. ***If a child can only attend for 5 minutes, then only do activities for 5 minutes.***
- ✚ Length of session dependent on listening skills of the children – If session needs to be short, ensure session is carried out more frequently, i.e., if up to 10 mins - run daily, if 20 to 30 mins, run 3 x per week.
- ✚ Do your planning at the end of each session so that information is still fresh in your mind and you can evaluate accurately.
- ✚ Use the Big Book of Ideas for both language activities and A and L\* activities (\*you will find these in a separate section at the back of the book).
- ✚ Remember to use 'Step Up' or 'Step Down' for activities, depending on the children's levels of understanding.
- ✚ To get the most out of a WellComm Language group, the group/s will need to be run a minimum of twice per week.
- ✚ Use simple recording methods on planning sheets, e.g., colour coding - red/amber/green or **Emerging/Developing/Secure**, so that you can easily refer back to which children need to embed skills further.
- ✚ Remember to share results with other key practitioners so that everyone is aware of the children's language levels.

## Session timeline example.



### Additional tips:

- ✚ Use the same activity and equipment for each of the sessions per week to familiarise the child, unless it is obvious that the activity isn't working.
- ✚ Activities will need to be varied for future sessions to allow the child to apply their knowledge and skills to other situations.
- ✚ Save your session plans in order to track a child's progress and to use for future groups.
- ✚ Make boxes of resources required for each section of WellComm so that it's easy to 'grab and go'.
- ✚ Attention and Listening skills activities are guides only and may have to be adapted to meet the specific needs of your group (see section at the back of The BBol for further ideas and information).
- ✚ To support the children's language development further, involve the parents/carers by sharing the **Section 2 Home Activities**.

Activities: Week 1	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ If appropriate, use a visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>            Play a clapping game. Clapping along to a rhyme is a great way for children to listen for rhythms. Try speeding up and slowing down as you sing and clap. <a href="#">Clapping games - BBC Tiny Happy People</a></p>						
<p><b>Big Book of Ideas Activity 2.1 and 2.2 (pg.22)</b>  <u>Understanding single words.</u>  <b>Use some everyday objects</b>, e.g., teddy, cup, spoon, keys, sponge, brush. Encourage the child to find the things that you say. E.g., “Find teddy.” “Show me the spoon.”            Hide objects around the room and say, “Let’s find the one we eat with.” “Let’s find the one we drink with.” etc.  <b>Introduce action words</b> (jumping, running, sleeping, washing. Talk about what you’re both doing: “Let’s jump. That’s right, you’re jumping!”</p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 2	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ If appropriate, use a visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>  Noisy play can support listening skills. Use everyday items to make shakers or drums, e.g., pans/baking tins with wooden spoons, plastic bottles with rice or pasta inside.  Making loud sounds and quiet sounds helps to develop the child's listening skills.  <a href="#">Noise makers - BBC Tiny Happy People</a></p>						
<p><b>Big Book of Ideas.</b>  Revisit activities from Week 1:  <b>2.1 and 2.2</b> – Understanding single words.</p>						
<p><b>Big Book of Ideas Activity 2.3</b>  <u>Understanding what real things are for.</u>  Use real everyday objects, <b>NOT toys</b>, e.g., spoon, bowl, sponge, cup, brush, telephone.  Model to the child how to use appropriately, for example, pretend to eat using the bowl and spoon, brush your hair, talk into the telephone.  Can the child copy what you do?</p>						
<p><b>Conclusion Task, i.e., Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 3	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ If appropriate, use a visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>            Make a post-box from a <b>cardboard box</b> with a large hole. Using everyday items such as <b>cup, spoon, teddy, ball, keys, brush</b>, etc., encourage the child to listen for an item before finding it and posting it into the box.  <a href="#">Posting box - BBC Tiny Happy People</a></p>						
<p><b><u>Big Book of Ideas.</u></b>            Revisit activities from Week 2:  <b>2.3</b> – Understanding what real things are for.</p>						
<p><b><u>Big Book of Ideas Activity 2.4</u></b>  <u>Learning that toys represent real things.</u>            Select some toys that represent real items, ensuring they are within the child's own experiences, e.g., <b>toy telephone, toy cup and spoon, pretend keys, toy car, etc.</b> Model to and play with the child demonstrating how you use the toy in the same way as the real item.</p>						
<p><b>Conclusion Task, i.e., Bubbles, goodbye song or stickers.</b></p>						



Activities: Week 4	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ If appropriate, use a visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>          Introduce taking turns during an activity.          Sit opposite one another with a ball. Before rolling to each other, use each person's name when it's their turn, to ensure understanding.  <a href="#">My turn, your turn - BBC Tiny Happy People</a></p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit activities from Week 3:</u>  <b>2.4 – Learning that toys represent real things.</b></p>						
<p><b>Big Book of Ideas Activity 2.5</b>  <u>Understanding instructions using everyday routines.</u>          Think of regular routines that involve adults and children, e.g., snack/mealtimes, getting dressed, etc. Model routines with the child, making it as fun as possible. Putting socks/jumpers on, brushing hair. Try putting a sock over your ear and asking if that's right? Play peek-a-boo when pulling on a jumper.</p>						
<p><b>Conclusion Task, i.e., Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 5	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ If appropriate, use a visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b>Attention and Listening activity.</b>            Use a <b>pot of bubbles</b> or another high interest toy. Don't blow the bubbles until you've said "Ready, steady, go!"            Repeating the game and waiting longer each time will help to focus the child's attention.  <a href="#">Why should I play games with my child? - BBC Tiny Happy People</a></p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit activities from Week 4:</u>  <b>2.5</b> – Understanding instructions using everyday routines.</p>						
<p><b>Big Book of Ideas Activity 2.6</b>  <u>Learning to take the initiative/lead.</u>            Provide a small selection of challenging toys, e.g., <b>jigsaw, shape sorter, book</b>. Initially, let the child choose the activity and offer to help. As the child gets used to an adult offering help, make sure you wait for them to instigate your support. Always join in straight away when the request is made so that they quickly make the link between requesting help and the reward of you joining in.</p>						
<p><b>Conclusion Task, i.e., Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 6	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ If appropriate, use visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b>Attention and Listening activity.</b>  Put some familiar items into a bag, e.g., teddy, ball, hat, leaf, etc., and have fun talking about what might be in there. Make a game of pulling out items one by one and naming them.  <a href="#">Games with toddler: What's in the bag? - BBC Tiny Happy People</a></p>						
<p><b>Big Book of Ideas.</b>  Revisit activities from Week 5:  <b>2.6</b> – Learning to take the initiative/lead.</p>						
<p><b>Big Book of Ideas Activity 2.7</b>  <u>Pointing to things or people that are interesting.</u>  Take the child on a short walk either indoors or outdoors where you can see things of interest. Point out things of high interest and name things. Put items of interest in high places so that children have to point to get it.  Use books/pictures and point things out. Praise the child when they point to something, then immediately label it to embed their understanding of new vocabulary.</p>						
<p><b>Conclusion Task, i.e., Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 7	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ If appropriate, use a visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>  Explore sensory play with a tray of sand or rice. Move the sand around with your fingers. Model describing words and doing words, for example, crunchy, hard, shake, etc. Add dried herbs for additional sensory experiences.  <a href="#">Sensory fun - BBC Tiny Happy People</a></p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit activities from Week 6:</u>  <b>2.7</b> – Pointing to things or people that are interesting.</p>						
<p><b>Big Book of Ideas Activity 2.8</b>  <u>Using those important 'first' words.</u>  Increase the child's vocabulary knowledge by hiding a selection of objects under a large cloth/piece of material, e.g., shell, glove, book, doll, etc., Encourage the child to name the objects as they're revealed from under the cloth. Talk to them about the textures and features of the objects.</p>						
<p><b>Conclusion Task, i.e., Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 8	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ If appropriate, use a visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b>Attention and Listening activity.</b>            Use a <b>large teddy or doll</b> and learn about parts of the body through play. Encourage the child to listen then point to your eyes and ask them to find teddy's eyes, then to your nose, mouth etc.  <a href="#">Ears, eyes, head, nose! - BBC Tiny Happy People</a></p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit activities from Week 7:</u>  <b>2.8</b> – Using those important 'first' words.</p>						
<p><b>Big Book of Ideas Activity 2.9</b>  <u>Learning to ask for things by gesture.</u>            Use gestures alongside the words for everyday objects/actions, for example, drinking (cup and tilt your hand), hat (tap your head), etc. Provide children with non-verbal means to request things. Repeat the gestures each time the child wants something to secure understanding.</p>						
<p><b>Conclusion Task, i.e., Bubbles, Goodbye song or stickers.</b></p>						

Activities: Week 9	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ If appropriate, use a visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>            Use a 'noisy toy' or a 'ticking timer'. Hide it around the room or under different objects, e.g., <b>box, cup</b>, etc. Can the child listen and locate the sound?</p>						
<p><b>Big Book of Ideas.</b>            Revisit activities from Week 8:  <b>2.9</b> – Learning to ask for things by gesture.</p>						
<p><b>Big Book of Ideas Activity 2.10</b>  <u>Learning to use 'my own name'.</u>            Take turns using <b>building blocks</b> to build a tower. Indicate whose turn it is by using names (rather than your turn/my turn). Occasionally pause and see if the child can say whose turn it is.</p>						
<p><b>Conclusion Task, i.e., Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 10	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ If appropriate, use a visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b>Attention and Listening activity.</b>  Develop your child's eye contact using <b>finger puppets</b>. Let the puppet peep out from various places behind your body. Call the child's name and give praise by saying 'Good looking'.</p>						
<p><b>Big Book of Ideas.</b>  Revisit activities from Week 9:  <b>2.10</b> – Learning to use 'my own name'.</p>						
<p><b>Other things to try.</b>  <u>Matching two objects together.</u>  Use two sets of matching objects, e.g., <b>2 spoons, 2 crayons, 2 cups, 2 bricks, 2 leaves,</b> etc.  Place the objects on the floor. Choose one of the objects and encourage the child to find the matching item. Model to the child when support is needed.</p>						
<p><b>Conclusion Task, i.e., Bubbles, goodbye song or stickers.</b></p>						



## **WellComm Planning for Language Development Groups – Section 3**

**To provide children with structured opportunities to learn target vocabulary and language structures in a fun, play-based situation, using toys and pictures.**

### **Things to consider:**

- ✚ Quiet area/room, to ensure children's focused attention and limit distractions.
- ✚ Attention and listening skills of children in the group. You may need to develop these skills with appropriate activities (see BBI for ideas) before starting with language development activities.
- ✚ **Highlighted resources** to match planning ideas.
- ✚ Up to 6 children in the group, dependent on A and L skills
- ✚ Maintain a constant routine/structure of the session so that children become familiar (consider use of a visual timeline – see below)
- ✚ Length of session dependent on listening skills of the children – If session needs to be short, ensure session is carried out more frequently, i.e. if up to 10 mins - run daily, if 20 to 30 mins, run 3 x per week.
- ✚ Do your planning at the end of each session so that information is still fresh in your mind and you can evaluate accurately.
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- ✚ Remember to share results with other key practitioners so that everyone is aware of the children's language levels.



## Session timeline example.



### Additional tips:

- ✚ Use the same activity and equipment for each of the sessions per week to familiarise the child, unless it is obvious that the activity isn't working.
- ✚ Activities will need to be varied for future sessions to allow the child to apply their knowledge and skills to other situations.
- ✚ Save your session plans in order to track a child's progress and to use for future groups.
- ✚ Make boxes of resources required for each section of WellComm so that it's easy to 'grab and go'.
- ✚ Attention and Listening skills activities are guides only and may have to be adapted to meet the specific needs of your group (see section at the back of The BBI for further ideas and information).
- ✚ To support the children's language development further, involve the parents/carers by sharing the **Section 3 Home Activities**.

Activities: Week 1	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ Use visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>            (p.187) Attend and listen to sounds – Sit together in a quiet room and talk about the sounds you can hear. Hide items in a bag or in your pockets, e.g. <b>bells, keys</b>, etc. Encourage your children to find the sounds or name them.</p>						
<p><b><u>Big Book of Ideas Activity 3.1 (pg.42)</u></b>  <u>Learning to make sense of the world through play</u>            Use some <b>every-day, real objects</b> with a <b>large doll or teddy</b>. Encourage the children to use the objects appropriately on the doll/teddy, e.g. feeding, washing, brushing, etc.</p>						
<p><b><u>Big Book of Ideas Activity 3.2 (pg.43)</u></b>  <u>Using song/rhyme to learn single words/body parts.</u> Examples of action songs to use include;</p> <ul style="list-style-type: none"> <li>✚ Head, shoulders, knees &amp; toes.</li> <li>✚ Here we go round the mulberry bush.</li> <li>✚ If you're happy and you know it.</li> <li>✚ Teddy Bear, Teddy Bear.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 2	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>          (pg.188) Sing a nursery rhyme together including actions, e.g. Twinkle, Twinkle. Incy Wincy Spider. Wind the Bobbin Up.</p>						
<p><b>Big Book of Ideas.</b>          Revisit activities from Week 1:          3.1 – Large doll play with real objects.          3.2 – Song/rhyme with body parts.          Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 3.3 (pg.44)</b>  <u>Learning what ‘doing’ words (verbs) mean.</u></p> <ul style="list-style-type: none"> <li>Use a teddy/doll/favourite toy</li> <li>Real objects, i.e. cup, spoon, brush, etc.</li> <li>Say “Make teddy drink”, “Brush doll’s hair”, etc.</li> <li>Try other actions, e.g. “Make teddy sleep”, “Make doll clap”</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 3	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>          (pg.189) Turn Taking – Choose a high interest activity, e.g. <b>pop-up or wind-up toy</b>. Pass the toy around the circle, one at a time. Try introducing “Ready, steady, go!” to focus the child’s attention.</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>          3.2 – Song/rhyme with body parts.          3.3 – Learning what ‘doing’ words mean.          Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 3.4 (pg.45)</b>  <u>Understanding sentences with 2 key words.</u>  <ul style="list-style-type: none"> <li>Use <b>teddy/doll</b> or 2 other favourite toys.</li> <li>Use 2 of the following objects – <b>box, plate, cup, dolls house bed, chair or table</b></li> <li>Put out the 2 toys with 2 chosen objects.</li> <li>Say “Put <b>doll</b> on the <b>chair</b>”, “Put <b>teddy</b> in the <b>box</b>.” Vary the instructions. (in/on do not need to be understood at this point)</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 4	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>            (pg.187) – Familiar noises.            Encourage the children to listen and tell you what they can hear. Use <b>Talking Tins</b> to record different sounds, e.g. a siren, a barking dog, a running tap, a door ball, etc.</p>						
<p><b><u>Big Book of Ideas.</u></b>  <u>Revisit any previous activities:</u>            3.3 – Learning what ‘doing’ words mean.            3.4 – Understanding sentences with 2 key words.            Review whether targets have been achieved.</p>						
<p><b><u>Big Book of Ideas Activity 3.5 (pg.46)</u></b>  <u>Understanding the words only.</u></p> <ul style="list-style-type: none"> <li>Try and reduce the number of clues you give to a child, i.e. pointing/gestures.</li> <li>Give instructions and reduce the number of visual clues, e.g.” Bring me your <b>hat</b>”, “Pick up the <b>box</b>”, “Put on your <b>coat</b>”.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 5	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>          (pg.188) – Nursery rhymes.          Expand on the children's knowledge of nursery rhymes and songs by learning/adding new ones.          Stop or pause when singing and allow the children to complete familiar lines or phrases.</p>						
<p><b><u>Big Book of Ideas.</u></b>  <u>Revisit any previous activities:</u>          3.4 – Understanding sentences with 2 key words.          3.5 – Understanding the words only.          Review whether targets have been achieved.</p>						
<p><b><u>Big Book of Ideas Activity 3.6 (pg.47)</u></b>  <u>Putting 2 early words together.</u></p> <ul style="list-style-type: none"> <li>Ensure high interest items for this activity, e.g. <b>biscuit, apple, bubbles</b>.</li> <li>When the child reaches for the item, model "more apple/bubbles"</li> <li>When the child uses 'more', encourage joining 'more' with the item wanted.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 6	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>          (pg.189) – Turn Taking          Increase the length of waiting between turns, e.g. when playing <b>rolling or throwing games</b>, make the children wait a little between saying “ready, steady” then “go!”.</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>          3.5 – Understanding the words only.          3.6 – Putting 2 early words together.          Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 3.7 (pg.49)</b>  <u>Using 1 word to describe an action.</u></p> <ul style="list-style-type: none"> <li>Model an action, i.e. jumping. Ask the children to jump.</li> <li>Model saying what someone is doing, e.g. “Ismail is jumping. Can Amy jump?”</li> <li>Change or add new actions, i.e. clapping, stamping, running.</li> <li>Play Simon Says.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 7	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>  Singing/turn taking – Choose rhymes such as a 5 Little Ducks. Give each child a <b>duck</b> and see if they can hide it behind their back during the song, then bring them all out again when mummy duck quacks at the end.</p>						
<p><b><u>Big Book of Ideas.</u></b>  <u>Revisit any previous activities:</u>  3.6 – Putting 2 early words together.  3.7 – Using 1 word to describe an action.  Review whether targets have been achieved.</p>						
<p><b><u>Big Book of Ideas Activity 3.8 (pg.51)</u></b>  <u>Naming more everyday things.</u>  <ul style="list-style-type: none"> <li>Put a selection of up to 10 everyday objects into <b>a bag or box, i.e. sponge, cup, book, spoon, key, brush, etc.</b></li> <li>Let the children take turns pulling items out and naming them.</li> <li>If they're not sure, offer them a choice, "Is it a spoon or a key?"</li> <li>Use lots of repetition and modelling.</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						



Activities: Week 8	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  Turn Taking – Give each child an <b>instrument</b>. Explain that they must leave the instrument on the floor in front of them until it's their turn. Sing I am the Music Man. Change the words to match your instruments.  <a href="https://www.youtube.com/watch?v=22kqia2ibVU">https://www.youtube.com/watch?v=22kqia2ibVU</a></p>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  3.7 – Using 1 word to describe an action.  3.8 – Naming more everyday things.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 3.9 (pg.53)</b>  <u>Using/copying actions in rhymes and songs.</u></p> <ul style="list-style-type: none"> <li>Sing favourite nursery rhymes with actions, e.g. I'm a little teapot.</li> <li>Encourage children to join in with actions.</li> <li>Guide children's hands if needed.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 9	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>  Nursery rhymes – Sing 'The Wheels on the Bus'.  Let the children take turns suggesting each verse, e.g. the wipers, the doors, etc.  <a href="https://www.youtube.com/watch?v=22kqia2ibVU">https://www.youtube.com/watch?v=22kqia2ibVU</a></p>						
<p><b><u>Big Book of Ideas.</u></b>  Revisit any previous activities:  3.8 – Naming more everyday things.  3.9 – Using/copying actions in rhymes/songs.  Review whether targets have been achieved.</p>						
<p><b><u>Big Book of Ideas Activity 3.10 (pg.54)</u></b>  Talking about what I have seen or done.</p> <ul style="list-style-type: none"> <li>Use a selection of photos showing experiences, e.g. the park, a play centre, shopping, swimming, a bus, etc.</li> <li>Follow what captures the children's interests. Point to and name things.</li> <li>Encourage the children to name things that they point to.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 10	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  Nursery rhymes – Sing ‘The Wheels on the Bus’.  Let the children take turns suggesting each verse, e.g. the wipers, the doors, etc.  <a href="https://www.youtube.com/watch?v=22kqia2ibVU">https://www.youtube.com/watch?v=22kqia2ibVU</a></p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>  3.9 – Using/copying actions in rhymes/songs.  3.10 – Talking about what I have seen or done.  Review whether targets have been achieved.</p>						
<p><b>Additional Activities (pg.55)</b>  <u>Supporting further language development.</u>  <ul style="list-style-type: none"> <li>For children whose language is above one-word level, select about <b>5 new words</b> at a time from your <b>topic list</b>. A multi-sensory approach is best so use <b>real objects</b> where possible.</li> <li>Once a 2<sup>nd</sup> set of words have been achieved, mix them with the 1<sup>st</sup> set to consolidate.</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						



## **WellComm Planning for Language Development Groups – Section 4**

**To provide children with structured opportunities to learn target vocabulary and language structures in a fun, play-based situation, using toys and pictures.**

### **Things to consider:**

- ✚ Quiet area/room, to ensure children's focused attention and limit distractions.
- ✚ Attention and listening skills of children in the group. You may need to develop these skills with appropriate activities (see BBI for ideas) before starting with language development activities.
- ✚ **Highlighted resources** to match planning ideas.
- ✚ Up to 6 children in the group, dependent on A and L skills
- ✚ Maintain a constant routine/structure of the session so that children become familiar (consider use of a visual timeline – see below)
- ✚ Length of session dependent on listening skills of the children – If session needs to be short, ensure session is carried out more frequently, i.e. if up to 10 mins - run daily, if 20 to 30 mins, run 3 x per week.
- ✚ Do your planning at the end of each session so that information is still fresh in your mind and you can evaluate accurately.
- ✚ Use the Big Book of Ideas for both language activities and A and L\* activities (\*you will find these in a separate section at the back of the book).
- ✚ Remember to use 'Step Up' or 'Step Down' for activities, depending on the children's levels of understanding.
- ✚ To get the most out of a WellComm Language group, the group/s will need to be run a minimum of twice per week.
- ✚ Use simple recording methods on planning sheets, e.g. colour coding - red/amber/green or **Emerging/Developing/Secure**, so that you can easily refer back to which children need to embed skills further.
- ✚ Remember to share results with other key practitioners so that everyone is aware of the children's language levels.

## Session timeline example.



## Additional tips:

- ✚ Use the same activity and equipment for each of the sessions per week to familiarise the child, unless it is obvious that the activity isn't working.
- ✚ Activities will need to be varied for future sessions to allow the child to apply their knowledge and skills to other situations.
- ✚ Save your session plans in order to track a child's progress and to use for future groups.
- ✚ Make boxes of resources required for each section of WellComm so that it's easy to 'grab and go'.
- ✚ Attention and Listening skills activities are guides only and may have to be adapted to meet the specific needs of your group (see section at the back of The BBI for further ideas and information).
- ✚ To support the children's language development further, involve the parents/carers by sharing the **Section 4 Home Activities**.

Activities: Week 1	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ Use visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>            (p.190) Locating the direction of less obvious sounds – Begin by using a noisy wind-up toy and place it under 1 of 2 boxes. Can the child tell you which box it is under?</p>						
<p><b>Big Book of Ideas Activity 4.1 (pg.60)</b>            Remembering 2 things at a time.</p> <ul style="list-style-type: none"> <li>✚ Choose 4 everyday objects, e.g. key, ball, spoon, cup.</li> <li>✚ Say, “Give me the key and the cup”, then hold out your hands for the objects.</li> <li>✚ Vary the 2 objects. Make sure the child listens for both objects before picking up.</li> <li>✚ Each time replace the objects in the same place.</li> </ul>						
<p><b>Big Book of Ideas Activity 4.2 (pg.62)</b>  <u>Understanding simple adjectives in sentences.</u></p> <ul style="list-style-type: none"> <li>✚ Collect pairs of pictures, e.g. big/small, dirty/clean, happy/sad.</li> <li>✚ Put down a pair of pictures, i.e. happy/sad, then ask the child to point to the happy face. Model if incorrect.</li> <li>✚ Use additional pairs of pictures if successful.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 2	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>          (pg.191). Watching, remembering and copying – Play 'Follow My Leader'. Encourage the children to copy different actions of the 'leader', e.g. hopping, touching your toes, jumping.</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit activities from Week 1:</u>          4.1 – Remembering 2 things at a time.          4.2 – Understanding simple adjectives.          Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 4.3 (pg.63)</b>  <u>Understanding that 'no' plus an object is an early negative.</u></p> <ul style="list-style-type: none"> <li>Use 2 favourite toys, e.g. teddy/doll.</li> <li>Select a few everyday objects, e.g. ball, keys, spoon, brush.</li> <li>Give 1 object, i.e. ball, to 1 toy and ask, "Who's got no ball?"</li> <li>If the child is uncertain, guide their hand to model and point to the correct toy.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 3	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  (pg.192) Listening to sounds and reacting when they stop – With a <b>music player</b>, play musical bumps, <b>chairs</b> or statues.</p>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  4.2 – Understanding simple adjectives.  4.3 – Understanding that 'no' plus an object is an early negative.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 4.4 (pg.64)</b>  <u>Learning to talk through play.</u></p> <ul style="list-style-type: none"> <li>Collect sets for imaginative play, e.g. <b>doll's tea set, bath set, bedtime set.</b></li> <li>Model and encourage children to act out scenarios,</li> <li>Play alongside and talk to the children about what they are doing.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						



Activities: Week 4	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>          (pg.190) Locating the direction of less obvious sounds - Using a noisy wind-up toy, develop skills further by placing it under 1 of 3 boxes. Can the child tell you which box it is under? Suggest closing the child's eyes to listen for the noise.</p>						
<p><b><u>Big Book of Ideas.</u></b>          Revisit any previous activities:          4.3 - Understanding that 'no' plus an object is an early negative.          4.4 – Learning to talk through play.          Review whether targets have been achieved.</p>						
<p><b><u>Big Book of Ideas Activity 4.5 (pg.65)</u></b>          Understanding more complex instructions.</p> <ul style="list-style-type: none"> <li>Use a doll/teddy with a brush and sponge</li> <li>Tell the child, you're going to do some silly things. Say, "Brush doll's feet" or "Wash teddy's tummy"</li> <li>Don't give any visual clues, but model where support is needed.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 5	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>          (pg.191) Watching, remembering and copying – Ask the children to watch your facial expressions and see if they can copy them, e.g. happy, sad, angry, scared, tired, etc. Can the children think of any?</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>          4.4 – Learning to talk through play.          4.5 – Understanding more complex instructions.          Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 4.6 (pg.66)</b>  <u>Understanding and using verbs.</u>  <ul style="list-style-type: none"> <li>Use a teddy/doll with a sponge, cup, brush and spoon.</li> <li>Give teddy or doll 2 objects. Say, “Make teddy eat” or “Wash doll”</li> <li>You can also say, “Make teddy sleep” or “Make doll run/jump/clap</li> <li>Model phrases to the children and encourage to repeat, i.e. “Teddy sleep”.</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 6	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>          (pg.192) Listening to sounds and reacting when they stop – Use a <b>music player</b> to play musical statues/bumps, but this time turn the music down so that the children have to listen more carefully.</p>						
<p><b>Big Book of Ideas.</b>          Revisit any previous activities:          4.5 – Understanding more complex instructions.          4.6 – Understanding and using verbs.          Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 4.7 (pg.68)</b>  <u>Using 'in' and 'on' at the simplest level.</u></p> <ul style="list-style-type: none"> <li>Collect some <b>favourite toys</b> to put 'in' and 'on' other objects around the room.</li> <li>Ask the children to take turns finding the toys and then tell you where they found the toy, i.e. "He was on the chair"</li> <li>Model the correct answer to children who need more support.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 7	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>          (pg.190) Locating the direction of less obvious sounds – Sit the children in a circle and blindfold 1 child in the middle. Let children in the circle take turns at ringing a bell to see if the child in the middle can locate where it's coming from.</p>						
<p><b><u>Big Book of Ideas.</u></b>  <u>Revisit any previous activities:</u>          4.6 – Understanding and using verbs.          4.7 – Using 'in' and 'on' at the simplest level.          Review whether targets have been achieved.</p>						
<p><b><u>Big Book of Ideas Activity 4.8 (pg.69)</u></b>  <u>Adding 'ing' to describe an action.</u>  <ul style="list-style-type: none"> <li>Use books showing a range of actions.</li> <li>Talk about what characters are doing, e.g. "The dog is running"</li> <li>Point to other actions and offer choices, i.e. "Is the girl eating or drinking?"</li> <li>Always praise the child for trying and offer modelling if required, repeating sentences with the missing element, i.e. Girl drink - <b><i>The girl is drinking.</i></b></li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 8	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>  Watching, remembering and copying – Take turns at sequences of 2 actions. Can the other children follow the sequence correctly? E.g. Touch your toes, then clap your hands.</p>						
<p><b><u>Big Book of Ideas.</u></b>  Revisit any previous activities:  4.7 – Using ‘in’ and ‘on’ at the simplest level.  4.8 – Adding ‘ing’ to describe an action.  Review whether targets have been achieved.</p>						
<p><b><u>Big Book of Ideas Activity 4.9 (pg.70)</u></b>  <u>Understanding and using pronouns, ‘I’, ‘you’, ‘we’</u></p> <ul style="list-style-type: none"> <li>Collect picnic items and create a pretend picnic, i.e. blanket, tea set, play food.</li> <li>Set up the scenario and model appropriate questions and answers, e.g. “Would <b>you</b> like a cake Amy?” “<b>I</b> will have a cup of tea please” “<b>We</b> had a lovely time”</li> <li>Encourage children to include the pronouns correctly.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 9	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>  Listening to sounds then reacting when they stop:  Using a <b>music player</b>, play Pass the <b>Parcel</b> to help develop the children's concentration.</p>						
<p><b><u>Big Book of Ideas.</u></b>  Revisit any previous activities:  4.8 – Adding 'ing' to describe an action.  4.9 – Understanding and using pronouns, 'I', 'you', 'we'  Review whether targets have been achieved.</p>						
<p><b><u>Big Book of Ideas Activity 4.10 (pg.71)</u></b>  <u>Learning to use 'big' and 'little'.</u></p> <ul style="list-style-type: none"> <li>Collect big and little pairs of objects, e.g. <b>big/little cup, big/little spoon, big/little ball</b></li> <li>Use a <b>bag/box</b> and ask children in turn, to put away specific objects, e.g. "Ismail, find the big spoon – put it in the bag."</li> <li>Ask the children what you should put in the bag. Encourage them to specify big/little.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 10	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>            Play 'Stop and Go' Ask the children to do an action, e.g. jump/hop/run. Explain that they have to start when you say 'go' and finish when you say 'stop'.</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>            4.9 – Understanding and using pronouns, 'I', 'you', 'we'            4.10 – Learning to use 'big' and 'little'            Review whether targets have been achieved.</p>						
<p><b>Additional Activities (pg.73)</b>  <u>Supporting further language development.</u></p> <ul style="list-style-type: none"> <li>To help children understand 3 key words, use <b>doll and teddy, 2 bags, 2 boxes, a spoon, keys, ball.</b></li> <li>Give doll and teddy a bag and box each. Set out the other objects in a line.</li> <li>Say to the child "Put the <b>keys</b> in <b>doll's bag</b>" "Put the <b>ball</b> in <b>teddy's box</b>"</li> <li>Vary the instructions without prompts.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						



## **WellComm Planning for Language Development Groups – Section 5**

**To provide children with structured opportunities to learn target vocabulary and language structures in a fun, play-based situation, using toys and pictures.**

### **Things to consider:**

- ✚ Quiet area/room, to ensure children's focused attention and limit distractions.
- ✚ Attention and listening skills of children in the group. You may need to develop these skills with appropriate activities (see BBI for ideas) before starting with language development activities.
- ✚ **Highlighted resources** to match planning ideas.
- ✚ Up to 6 children in the group, dependent on A and L skills
- ✚ Maintain a constant routine/structure of the session so that children become familiar (consider use of a visual timeline – see below)
- ✚ Length of session dependent on listening skills of the children – If session needs to be short, ensure session is carried out more frequently, i.e. if up to 10 mins - run daily, if 20 to 30 mins, run 3 x per week.
- ✚ Do your planning at the end of each session so that information is still fresh in your mind and you can evaluate accurately.
- ✚ Use the Big Book of Ideas for both language activities and A and L\* activities (\*you will find these in a separate section at the back of the book).
- ✚ Remember to use 'Step Up' or 'Step Down' for activities, depending on the children's levels of understanding.
- ✚ To get the most out of a WellComm Language group, the group/s will need to be run a minimum of twice per week.
- ✚ Use simple recording methods on planning sheets, e.g. colour coding - red/amber/green or **Emerging/Developing/Secure**, so that you can easily refer back to which children need to embed skills further.
- ✚ Remember to share results with other key practitioners so that everyone is aware of the children's language levels.



## Session timeline example.

<b>Hello song.</b> 	<b>Good listening rules.</b> 	<b>Listening and attention game.</b> 	<b>Big Book of Ideas activity 1.</b>	<b>Big Book of Ideas activity 2.</b>	<b>Conclusion task.</b> 
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### Additional tips:

- ✚ Use the same activity and equipment for each of the sessions per week to familiarise the child, unless it is obvious that the activity isn't working.
- ✚ Activities will need to be varied for future sessions to allow the child to apply their knowledge and skills to other situations.
- ✚ Save your session plans in order to track a child's progress and to use for future groups.
- ✚ Make boxes of resources required for each section of WellComm so that it's easy to 'grab and go'.
- ✚ Attention and Listening skills activities are guides only and may have to be adapted to meet the specific needs of your group (see section at the back of The BBI for further ideas and information).
- ✚ To support the children's language development further, involve the parents/carers by sharing the **Section 5 Home Activities**.

Activities: Week 1	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ Use <b>visual timeline</b> to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>  Matching a sound to an object – Put 3 or 4 objects, e.g. <b>keys, bell, coins</b>, into <b>separate bags</b> so that the child cannot see them. Lay out <b>matching picture cards</b>. Can the children identify the sound they can hear/match it to the picture when you shake or move each bag?</p>						
<p><b><u>Big Book of Ideas Activity 5.1</u></b>  <u>Understanding 'in', 'on' and 'under'.</u>  <ul style="list-style-type: none"> <li>✚ Use <b>a box</b> or something similar that has a lid.</li> <li>✚ Give the child an object, e.g. <b>spoon or key</b>, then ask the child to put the object; 'in', 'on' or 'under' the box.</li> <li>✚ Use signs or gestures alongside instructions when required.</li> <li>✚ Practise one preposition at a time to ensure understanding is secure</li> </ul> </p>						
<p><b><u>Big Book of Ideas Activity 5.2</u></b>  <u>Remember and then say the names of 2 things.</u>  <ul style="list-style-type: none"> <li>✚ Use <b>picture cards of everyday objects</b>, placed face up on the table/floor.</li> <li>✚ Name 2 items at a time for the child to find, e.g. "Find a ball and a key", then ask the child to tell you what they've found.</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 2	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>  Give yourself and the children the same 2 <b>musical instruments, e.g. shaker and bells.</b>  Demonstrate the sounds they make. Ask the children to watch which instrument you play and then repeat using the matching instrument.</p>						
<p><b><u>Big Book of Ideas.</u></b>  <u>Revisit activities from Week 1:</u>  5.1 – Understanding ‘in’, ‘on’ and ‘under’.  5.2 – Remember and then say the names of 2 things.   Review whether targets have been achieved.</p>						
<p><b><u>Big Book of Ideas Activity 5.3</u></b>  <u>Learning to play with a friend.</u>  Engage children in games that require more than one child, e.g. Hide and Seek, throwing and catching <b>a ball.</b></p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 3	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  Using a jigsaw <b>puzzle with several pieces</b>, lay them out in front of the child. Make the child listen to the instructions first, e.g. “Find the pig and the cow”, then follow the instructions. Use <b>matching photos</b> to show for additional support.</p>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  5.2 – Remember and then say the names of 2 things.  5.3 – Learning to play with a friend.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 5.4</b>  <u>Learning the names of colours.</u>  <ul style="list-style-type: none"> <li>Use <b>bricks or coloured pegs with peg board</b>. You will need <b>red, yellow, blue and green</b>.</li> <li>Explain to the child that you are going to build a tower or make a pattern.</li> <li>Say “Find a blue brick/blue peg”</li> <li>Ask for the colours in a random order.</li> <li>Reduce number of colours if necessary.</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 4	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>            Use a shape sorter with photos of matching shapes. Using the matching photo alongside for support. Ask the children to post requested shapes. If they are confident, remove the matching photo.</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>            5.3 – Learning to play with a friend.            5.4 – Learning the names of colours.            Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 5.5</b>  <u>Learning the meaning of where.</u>  <ul style="list-style-type: none"> <li>Hide some familiar objects, e.g. <b>ball, keys, hat, teddy</b>, etc. around the room or outside.</li> <li>Taking turns, ask the children to find an object then come back and tell you where they found it, i.e. “Where was the ball?”, “It was under the table”.</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 5	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>  Sing 'Head, shoulders, knees and toes', but try missing out the names of the body parts after the first verse. Can the children remember the sequence using actions only?</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>  5.4 – Learning the names of colours.  5.5 – Learning the meaning of 'where'.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 5.6</b>  <u>Encourage the use of 3-word sentences.</u>  <ul style="list-style-type: none"> <li>Use <b>teddy/doll or favourite characters</b> with <b>a tea set or brush/sponge/spoon.</b></li> <li>Model what characters are doing, i.e. say, "Washing teddy's face" or "Doll's drinking juice".</li> <li>If child responds with 2 words, e.g. "Doll drinking", repeat and model with 3, "yes, doll's drinking juice".</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 6	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>  Sit in a circle and sing 'Old MacDonald had a Farm'. Put <b>photos of the animals</b> face up in the middle of the circle. Say the names of the animals and see if the children can find the matching photo of the animal that they are singing about.</p>						
<p><b><u>Big Book of Ideas.</u></b>  <u>Revisit any previous activities:</u>  5.5 – Learning the meaning of 'where'.  5.6 – Encourage the use of 3-word sentences.  Review whether targets have been achieved.</p>						
<p><b><u>Big Book of Ideas Activity 5.7</u></b>  <u>Using 'under' in a simple game.</u>  <ul style="list-style-type: none"> <li>Use a selection of everyday objects, e.g. <b>keys, ball, cup, brush</b>, etc.</li> <li>Place them under other items around the room.</li> <li>Ask the children to find the objects and tell you where they found them, e.g. "Where was the brush?", "Under the chair".</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 7	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  Place <b>a selection of animal photos</b> around the room. Make the noise of an animal and see if the children can find the matching photos.</p>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  5.6 – Encourage the use of 3-word sentences.  5.7 – Using ‘under’ in a simple game.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 5.8</b>  Beginning to use ‘what’ and ‘where’.  <ul style="list-style-type: none"> <li>Use <b>a story book with lots of detailed pictures.</b></li> <li>Ask the children lots of ‘what’ and ‘where’ questions, e.g. “What’s this?” “What’s the dog got?” “Where is teddy?” “Where is the fish?”</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						



Activities: Week 8	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>            Play 'Sound Lotto'. Put photos onto a sheet and take the children outdoors or use recordings, i.e. Talking Tins. Get the children to identify the sounds they can hear and match them on the sheet.</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>            5.7 – Using 'under' in a simple game.            5.8 – Beginning to use 'what' and 'where'.            Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 5.9</b>  <u>Understanding what things are for.</u>  <ul style="list-style-type: none"> <li>Collect some pictures of familiar objects, e.g., chair, cup, pencil, keys, etc.</li> <li>Lay the pictures face up on the table and ask the children to find objects by their function, e.g. "What can we write with?" "What do we drink from?"</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 9	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>            Give the children 3 objects, e.g. <b>apple, orange and banana.</b> You have a <b>shopping basket.</b>            Taking turns, ask the children to put two requested items in the basket. Don't let them pick anything up until you've finished giving the instructions.</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>            5.8 – Beginning to use 'what' and 'where'.            5.9 – Understanding what things are for.            Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 5.10</b>  <u>Using simple plurals.</u></p> <ul style="list-style-type: none"> <li>Collect <b>pairs of pictures, e.g. a dog, some dogs / a book, some books.</b></li> <li>Make <b>a scrapbook</b> together.</li> <li>On one page stick/<b>glue</b> an object. On the opposite page, ask the child to find and stick the matching plural picture.</li> <li>Emphasise the 's' on plural words.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 10	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>            Play 'Traffic Lights' game. Hold up <b>coloured cards, red/orange/green.</b> Ask children to 'stop' on red, 'run' on green and 'move slowly' on orange.</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>            5.9 – Understanding what things are for.            5.10 – Using simple plurals.            Review whether targets have been achieved.</p>						
<p><b>Additional Activities</b>  <u>Supporting further language development.</u></p> <ul style="list-style-type: none"> <li>Can the children respond correctly to questions using yes/no?</li> <li>Hold up <b>picture cards of various items, e.g. balloon, shoe, pencil, etc.</b></li> <li>Ask, "Do you write with this?", "Do you wear this?"</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						



## **WellComm Planning for Language Development Groups – Section 6**

**To provide children with structured opportunities to learn target vocabulary and language structures in a fun, play-based situation, using toys and pictures.**

### **Things to consider:**

- ✚ Quiet area/room, to ensure children's focused attention and limit distractions.
- ✚ Attention and listening skills of children in the group. You may need to develop these skills with appropriate activities (see BBI for ideas) before starting with language development activities.
- ✚ **Highlighted resources** to match planning ideas.
- ✚ Up to 6 children in the group, dependent on A and L skills.
- ✚ Maintain a constant routine/structure of the session so that children become familiar (consider use of a visual timeline – see below)
- ✚ Length of session dependent on listening skills of the children – If session needs to be short, ensure session is carried out more frequently, i.e. if up to 10 mins - run daily, if 20 to 30 mins, run 3 x per week.
- ✚ Do your planning at the end of each session so that information is still fresh in your mind and you can evaluate accurately.
- ✚ Use the Big Book of Ideas for both language activities and A and L\* activities (\*you will find these in a separate section at the back of the book).
- ✚ Remember to use 'Step Up' or 'Step Down' for activities, depending on the children's levels of understanding.
- ✚ To get the most out of a WellComm Language group, the group/s will need to be run a minimum of twice per week.
- ✚ Use simple recording methods on planning sheets, e.g. colour coding - red/amber/green or **Emerging/Developing/Secure**, so that you can easily refer back to which children need to embed skills further.
- ✚ Remember to share results with other key practitioners so that everyone is aware of the children's language levels.

## Session timeline example.

<b>Hello song.</b> 	<b>Good listening rules.</b> 	<b>Listening and attention game.</b> 	<b>Big Book of Ideas activity 1.</b>	<b>Big Book of Ideas activity 2.</b>	<b>Conclusion task.</b> 
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### Additional tips:

- ✚ Use the same activity and equipment for each of the sessions per week to familiarise the child, unless it is obvious that the activity isn't working.
- ✚ Activities will need to be varied for future sessions to allow the child to apply their knowledge and skills to other situations.
- ✚ Save your session plans in order to track a child's progress and to use for future groups.
- ✚ Make boxes of resources required for each section of WellComm so that it's easy to 'grab and go'.
- ✚ Attention and Listening skills activities are guides only and may have to be adapted to meet the specific needs of your group (see section at the back of The BBI for further ideas and information).
- ✚ To support the children's language development further, involve the parents/carers by sharing the **Section 6 Home Activities**.

Activities: Week 1	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ Use <b>visual timeline</b> to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b>Attention and Listening activity.</b>            Use a selection of 1 to 4 transport pictures and use Talking Tins to record and play matching sounds, e.g. helicopter, fire engine, car, etc. Encourage the children to match the sounds they hear to the correct picture.</p>						
<p><b>Big Book of Ideas Activity 6.1</b>  <u>Understanding and using pronouns 'he' and 'she'.</u></p> <ul style="list-style-type: none"> <li>✚ Find 2 character toys, 1 girl and 1 boy, e.g., Bob the Builder and Elsa.</li> <li>✚ Collect some everyday objects, e.g. spoon, cup, brush, etc.</li> <li>✚ Model the toys doing different things, e.g. "He's brushing" "She's eating".</li> <li>✚ Learn 1 at a time if child is not confident.</li> </ul>						
<p><b>Big Book of Ideas Activity 6.2</b>  <u>Understanding 'behind' and 'in front'.</u></p> <ul style="list-style-type: none"> <li>✚ Find some favourite toys.</li> <li>✚ Taking turns, ask the children to select a toy and say where you want them to put it, e.g., "Put Spiderman behind the box", "Put teddy in front of the bag"</li> <li>✚ Ask the next child to retrieve the toy and tell you where they got it from.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 2	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>            Make <b>a barrier</b> between you and the children. Choose <b>3 musical instruments, e.g. bells, triangle, rain maker</b> and place them in front of you, behind the barrier (so the children cannot see them). <b>Give a child the same instruments</b> and encourage them to match the sound that you have made by playing their own.</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit activities from Week 1:</u>            6.1 – Understanding and using pronouns ‘he’ and ‘she’            6.2 – Understanding ‘behind’ and ‘in front’            Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 6.3</b>  <u>Understanding the negative form.</u></p> <ul style="list-style-type: none"> <li>Collect together some <b>photos of actions, e.g. running, jumping, sleeping, eating, clapping, etc.</b></li> <li>Lay out 2 photos and ask, “Who isn’t clapping?” “Who isn’t jumping?”</li> <li>Praise when correct and model when incorrect. Repeat with 2 new photos.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 3	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  Use a selection of everyday objects, e.g. spoon, keys, pencil, bubbles, etc. Place them on a tray at the other side of the room. Ask the child to go and retrieve 2 specific objects. Vary the objects each time.</p>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  6.2 – Understanding ‘behind’ and ‘in front’  6.3 – Understanding the negative form.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 6.4</b>  Understanding functions of body parts.  <ul style="list-style-type: none"> <li>Use a whiteboard and drywipe pen.</li> <li>Draw a body, excluding various body parts that can be added, e.g. hands, feet, ears, eyes, nose, mouth, etc.</li> <li>Talk to the child about what can be added and what we use those body parts for, e.g. feet for walking, eyes for looking.</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						



Activities: Week 4	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  Give the children and yourself a <b>matching set of instruments, e.g. bells and drum.</b>  Try a short sequence of sounds, then encourage the children to repeat it with their instruments after listening to you.  Shorten or lengthen the sequence depending on ability.</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>  6.3 – Understanding the negative form.  6.4 – Understanding functions of body parts.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 6.5</b>  <u>Playing sociably and learning to share.</u></p> <ul style="list-style-type: none"> <li>Play shop. Provide a <b>purse with coins, a shopping basket and some play food items.</b></li> <li>Encourage the children to take turns at being the shop keeper and the customer.</li> <li>Model the roles where required.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 5	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>            Use an inset puzzle, e.g. food items, animals, clothes, etc. Ask the child to find a piece by its function or attribute, e.g. “Find something green”, “Find something you drink”.</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>            6.4 – Understanding functions of body parts.            6.5 – Playing sociably and learning to share.            Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 6.6</b>  <u>Developing expressive language.</u></p> <ul style="list-style-type: none"> <li>Find a picture of a teddy and doll.</li> <li>Collect pictures of actions, e.g. Sitting, jumping, standing, etc.</li> <li>Collect pictures of furniture, e.g. TV, chair, bed, etc.</li> <li>Encourage child to take 1 picture from each separate group of pictures and lay it out in front of them.</li> <li>Model sentence for child to repeat, e.g. “Doll, sitting, chair.”</li> <li>Enjoy if it makes a silly sentence, e.g. “Doll sitting TV”</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 6	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  Make a post box out of an old shoe box and collect pictures of new words to widen the children's vocabulary, e.g. spade, trowel, sieve, etc. Lay the pictures face up and ask the children to post 2 requested pictures into the box, e.g. "Post the trowel and the sieve"</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>  6.5 – Playing sociably and learning to share.  6.6 – Developing expressive language.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 6.7</b>  <u>Understanding and using verbs in the past tense.</u>  <ul style="list-style-type: none"> <li>Play Simon Says.</li> <li>When the child has performed the action, ask them to tell you what they just did, i.e. "I jumped / clapped / hopped", etc.</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 7	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  Repeat the game of <b>Sound Lotto with Talking Tins</b>, but this time use different or less obvious sounds, e.g. running water, clapping, door shutting, etc. Can the child identify the sound?</p>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  6.6 – Developing expressive language.  6.7 – Understanding and using verbs in the past tense.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 6.8</b>  Generating ideas about the function of objects.</p> <ul style="list-style-type: none"> <li>Collect a selection of picture cards that contains 2 pictures of each thing, e.g. 2 things that fly, 2 things you can draw with, etc.</li> <li>Let the child choose a picture, i.e. a bird. Discuss what the bird does, then ask if they can find another card showing something else that flies, e.g. a bee.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 8	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>            Play 'Kim's' game. Place <b>4 or 5 everyday objects on a tray, e.g. keys, spoon, cup, pencil</b>. Talk to the children about the items on the tray. Cover the tray with <b>a tea towel</b> and secretly remove 1 item. Uncover the tray and ask the child to tell you what is missing.</p>						
<p><b>Big Book of Ideas.</b>            Revisit any previous activities:            6.7 – Understanding and using verbs in the past tense.            6.8 – Generating ideas about the function of objects.            Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 6.9</b>  <u>Understanding 'why' questions.</u></p> <ul style="list-style-type: none"> <li>Share <b>a picture book</b> with the children.</li> <li>Talk about why things have happened.            "Why does the girl look sad?" "Why is the dog running?"</li> <li>Encourage the children to ask 'why' questions.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 9	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  Use an old shoe box for a post box. Introduce <b>picture cards with new items/objects</b>. Vary the instructions, e.g. Ask the child to 'post something that you can eat' or 'something that is heavy', etc.</p>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  6.8 – Generating ideas about the function of objects.  6.9 – Understanding 'why' questions.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 6.10</b>  <u>Learning to remember and then say the name of 3 things.</u></p> <ul style="list-style-type: none"> <li>Use a bag or a box and a selection of objects, e.g. pencil, spoon, ball, toy car, doll, key, etc.</li> <li>Choose 3 items and put them into your bag/box, telling the child which 3 items you have chosen.</li> <li>Close the bag/box and ask the child if they can remember which 3 items are inside.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 10	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  Choose <b>3 soft toys, e.g. teddy, monkey, rabbit.</b>  Place them in 3 corners of the room. Let 1 child close their eyes whilst the others quietly walk to the toy of their choice. Still with eyes closed, the child calls out the name of 1 soft toy, e.g. monkey, where they think they can hear some children. Praise the child for super listening.</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>  6.9 – Understanding ‘why’ questions.  6.10 – Learning to remember and then say the name of 3 things.  Review whether targets have been achieved.</p>						
<p><b>Additional Activities</b>  <u>Attending the length of an adult-led activity.</u></p> <ul style="list-style-type: none"> <li>Count the pieces of <b>an inset puzzle</b> into a bag with the child.</li> <li>Let the child retrieve the pieces 1 at a time to complete the puzzle.</li> <li>Vary the number of pieces as required.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						



## **WellComm Planning for Language Development Groups – Section 7**

**To provide children with structured opportunities to learn target vocabulary and language structures in a fun, play-based situation, using toys and pictures.**

### **Things to consider:**

- ✚ Quiet area/room, to ensure children's focused attention and limit distractions.
- ✚ Attention and listening skills of children in the group. You may need to develop these skills with appropriate activities (see BBI for ideas) before starting with language development activities.
- ✚ **Highlighted resources** to match planning ideas.
- ✚ Up to 6 children in the group, dependent on A and L skills
- ✚ Maintain a constant routine/structure of the session so that children become familiar (consider use of a visual timeline – see below)
- ✚ Length of session dependent on listening skills of the children – If session needs to be short, ensure session is carried out more frequently, i.e. if up to 10 mins - run daily, if 20 to 30 mins, run 3 x per week.
- ✚ Do your planning at the end of each session so that information is still fresh in your mind and you can evaluate accurately.
- ✚ Use the Big Book of Ideas for both language activities and A and L\* activities (\*you will find these in a separate section at the back of the book).
- ✚ Remember to use 'Step Up' or 'Step Down' for activities, depending on the children's levels of understanding.
- ✚ To get the most out of a WellComm Language group, the group/s will need to be run a minimum of twice per week.
- ✚ Use simple recording methods on planning sheets, e.g. colour coding - red/amber/green or **Emerging/Developing/Secure**, so that you can easily refer back to which children need to embed skills further.
- ✚ Remember to share results with other key practitioners so that everyone is aware of the children's language levels.



### Session timeline example.

<b>Hello song.</b> 	<b>Good listening rules.</b> 	<b>Listening and attention game.</b> 	<b>Big Book of Ideas activity 1.</b>	<b>Big Book of Ideas activity 2.</b>	<b>Conclusion task.</b> 
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### Additional tips:

- ✚ Use the same activity and equipment for each of the sessions per week to familiarise the child, unless it is obvious that the activity isn't working.
- ✚ Activities will need to be varied for future sessions to allow the child to apply their knowledge and skills to other situations.
- ✚ Save your session plans in order to track a child's progress and to use for future groups.
- ✚ Make boxes of resources required for each section of WellComm so that it's easy to 'grab and go'.
- ✚ Attention and Listening skills activities are guides only and may have to be adapted to meet the specific needs of your group (see section at the back of The BBI for further ideas and information).
- ✚ To support the children's language development further, involve the parents/carers by sharing the **Section 7 Home Activities**.

Activities: Week 1	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ Use <b>visual timeline</b> to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>            Use a <b>puppet</b> to give instructions, e.g. touch a chair, jump up and down, pat your head, etc.</p>						
<p><b>Big Book of Ideas Activity 7.1</b>  <u>Role Play.</u></p> <ul style="list-style-type: none"> <li>✚ Collect some <b>dress up items, hats, jackets, bags, etc.</b></li> <li>✚ Help the children to think about characters and scenarios by sharing <b>a book</b>.</li> <li>✚ Encourage the children to dress up and be someone different.</li> </ul>						
<p><b>Big Book of Ideas Activity 7.2</b>  <u>Understanding 'many' and 'few'.</u></p> <ul style="list-style-type: none"> <li>✚ Use <b>2 big separate pictures, e.g. one showing a few apples, one showing lots of apples.</b> Use them to explain 'many' and 'few'.</li> <li>✚ Collect <b>some smaller pictures, some showing many and some showing a few, e.g. flowers, pencils, dogs, etc.</b></li> <li>✚ Lay out the smaller pictures and model to the children how to sort/match them to the big pictures.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 2	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  Stand the children in a circle. <b>Using a ball</b>, let the children take turns at calling out somebody's name and then throwing the ball to that person.</p>						
<p><b>Big Book of Ideas.</b>  Revisit activities from Week 1:  7.1 – Role Play  7.2 – Understanding 'many' and 'few'.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 7.3</b>  Understanding 'long' and 'short'.  <ul style="list-style-type: none"> <li>Collect <b>a variety of long and short objects</b>, e.g. wooden spoons, paint brushes, ribbons, string, straws, etc.</li> <li>Model long and short with one pair of objects.</li> <li>Place another pair of objects in front of the child and say, "Show me the long brush", "Show me the long string".</li> <li>Work on one concept at a time until secure.</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 3	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  Sit the children in a circle. Put <b>some bricks</b> in the centre of the circle. Ask the children to take turns choosing a brick to build and add onto their tower. Which one will stand the longest?</p>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  7.2 – Understanding ‘many’ and ‘few’.  7.3 – Understanding ‘long’ and ‘short’.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 7.4</b>  Learning the meaning of ‘why?’.</p> <ul style="list-style-type: none"> <li>Find <b>a variety of photos that show ‘cause’ and ‘effect’ actions, e.g. people using umbrellas, a person running for the bus, etc.</b></li> <li>Ask questions, e.g. “Why are people using umbrellas?” or “Why is the lady running for the bus?”</li> <li>Include questions about emotions, encouraging children to relate to their own feelings.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 4	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>  Sing well known nursery rhymes, e.g. 'Incy Wincy Spider', but make a mistake when finishing a phrase, e.g. Incy Wincy Spider climbed up the bridge. Can the children spot the mistake?</p>						
<p><b><u>Big Book of Ideas.</u></b>  Revisit any previous activities:  7.3 – Understanding 'long' and 'short'  7.4 – Learning the meaning of 'why?'  Review whether targets have been achieved.</p>						
<p><b><u>Big Book of Ideas Activity 7.5</u></b>  Understanding 'first' and 'last'.  <ul style="list-style-type: none"> <li>Draw a racing track. Collect some small cars.</li> <li>Demonstrate the cars having a race, encouraging the children to make the noises of the cars.</li> <li>Place the cars around the track and one on the finish line. Ask the children which car is 'first' and which is 'last'.</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 5	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b></p> <p>Have a race. Make the children wait until you say “Ready, steady, go!” Catch them out by saying “Ready, steady, banana!” Make them start again.</p>						
<p><b>Big Book of Ideas.</b></p> <p><u>Revisit any previous activities:</u></p> <p>7.4 – Learning the meaning of ‘why?’</p> <p>7.5 – Understanding ‘first’ and ‘last’.</p> <p>Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 7.6</b></p> <p><u>Understanding and using 4-word sentences.</u></p> <ul style="list-style-type: none"> <li>Collect <b>some pictures/toys of popular characters, e.g. Spiderman, Elsa, etc.</b></li> <li>Tell the children that the toys are being silly and hiding all over the place. Tell the child where to hide them.</li> <li>Use 4 parts to the instruction: 1) a character, 2) an action, 3) a place, 4) a preposition – in or under.</li> <li>For example, “Make <b>Spiderman run on the table</b>” or “Make <b>Elsa sleep under the table</b>”.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 6	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>            Use a 'Listening Treasure Box' including all sorts of noisy objects, e.g. wind up toys, rattle, keys, etc. Let the children take turns at putting their hand into the box and shaking something for the other children to guess what it is.</p>						
<p><b>Big Book of Ideas.</b>            Revisit any previous activities:            7.5 – Understanding 'first' and 'last'.            7.6 – Understanding and using 4-word sentences            Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 7.7</b>            Using comparatives, 'bigger', 'longer' and 'smaller'.  <ul style="list-style-type: none"> <li>Collect pairs of objects/toys of different sizes/lengths.</li> <li>Put out 2 objects, e.g. 2 bricks.</li> <li>Point to the bricks and say "This brick is big, but this brick is even....." If the child does not say "bigger", you can model the answer.</li> <li>Model other examples, e.g. "This stick is long, but this stick is even....."</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 7	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>            Play a memory game. Collect <b>matching pairs of picture cards</b> and lie them face down on the table/floor. Take turns to turn over 2 cards each to see if they match. Reduce or increase the number of picture sets depending on the children's abilities.</p>						
<p><b>Big Book of Ideas.</b>            Revisit any previous activities:            7.6 – Understanding and using 4-word sentences            7.7 – Using comparatives, bigger/longer/smaller.            Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 7.8</b>  <u>Understanding opposites, wet/dry.</u></p> <ul style="list-style-type: none"> <li>Show <b>items that demonstrate opposite concepts</b>, e.g. dirty/clean paper towels, wet/dry cloths, hard/soft objects.</li> <li>Collect <b>pictures of opposites</b>, e.g. <b>wet/dry, clean/dirty, hot/cold.</b></li> <li>Make <b>a scrap book</b> where children can sort and <b>glue</b> pictures onto opposite headed pages.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						



Activities: Week 8	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  <b>Picture dominoes.</b> Share out the pieces between you and the children. Lay your pieces face up in front of you. Demonstrate how to match the pictures. Vary the length of time played, depending on the attention levels of the children.</p>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  7.7 – Using comparatives, bigger/longer/smaller.  7.8 – Understanding opposites, wet/dry.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 7.9</b>  Understanding and using pronouns, his/her..  <ul style="list-style-type: none"> <li>Find a catalogue and cut out pictures of clothes.</li> <li>Cut out a picture of a girl and a boy.</li> <li>Lay out the clothes pictures in front of the children.</li> <li>One by one, ask the children to find something, e.g. “Aliza, find his shoes?”, “Jack, find her hat”, then put the items with the correct person.</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 9	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity.</u></b>            Play 'I went to the zoo and saw.....' Use and refer to <b>pictures of zoo animals</b> to help the children remember the list of animals already used.</p>						
<p><b>Big Book of Ideas.</b>            Revisit any previous activities:            7.8 – Understanding opposites, wet/dry.            7.9 – Understanding and using pronouns, 'his' and 'her'.            Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 7.10</b>  <u>Linking sentences using 'because'.</u></p> <ul style="list-style-type: none"> <li>Put <b>a selection of toys/objects into a bag.</b></li> <li>Let the children take turns at putting their hand into the bag and telling you what they have found, e.g. a cup.</li> <li>Ask the child "How do you know it's a cup?"</li> <li>Encourage the child to explain, "<b>because</b> I can feel the handle".</li> <li>Model an answer to the child where required.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 10	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use <b>visual timeline</b> to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.</b>  Sit one child <b>blindfolded</b> in the middle of the circle. Give one of the children in the circle <b>a set of keys</b>. When everyone is quiet, the child with the keys has to shake them and the child in the middle has to point to where the sound is coming from.</p>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>  7.9 – Understanding and using pronouns ‘his’ and ‘hers’.  7.10 – Linking sentences using ‘because’.  Review whether targets have been achieved.</p>						
<p><b>Additional Activities</b>  <u>News Time.</u></p> <ul style="list-style-type: none"> <li>Sit somewhere quiet with the children and let them take turns to tell the group anything that they have been doing.</li> <li>Model back things like past tense verbs, e.g. “you <b>played</b> football”, “you <b>jumped</b> in the puddle”.</li> <li>Encourage the child to add more information.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						



## **WellComm Planning for Language Development Groups – Section 8**

**To provide children with structured opportunities to learn target vocabulary and language structures in a fun, play-based situation, using toys and pictures.**

### **Things to consider:**

- ✚ Quiet area/room, to ensure children's focused attention and limit distractions.
- ✚ Attention and listening skills of children in the group. You may need to develop these skills with appropriate activities (see BBI for ideas) before starting with language development activities.
- ✚ **Highlighted resources** to match planning ideas.
- ✚ Up to 6 children in the group, dependent on A and L skills
- ✚ Maintain a constant routine/structure of the session so that children become familiar (consider use of a visual timeline – see below)
- ✚ Length of session dependent on listening skills of the children – If session needs to be short, ensure session is carried out more frequently, i.e. if up to 10 mins - run daily, if 20 to 30 mins, run 3 x per week.
- ✚ Do your planning at the end of each session so that information is still fresh in your mind and you can evaluate accurately.
- ✚ Use the Big Book of Ideas for both language activities and A and L\* activities (\*you will find these in a separate section at the back of the book).
- ✚ Remember to use 'Step Up' or 'Step Down' for activities, depending on the children's levels of understanding.
- ✚ To get the most out of a WellComm Language group, the group/s will need to be run a minimum of twice per week.
- ✚ Use simple recording methods on planning sheets, e.g. colour coding - red/amber/green or **Emerging/Developing/Secure**, so that you can easily refer back to which children need to embed skills further.
- ✚ Remember to share results with other key practitioners so that everyone is aware of the children's language levels.

## Session timeline example.

<b>Hello song.</b> 	<b>Good listening rules.</b> 	<b>Listening and attention game.</b> 	<b>Big Book of Ideas activity 1.</b>	<b>Big Book of Ideas activity 2.</b>	<b>Conclusion task.</b> 
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### Additional tips:

- ✚ Use the same activity and equipment for each of the sessions per week to familiarise the child, unless it is obvious that the activity isn't working.
- ✚ Activities will need to be varied for future sessions to allow the child to apply their knowledge and skills to other situations.
- ✚ Save your session plans in order to track a child's progress and to use for future groups.
- ✚ Make boxes of resources required for each section of WellComm so that it's easy to 'grab and go'.
- ✚ Attention and Listening skills activities are guides only and may have to be adapted to meet the specific needs of your group (see section at the back of The BBI for further ideas and information).
- ✚ To support the children's language development further, involve the parents/carers by sharing the **Section 8 Home Activities**.

Activities: Week 1	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Playing memory games</i></p> <ul style="list-style-type: none"> <li>Ask the child to follow 3-4 short commands e.g. 'Touch your head, clap hands, sit down, touch your nose'. Start with 3 actions and model to begin with if the child finds it difficult to remember all 3.</li> </ul>						
<p><b>Big Book of Ideas Activity 8.1 (p154)</b>  <i>Learning the meaning of 'when'</i></p> <ul style="list-style-type: none"> <li>Use a <b>simple story/pictures</b> and ask questions relating to 'when' a specific thing happens e.g. When do we put the lights on?</li> <li>If the child finds it difficult encourage them to complete the sentence e.g. You put the lights on when it's .....</li> </ul>						
<p><b>Big Book of Ideas Additional activity 8b (p167)</b>  <i>Retelling simple stories</i></p> <ul style="list-style-type: none"> <li>Tell a short story – it could be an event that happened in the setting or a familiar story</li> <li>Ask the child to tell you the story, using prompts if needed.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 2	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Rhyme mistakes</i></p> <ul style="list-style-type: none"> <li>Use a <b>puppet</b> that makes mistakes with familiar rhymes. Children listen out for mistakes and thumbs down when they spot one.</li> </ul>						
<p><b>Big Book of Ideas.</b>  Revisit activities from Week 1:  <b>8.1:</b> Learning the meaning of 'when'  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 8.2 (pg.156)</b>  <u>Understanding that things which go together are not always the same</u></p> <ul style="list-style-type: none"> <li>Gather a <b>selection of pictures from one category (e.g. food)</b> You could use supermarket leaflets, labels or draw some foods.</li> <li>Divide the pictures into 2 groups e.g. fruit/veg, hot/cold, hard/soft.</li> <li>Talk about the different groups of foods</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 3	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Colours game</i></p> <ul style="list-style-type: none"> <li>Have a bag with small coloured counters/shapes inside. Tell the children they must watch as you take them out one at a time but look out for e.g. red and clap/jump every time they see a red one.</li> </ul>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  <b>8.2:</b> Understanding that things which go together are not always the same</p> <p>Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 8.3 (p158)</b>  <u>Learning the meaning of 'after'</u></p> <ul style="list-style-type: none"> <li>Line up animals. Which animal is after the pig? Put the horse after the cow.</li> <li>Use photos of children doing 2 different actions e.g. washing hands and eating dinner. Put the photos in order and say (Name) can eat his dinner after he's washed his hands.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						



Activities: Week 4	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Guess what it is!</i></p> <ul style="list-style-type: none"> <li>Place some <b>pictures</b> face down. Pick up a picture and give clues without saying the name e.g. (banana) its yellow, you eat it, it begins with b.</li> </ul>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>            8.3: Learning the meaning of 'after'</p> <p>Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 8.4 (p159)</b>  <u>Understanding post-modified sentences</u></p> <ul style="list-style-type: none"> <li>Use <b>a big and a little teddy</b> and a few other <b>big and little objects e.g. chair/cup/banana</b></li> <li>Give the child an instruction e.g. the teddy eating a banana is big or the teddy sitting on the chair is little. The child needs to choose the correct objects to carry out the instruction.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 5	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Do the action to match the sound</i></p> <ul style="list-style-type: none"> <li>Use <b>3 instruments</b> (drum, bells, shaker). Each instrument has an action (drum – nod, bells- shake hands, shaker - roll arms, use picture prompt). Hide instruments behind barrier and children do the action to match each sound as you make it.</li> </ul>						
<p><b>Big Book of Ideas</b>  <u>Revisit any previous activities:</u></p> <p>8.4: Understanding post-modified sentences  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 8.5 (p160)</b>  <u>Understanding sentences containing 'either' and 'or'</u></p> <ul style="list-style-type: none"> <li>Gather a <b>selection of toys</b>. Ask the child to give the cup to either the teddy or the dolly</li> <li>Gather a <b>selection of pictures</b>. Ask the child to point to either/or.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 6	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Stop and go</i></p> <ul style="list-style-type: none"> <li>Sing or say a familiar rhyme. Hold up red card and all stop, carry on when green card shown.</li> </ul>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  8.5: Understanding sentences containing 'either' and 'or'  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 8.6 (p161)</b>  <u>Using prepositions behind/in front/next to/</u>  <u>between</u></p> <ul style="list-style-type: none"> <li>Place toys around the room – behind, in front, next to and between other objects.</li> <li>When the child locates the toy ask 'Where is the....'</li> <li>If the child answers correctly, repeat back to reinforce.</li> <li>If the child answers incorrectly, offer a choice or model the correct answer.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 7	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Playing memory games</i></p> <ul style="list-style-type: none"> <li>Ask the child to follow 3-4 short commands e.g. 'Touch your head, clap hands, sit down, touch your nose'. Start with 3 actions and model to begin with if the child finds it difficult to remember all 3.</li> </ul>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>  8.6: Using prepositions behind/in front/next to/ between  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 8.7 (p162)</b>  <u>Understanding emotions from facial expressions</u></p> <ul style="list-style-type: none"> <li>Use pictures or photos of faces showing different emotions (happy/sad/scared/surprised)</li> <li>Talk about the different emotions – what could he be scared of?</li> <li>Demonstrate one of the emotions and ask the child to copy.</li> <li>Put out all the pictures and ask the child to point to who's happy/scared/sad/surprised</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 8	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Rhyme mistakes</i></p> <ul style="list-style-type: none"> <li>Use a <b>puppet</b> that makes mistakes with familiar rhymes. Children listen out for mistakes and thumbs down when they spot one.</li> </ul>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>  8.7: Understanding emotions from facial expressions</p> <p>Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 8.8 (p163)</b>  <u>Understanding question words using stories</u></p> <ul style="list-style-type: none"> <li>Read a <b>simple story.</b></li> <li>Ask who/what/where/why/how questions</li> <li>If a child doesn't answer or answers inappropriately, try offering a choice of answers.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 9	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Colours game</i></p> <ul style="list-style-type: none"> <li>Have a bag with small coloured counters/shapes inside. Tell the children they must watch as you take them out one at a time but look out for e.g. red and clap/jump every time they see a red one.</li> </ul>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  8.8: Understanding question words using stories</p> <p>Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 8.9 (p164)</b>  <i>Learning to remember then say 5 things</i></p> <ul style="list-style-type: none"> <li>Use a selection of pictures or photos of familiar actions</li> <li>Place a few of them face down. Choose one but don't show it to the child.</li> <li>Make up a sentence about the picture e.g. <i>Jake likes to play football.</i> Ask the child to repeat the sentence then show the photo and reinforce by repeating.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 10	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity</b>  <i>Stop and go</i></p> <ul style="list-style-type: none"> <li>Sing or say a familiar rhyme. Hold up red card and all stop, carry on when green card shown.</li> </ul>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>  8.9: Learning to remember then say 5 things</p> <p>Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 8.10 (p165)</b>  <i>Using superlatives: biggest and tallest</i></p> <ul style="list-style-type: none"> <li>Use sets of small, medium and large objects</li> <li>Put out a set of e.g. 3 cups</li> <li>Point to each one saying 'This cup is small, this cup is big and this cup is the.....'</li> <li>Do the same the other way round, starting with the biggest.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						



## **WellComm Planning for Language Development Groups – Section 9**

**To provide children with structured opportunities to learn target vocabulary and language structures in a fun, play-based situation, using toys and pictures.**

### **Things to consider:**

- ✚ Quiet area/room, to ensure children's focused attention and limit distractions.
- ✚ Attention and listening skills of children in the group. You may need to develop these skills with appropriate activities (see BBI for ideas) before starting with language development activities.
- ✚ **Highlighted resources** to match planning ideas.
- ✚ Up to 6 children in the group, dependent on A and L skills.
- ✚ Maintain a constant routine/structure of the session so that children become familiar (consider use of a visual timeline – see below)
- ✚ Length of session dependent on listening skills of the children – If session needs to be short, ensure session is carried out more frequently, i.e. if up to 10 mins - run daily, if 20 to 30 mins, run 3 x per week.
- ✚ Do your planning at the end of each session so that information is still fresh in your mind and you can evaluate accurately.
- ✚ Use the Big Book of Ideas for both language activities and A and L\* activities (\*you will find these in a separate section at the back of the book).
- ✚ Remember to use 'Step Up' or 'Step Down' for activities, depending on the children's levels of understanding.
- ✚ To get the most out of a WellComm Language group, the group/s will need to be run a minimum of twice per week.
- ✚ Use simple recording methods on planning sheets, e.g. colour coding - red/amber/green or **Emerging/Developing/Secure**, so that you can easily refer back to which children need to embed skills further.
- ✚ Remember to share results with other key practitioners so that everyone is aware of the children's language levels.



## Session timeline example.



## Additional tips:

- ✚ Use the same activity and equipment for each of the sessions per week to familiarise the child, unless it is obvious that the activity isn't working.
- ✚ Activities will need to be varied for future sessions to allow the child to apply their knowledge and skills to other situations.
- ✚ Save your session plans in order to track a child's progress and to use for future groups.
- ✚ Make boxes of resources required for each section of WellComm so that it's easy to 'grab and go'.
- ✚ Attention and Listening skills activities are guides only and may have to be adapted to meet the specific needs of your group (see section at the back of The BBI for further ideas and information).
- ✚ To support the children's language development further, involve the parents/carers by sharing the **Section 9 Home Activities**.

Activities: Week 1	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>✚ Introduce/recap listening rules – use visuals/signing to support understanding.</li> <li>✚ Use visual timeline to show children what activities they will be taking part in. (See above)</li> </ul>						
<p><b>Attention and Listening activity</b> (p.192)  <i>Listening to sounds and reacting when they stop</i></p> <ul style="list-style-type: none"> <li>✚ Play Musical Statues – encourage the children to move or dance then keep still or sit down when music stops.</li> </ul>						
<p><b>Big Book of Ideas Activity 9.1 (p170)</b>  <u>Understanding which day comes next.</u></p> <ul style="list-style-type: none"> <li>✚ Have a <b>chart with days across the top</b></li> <li>✚ Child draws a picture to represent something they do on each day</li> <li>✚ Talk about the pictures: ‘On Monday you...’.</li> </ul>						
<p><b>Big Book of Ideas Additional activity</b>  <u>Understanding which day comes next</u></p> <ul style="list-style-type: none"> <li>✚ Use a <b>small puppet</b> to place on the correct day. ‘You do PE on Thursday and the day after Thursday is.....’</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 2	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity (p195)</b>  <u>Matching sound to object (Musical Instruments)</u></p> <ul style="list-style-type: none"> <li>Have 4 pairs of instruments (e.g. bells, shakers, drums, triangles)</li> <li>Demonstrate the sounds then hide 1 set behind a barrier</li> <li>Child listens while you play 1 instrument and finds the one that makes the same sound.</li> </ul>						
<p><b>Big Book of Ideas.</b>  Revisit activities from Week 1:</p> <ul style="list-style-type: none"> <li>Using the chart from last week: Use a small puppet to place on the correct day. 'You do PE on Thursday and the day after Thursday is.....'</li> </ul> <p>Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 9.2 (pg.171)</b>  <u>Understanding passive sentences (where the child cannot rely on grammatical order).</u></p> <ul style="list-style-type: none"> <li>Use 2 character toys, play food, brush, sponge.</li> <li>Say to the child, e.g. "Teddy is fed a banana by Postman Pat" or "Elsa's hair is brushed by Teddy".</li> <li>The child uses the toys to model the action. (see p.171 for more examples)</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 3	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity.(p196)</b>  <i>Listening, remembering &amp; finding 2 objects</i></p> <ul style="list-style-type: none"> <li>Put out an <b>inset puzzle</b> and 3 of the pieces.</li> <li>Ask child to find 2 of the pieces and put them in the puzzle – make sure the child picks up <b>both pieces</b> before putting them in.</li> </ul>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  9.1: Understanding which day comes next <b>or</b>  9.2: Understanding passive sentences  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 9.3</b>  <u>Identifying an increasing range of emotions and feelings in self and others</u></p> <ul style="list-style-type: none"> <li>Use <b>photos</b> or <b>illustrations from a story</b>. Ask the child how the person is feeling. Make the facial expressions &amp; body language together.</li> <li>Act out a feeling using gestures/facial expression/body language. Children guess how you're feeling.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 4	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity (p 198)</b>  <i>Listening, remembering and finding 2 objects</i></p> <ul style="list-style-type: none"> <li>Shopping game – Put out 3 items and ask the child to 'buy' 2 and put them in the bag.</li> </ul>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  9.1: Understanding which day comes next <b>or</b>  9.2: Understanding passive sentences <b>or</b>  9.3: Identifying emotions  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 9.4 (p172)</b>  <u>Beginning to understand idioms</u></p> <ul style="list-style-type: none"> <li>Compile a list of common idioms e.g. 'Pull your socks up'/'pulling your leg'/'a piece of cake'. Draw a picture of the literal meaning and then act out a scenario to illustrate the actual meaning.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 5	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Playing memory games</i></p> <ul style="list-style-type: none"> <li>Have a box with a selection of 6 items at the other side of the room.</li> <li>Ask a child to get 3 items and bring them back</li> </ul>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>  <b>9.3:</b> Identifying emotions    <b>or</b>  <b>9.4:</b> Beginning to understand idioms  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 9.5 (p174)</b>  <u>Predicting what might happen next</u></p> <ul style="list-style-type: none"> <li>Read a story together, stopping at key points and asking, 'What do you think might happen next?' or 'What will she find?' or 'What is he going to do?'</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 6	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Playing memory games</i></p> <ul style="list-style-type: none"> <li>Ask the child to follow 3-4 short commands e.g. 'Touch your head, clap hands, sit down, touch your nose'. Start with 3 actions and model to begin with if the child finds it difficult to remember all 3.</li> </ul>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  <b>9.2:</b> Understanding passive sentences <b>or</b>  <b>9.5:</b> Predicting what might happen next  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 9.6 (p175)</b>  <u>Understanding periods of time</u></p> <ul style="list-style-type: none"> <li>Use the <b>days of the week chart</b> from activity <b>9.1</b> Talk about what happened <i>yesterday</i> and what will happen <i>tomorrow</i>. Also talk about school days and home days (weekend).</li> <li>Talk about which months the children have their birthdays and what month it is now (indicate on a chart).</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 7	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b>Attention and Listening activity (p 202)</b>  <i>Guess what it is!</i></p> <ul style="list-style-type: none"> <li>Place some <b>pictures</b> face down. Pick up a picture and give clues without saying the name e.g. (banana) its yellow, you eat it, it begins with b.</li> </ul>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>  <b>9.3:</b> Identifying emotions or  <b>9.6:</b> Understanding periods of time  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 9.7 (p176)</b>  <u>Remembering more and more information</u>  Shopping games (I went to the shops and bought.....) Use <b>picture prompts</b> to begin with if the children find it difficult to remember previous items.</p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						



Activities: Week 8	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Listening to sounds and reacting when they stop</i></p> <ul style="list-style-type: none"> <li>Play Musical Statues – encourage the children to move or dance then keep still or sit down when music stops.</li> </ul>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  <b>9.6:</b> Understanding periods of time    <b>or</b>  <b>9.7:</b> Remembering more and more information  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 9.8 (p177)</b>  <u>Using category names and finding the odd one out</u></p> <ul style="list-style-type: none"> <li>Use pictures from a variety of categories (clothes, food, toys, transport, animals)</li> <li>Choose 3 things from the <b>same</b> category and ask which category they all belong to. Ask which 2 go together best and why. Ask what's different about the other animal.</li> </ul>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 9	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Playing memory games</i></p> <ul style="list-style-type: none"> <li>Have a box with a selection of 6 items at the other side of the room.</li> <li>Ask a child to get 3 items and bring them back</li> </ul>						
<p><b>Big Book of Ideas.</b>  Revisit any previous activities:  <b>9.7:</b> Remembering more and more information <b>or</b>  <b>9.8:</b> Using category names and finding the odd one out  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 9.9 (p178)</b>  <i>Making inferences using idioms</i></p> <ul style="list-style-type: none"> <li>Using pictures, act out a short scenario – how do people feel?</li> <li>Use an idiom and ask 'Is it true? If the child says 'Yes' discuss what the idiom actually means</li> </ul> <p><b>Example: She's only pulling your leg</b>  <b>Scenario: Boy being teased by a girl, he gets cross with her.</b></p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						

Activities: Week 10	Name:	Name:	Name:	Name:	Name:	Name:
<p>Welcome/Hello song, e.g.  <a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></p> <ul style="list-style-type: none"> <li>Recap listening rules – use visuals/signing to support understanding.</li> <li>Use visual timeline to show children what activities they will be taking part in.</li> </ul>						
<p><b><u>Attention and Listening activity</u></b>  <i>Playing memory games</i></p> <ul style="list-style-type: none"> <li>Ask the child to follow 3-4 short commands e.g. 'Touch your head, clap hands, sit down, touch your nose'. Start with 3 actions and model to begin with if the child finds it difficult to remember all 3.</li> </ul>						
<p><b>Big Book of Ideas.</b>  <u>Revisit any previous activities:</u>  <b>9.8:</b> Using category names and finding the odd one out.  Review whether targets have been achieved.</p>						
<p><b>Big Book of Ideas Activity 9.10 (p179)</b>  <u>Talking about things that are going to happen</u>  <ul style="list-style-type: none"> <li>Play a shopping game – give the child a list of items (pictures) that they need to buy. They should say 'I'm going to buy.....'</li> </ul> </p>						
<p><b>Conclusion Task, i.e. Bubbles, goodbye song or stickers.</b></p>						