




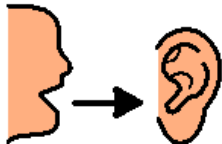


WellComm Primary Planning for Language Development – Section 1

To provide children with structured opportunities to develop understanding, vocabulary, grammar, narrative, and social skills.

Things to consider:

- ✚ A quiet area or room, to ensure the children's focused attention and to limit distractions.
- ✚ Activities can be carried out during 1:1 sessions with a child, or in small groups. Groups should be no larger than 5 or 6 pupils. Social skills activities should always take place in small groups.
- ✚ Pupils in the groups should be working at similar levels, i.e., they should all have achieved a 'green' score at the same level. They may also be grouped according to similar language development profiles, e.g., understanding of language, narrative skills, etc.
- ✚ Maintain a constant routine/structure of the session so that children become familiar (consider use of a visual timeline – see below)
- ✚ Many of the activities can be related to classroom topics and used within the classroom.
- ✚ **Highlighted resources** match planning ideas.
- ✚ Repeat activities as often as possible. Repetition will lead to faster progress.
- ✚ Do your planning at the end of each session so that information is still fresh in your mind, and you can accurately evaluate progress.
- ✚ Use the Big Book of Ideas for language activities, social skills, memory, and organisational skills.
- ✚ Remember to use '**Step Up**' or '**Step Down**' activities, depending on the children's levels of development.
- ✚ To get the most out of a WellComm Language group, the group/s will need to be run a minimum of three times per week.
- ✚ Use simple recording methods on planning sheets, e.g. colour coding - red/amber/green or **Beginning/Developing/Secure**, so that you can easily refer back to which children need to embed skills further.
- ✚ Remember to share results with other key staff so that everyone is aware of the children's language levels.
- ✚ Involve parents and carers as much as possible to generalise learning.







Session timeline example.

| | | | | | |
|--|--|---|---|---------------------------------|---|
| <p>Hello.</p>  <p>Aim of today's session.</p> | <p>Good listening rules.</p>  | <p>Warm up game.</p>  | <p>Revision of last session. (BBol)</p> | <p>New learning. (BBol)</p> | <p>Conclusion task.</p>  |
|--|--|---|---|---------------------------------|---|

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 then 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 packs of resources required for each section of WellComm so that it's easy to 'grab and go'.
- ✚ For general strategies to support SLC in the classroom, see pg.4 of the BBol.
- ✚ To support the children's language development further, involve the parents/carers by sharing the **section activities** (these are appropriately written for families and can be photocopied from the BBol).

| Activities: Week 1 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Chinese whispers – pass an action message around the group, e.g., jump up and down. The last pupil to receive the message has to perform the action.</p> | | | | | | |
| <p>Big Book of Ideas Activity 1.1 (pg.12) <u>Understanding of Language</u> Aim: To be able to understand words that describe sequences. Ensure the child's attention. Carry out a 4-step sequence, e.g., touch your head, nose, shoulder and clap your hands. Ask the child, "What did I do first? What did I do next? What did I do last?"</p> | | | | | | |
| <p>Big Book of Ideas Activity 1.1 (pg.13) <u>Understanding of Language</u> Aim: to be able to follow a series of verbal instructions.</p> <ul style="list-style-type: none"> ✚ A selection of single item pictures (approx. 5-8) E.g., cat, carrot, table, etc. ✚ Ensure child is listening, then name several of the pictures for them to collect. | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |

| Activities: Week 2 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <u>Welcome/Hello</u>  Introduce/recap listening rules – use visuals/signing if required, to support understanding.  Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <u>Warm-up activity.</u> Listen and colour/draw – draw or colour a picture by listening to the instructions. | | | | | | |
| <u>Big Book of Ideas.</u> Revisit activities from Week 1: <ul style="list-style-type: none"> Carry out a four step sequence, touch head, nose, shoulders, clap Ask what was first, next, last? | | | | | | |
| <u>Big Book of Ideas Activity 1.1 (pg.14)</u> <u>Understanding of Language</u> Aim: To be able to use problem solving skills.  Find a short story that includes a problem, then a solution, e.g., Peace At Last by Jill Murphy.  Explain the problem to the child/ren.  Discuss possible solutions to fix the problem.  Read through the story to compare the child's suggested solution with the story's solution. | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 3 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Read a paragraph or tell a story, then ask the children to put their hand up /stand up, when they hear a particular word or their name.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 2</p> <ul style="list-style-type: none"> • Replay the picture game from last week. • Retrieve the six pictures in the correct order. | | | | | | |
| <p><u>Big Book of Ideas Activity 1.1 (pg.15)</u></p> <p><u>Understanding of Language</u></p> <p>Aim: To be able to answer higher level ‘why’ questions.</p> <ul style="list-style-type: none"> ✚ Gather age-appropriate books or watch a short video of interest. ✚ Ask the child/ren ‘why’ questions about events that happened, e.g., “Why was the boy crying?” ✚ Support the child/ren with choices if they’re unable to answer. | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |



| Activities: Week 4 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Take turns to tap out or clap a rhythm pattern, then ask the child/ren to repeat.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 3:</p> <ul style="list-style-type: none"> • Read a story • Find the problem • Discuss solutions | | | | | | |
| <p><u>Big Book of Ideas Activity 1.1 (pg.16)</u></p> <p><u>Understanding of Language</u></p> <p>Aim: To be able to generate what a character might say or think.</p> <ul style="list-style-type: none"> ✚ Gather age-appropriate books and talk about the pictures. ✚ Point to characters in the pictures and ask the child/ren, “What do you think he/she is saying?” | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |

| Activities: Week 5 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Think of a category such as, space, animals, ocean, etc., then say related words or sentences. Ask the child/ren to accept or reject them, depending on whether it's relevant to that topic. E.g., if you're talking about animals, name some animals and then name a different object.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 4:</p> <ul style="list-style-type: none"> ✚ Read a short book ✚ Ask why questions about events that happen | | | | | | |
| <p><u>Big Book of Ideas Activity 1.2 (pg.17)</u></p> <p><u>Grammar</u></p> <p>Aim: To be able to use superlatives (-er and -est)</p> <ul style="list-style-type: none"> ✚ Use a range of pictures, e.g., person in a coat (cold), person in the snow (colder), polar bear in the Arctic (coldest). ✚ Support the child/ren to put them in order, i.e., cold, colder, coldest. ✚ Highlight that some words do not fall into this pattern, like 'important', i.e., more important and most important. | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |

| Activities: Week 6 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>What's in the box - Describe objects in a box/bag, that only you can see. Ask the child to listen to the description and guess what it is.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 5: Order pictures from the week before using superlatives, e.g cold, colder, coldest.</p> | | | | | | |
| <p><u>Big Book of Ideas Activity 1.2 (pg.18)</u></p> <p><u>Grammar</u></p> <p>Aim: To be able to use irregular plurals.</p> <ul style="list-style-type: none"> ✚ Use a set of picture pairs, each pair showing, one item and lots of the same item. Take turns to make pairs or play a sorting game. Model sentence as each one is completed, e.g., "Here is one man and here are lots of men." ✚ Choose a pair of pictures. Model sentences, e.g., "The goose is by the lake/The geese are in the barn." ✚ Name the irregular plural by choosing a picture of one thing, e.g., mouse. Prompt by saying, "I can see one mouse, can you find lots of? Encourage the child to find the picture and name it. | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 7 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Fruit salad: Each child has a label e.g., fruit, animal, colour. Call out a label. The child with that label must either stand up/ do an action/ swap places/ call out something in that category.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 6:</p> <ul style="list-style-type: none"> To use irregular plurals Play matching game from last week, name man and men, tooth and teeth etc when pairs are matched. | | | | | | |
| <p>Big Book of Ideas Activity 1.2 (pg.18)</p> <p><u>Grammar</u></p> <p>Aim: To be able to use the conjunction 'because'.</p> <ul style="list-style-type: none"> Use age-appropriate books or watch a short video of interest. Ask children 'why?' questions about what happened, e.g., "Why did Superman climb the building?" Model 'because' responses, e.g., "Because he was trying to save the boy." Offer children choices if they're unable to answer, e.g., "Was it because Superman enjoys climbing or was it because the boy was in danger?" | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 8 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> • Introduce/recap listening rules – use visuals/signing if required, to support understanding. • Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Thumbs up, thumbs down: Say some true and false statements. Ask children to put their thumbs up or down depending on if it's true or not. Curriculum topics could also be incorporated.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 7:</p> <ul style="list-style-type: none"> ✚ Read a short story, ✚ Ask why questions ✚ Encourage/ model because answers | | | | | | |
| <p>Big Book of Ideas Activity 1.3 (pg.20-22)</p> <p><u>Vocabulary</u></p> <p>Aim: To be able to learn, remember and use appropriate vocabulary.</p> <ul style="list-style-type: none"> ✚ Learn vocabulary by making a Word Web (Template BBOI p.81). Choose new words for the child to understand/use. Discuss the word in detail together and add the information to your web. ✚ Include descriptive information and details about how the word sounds. ✚ Support children to talk about any prior knowledge they may have about the word. | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |

| Activities: Week 9 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <u>Welcome/Hello</u> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <u>Warm-up activity.</u> Hurrah/Boo: Make some statements and the children have to respond, 'hurrah' or 'boo' depending on if it's good or bad news, e.g. "Christmas has been cancelled!" "We're going to do maths all afternoon!" etc. | | | | | | |
| <u>Big Book of Ideas.</u> <u>Revisit activities from Week 8:</u> <ul style="list-style-type: none"> Revisit the word webs the children have completed. | | | | | | |
| Big Book of Ideas Activity 1.3 (pg.23) <u>Vocabulary</u> Aim: To be able to use homonyms. <ul style="list-style-type: none"> Use a list of homonyms and talk about their meanings, e.g., hole/whole, new/knew, week/weak, blue/blew, etc. Create some homonyms pictures to support recall (paper/pencils). Saw:   | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 10 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>What/who's missing: Ask children to close their eyes. Remove either an object out of a selection in front of them, or tap one of the children, and ask them to leave the room. What/who's gone?</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p><u>Revisit activities from Week 9:</u></p> <ul style="list-style-type: none"> Support pupils to put homonyms into sentences, e.g saw/saw, heal/heel, bark/bark week/weak | | | | | | |
| <p>Big Book of Ideas Activity 1.4 (pg.24)</p> <p><u>Narrative</u></p> <p>Aim: To be able to recall/re-tell an event/story.</p> <ul style="list-style-type: none"> Use an appropriate short story or event. Complete a Story Grid (Template BBOI pg.83) with the child. Use key words, pictures and short notes. Support the child to retell their story in the correct order, repeating back / modelling any better/inaccurate sentences. The focus is a speaking activity, NOT a written one. | | | | | | |
| Conclusion Task, e.g., stickers etc | | | | | | |




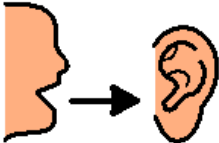


WellComm Primary Planning for Language Development – Section 2

To provide children with structured opportunities to develop understanding, vocabulary, grammar, narrative, and social skills.

Things to consider:

- ✚ A quiet area or room, to ensure the children's focused attention and to limit distractions.
- ✚ Activities can be carried out during 1:1 sessions with a child, or in small groups. Groups should be no larger than 5 or 6 pupils. Social skills activities should always take place in small groups.
- ✚ Pupils in the groups should be working at similar levels, i.e., they should all have achieved a 'green' score at the same level. They may also be grouped according to similar language development profiles, e.g., understanding of language, narrative skills, etc.
- ✚ Maintain a constant routine/structure of the session so that children become familiar (consider use of a visual timeline – see below)
- ✚ Many of the activities can be related to classroom topics and used within the classroom.
- ✚ **Highlighted resources** match planning ideas.
- ✚ Repeat activities as often as possible. Repetition will lead to faster progress.
- ✚ Do your planning at the end of each session so that information is still fresh in your mind, and you can accurately evaluate progress.
- ✚ Use the Big Book of Ideas for language activities, social skills, memory, and organisational skills.
- ✚ Remember to use '**Step Up**' or '**Step Down**' activities, depending on the children's levels of development.
- ✚ To get the most out of a WellComm Language group, the group/s will need to be run a minimum of three times per week.
- ✚ Use simple recording methods on planning sheets, e.g. colour coding - red/amber/green or **Beginning/Developing/Secure**, so that you can easily refer back to which children need to embed skills further.
- ✚ Remember to share results with other key staff so that everyone is aware of the children's language levels.
- ✚ Involve parents and carers as much as possible to generalise learning.

Session timeline example.

| | | | | | |
|--|--|---|---|---------------------------------|---|
| <p>Hello.</p>  <p>Aim of today's session.</p> | <p>Good listening rules.</p>  | <p>Warm up game.</p>  | <p>Revision of last session. (BBol)</p> | <p>New learning. (BBol)</p> | <p>Conclusion task.</p>  |
|--|--|---|---|---------------------------------|---|

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 then 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 packs of resources required for each section of WellComm so that it's easy to 'grab and go'.
- ✚ For general strategies to support SLC in the classroom, see pg.4 of the BBol.
- ✚ To support the children's language development further, involve the parents/carers by sharing the **section activities** (these are appropriately written for families and can be photocopied from the BBol).

| Activities: Week 1 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Chinese whispers – pass an action message around the group, e.g., jump up and down. The last pupil to receive the message must perform the action.</p> | | | | | | |
| <p>Big Book of Ideas Activity 2.1 (pg.28)</p> <p><u>Understanding of Language</u></p> <p>Aim: To be able to suggest a consequence for an action or behaviour</p> <ul style="list-style-type: none"> • Discuss questions that begin with: • 'What might happen if...' • 'What might this person do if...' • 'What might you do if...' • E.g. 'What might happen if it starts to rain when you are playing in the garden?' • 'What might happen if your friends don't want to play the same game as you?' | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |

| Activities: Week 2 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Listen and colour/draw – draw or colour a picture by listening to the instructions.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 1:</p> <ul style="list-style-type: none"> ✚ Suggest a consequence for an action or a behaviour | | | | | | |
| <p><u>Big Book of Ideas Activity 2. (pg.29)</u></p> <p><u>Understanding of Language</u></p> <p>Aim: To be able to use verbal language to solve a problem</p> <ul style="list-style-type: none"> • Find a short story and tell the pupil the problem in the story. • Discuss some solutions to fix the problem (what the character could do). • Read the story to compare the solutions. | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |

| Activities: Week 3 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Read a paragraph or tell a story, then ask the children to put their hand up /stand up, when they hear a particular word or their name.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 2:</p> <ul style="list-style-type: none"> ✚ Generate ideas for solutions, e.g. 'If you were writing and your pencil broke, what would you do?' | | | | | | |
| <p><u>Big Book of Ideas Activity 2.1 (pg. 30)</u></p> <p><u>Understanding of Language</u></p> <p>Aim: To be able to select key information from a complex spoken paragraph</p> <ul style="list-style-type: none"> ✚ Choose a story of interest. ✚ Pick out a couple of things that the pupils need to listen out for in the story. ✚ Pupils can write key words or draw simple pictures to remind them what they are listening for. ✚ Read a short paragraph to the pupil. ✚ Did they manage to hear the answers to the questions you set? ✚ Model correct answer and reread if incorrect. | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 4 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Take turns to tap out or clap a rhythm pattern, then ask the child/ren to repeat.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 3:</p> <ul style="list-style-type: none"> ✚ Choose a short paragraph from a story. ✚ Read it out loud. ✚ Can children recall key information? | | | | | | |
| <p><u>Big Book of Ideas Activity 2.1 (pg.31)</u></p> <p><u>Understanding of Language</u></p> <p>Aim: To be able to justify their decisions and opinions</p> <ul style="list-style-type: none"> ✚ Have a debate about relevant issues in school, e.g. 'Should pupils have to wear school uniform?' ✚ Split the group into two teams: for and against. ✚ Encourage each group to give reasons for their opinions. | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |



| Activities: Week 5 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Think of a category such as, space, animals, ocean, etc., then say related words or sentences. Ask the child/ren to accept or reject them, depending on whether it's relevant to that topic. E.g., if you're talking about animals, name some animals and then name a different object.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p><u>Revisit activities from Week 4:</u></p> <ul style="list-style-type: none"> ✚ Have a quick debate on another issue in school, e.g. 'Should homework be banned?' | | | | | | |
| <p>Big Book of Ideas Activity 2.2 (pg.32)</p> <p><u>Grammar</u></p> <p>Aim: To be able to use irregular comparatives and superlatives</p> <ul style="list-style-type: none"> ✚ Discuss the comparative and superlative table with pupils. ✚ Use the pictures of the ladybird, spider and centipede and put them in order of number of legs. ✚ Make a sentence about the picture. E.g. 'A spider has more legs than a ladybird. The centipede has the most legs.' ✚ Choose three subject pics from the class's visual timetable and ask child to | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| put them in order from their least favourite subject to their most favourite. Can they make a sentence? E.g. 'Maths is better than science, but English is the best.' | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 6 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| Welcome/Hello <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| Warm-up activity. What's in the box - Describe objects in a box/bag , that only you can see. Ask the child to listen to the description and guess what it is. | | | | | | |
| Big Book of Ideas. <u>Revisit activities from Week 5:</u> <ul style="list-style-type: none"> Look at the comparative and superlative table from last week. Can children construct a sentence using some of these words? | | | | | | |
| Big Book of Ideas Activity 2.2 (pg.33) Grammar Aim: To be able to use irregular past tenses <ul style="list-style-type: none"> Discuss irregular verbs and show the examples shown in the 'irregular past tense table'. Use the verb pictures and choose a picture and place it on the 'today / yesterday' table on the 'today' side. Ask pupils to make a sentence starting with 'Today...', e.g. 'Today, the boy is eating pizza.' Then put the pic on 'yesterday'. Ask pupils to make a sentence starting with 'Yesterday...', e.g. 'Yesterday, the boy ate the pizza.' Model correct sentence if any mistakes. | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 7 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Fruit salad: Each child has a label e.g., fruit, animal, colour. Call out a label. The child with that label must either stand up/ do an action/ swap places/ call out something in that category.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 6:</p> <ul style="list-style-type: none"> ✚ Revisit the irregular past tense table ✚ Can children make sentences starting with 'today' and 'yesterday', using some of these verbs? | | | | | | |
| <p><u>Big Book of Ideas Activity 2.2 (pg.34)</u></p> <p><u>Grammar</u></p> <p>Aim: To be able to understand passive sentences</p> <ul style="list-style-type: none"> Use character toys and objects that you have in your setting. Ask the child to listen to the instruction and do the actions, e.g. 'Captain America is fed a banana.' 'The car is washed by Barbie.' 'The monkey is brushed by Spider-Man.' | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |

| Activities: Week 8 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Thumbs up, thumbs down: Say some true and false statements. Ask children to put their thumbs up or down depending on if it's true or not. Curriculum topics could also be incorporated.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 7:</p> <ul style="list-style-type: none"> ✚ Give some instructions for the children to complete in the passive voice, e.g.: [Child A] is winked at by [Child B] ✚ [Child C] is hi-fived by [Child D] | | | | | | |
| <p>Big Book of Ideas Activity 2.3 (pg.35-36)</p> <p><u>Vocabulary</u></p> <p>Aim: To be able to develop vocabulary by using word webs</p> <ul style="list-style-type: none"> ✚ Learn vocabulary by making word webs (Template BBOI p.81). ✚ Choose a word you want the pupil to understand (this could be topic-related). ✚ Write the word in the centre of the page ✚ Discuss the word in detail ✚ Describe using senses ✚ Where would you find it? ✚ What is it for? ✚ What category does it belong to? ✚ What is it related to? ✚ What does it begin with? ✚ How many syllables does it have? | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
|  What does it rhyme with?  To finish ask the pupil to use the word in a sentence. | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 9 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Hurrah/Boo: Make some statements and the children must respond, 'hurrah' or 'boo' depending on if it's good or bad news, e.g. "Christmas has been cancelled!" "We're going to do maths all afternoon!" etc.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 8:</p> <p>✚ Revisit the word webs the children have completed.</p> | | | | | | |
| <p><u>Big Book of Ideas Activity 2.3 (pg.37)</u></p> <p><u>Vocabulary</u></p> <p>Aim: To be able to retain and retrieve vocabulary</p> <ul style="list-style-type: none"> Choose 5 different words from the word webs they have previously completed and write onto paper/card Put the cards face down on the table Aske a pupil to select a card | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| <ul style="list-style-type: none"> • The group then asks the pupil about the word to try and get enough information to guess the word. • Ask questions such as: • Where would you find it? • What is it for? • Who would use it? • What does it look like? • What colour is it? • What category does it belong to? • What does it sound like? • What does the word begin with? • What does the word end with? • What does the word rhyme with? • How many syllables does it have? • Choose other pupils to select a word once guessed • You could also use the words to see which one fits best to complete a missing word in a sentence | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 10 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>What/who's missing: Ask children to close their eyes. Remove either an object out of a selection in front of them, or tap one of the children, and ask them to leave the room. What/who's gone?</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 9:</p> <ul style="list-style-type: none"> Question children on words they have learnt through their word webs | | | | | | |
| <p>Big Book of Ideas Activity 2.4 (pg.38-39)</p> <p><u>Narrative</u></p> <p>Aim: To be able to tell a story (narrative)</p> <ul style="list-style-type: none"> Find an appropriate short story Discuss and complete the story grid with the pupils. Write key words, short notes and draw pictures etc Support pupil to tell the story in the correct order, | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |




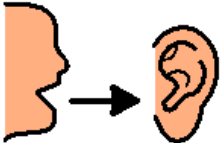


WellComm Primary Planning for Language Development – Section 3

To provide children with structured opportunities to develop understanding, vocabulary, grammar, narrative, and social skills.

Things to consider:

- ✚ A quiet area or room, to ensure the children's focused attention and to limit distractions.
- ✚ Activities can be carried out during 1:1 sessions with a child, or in small groups. Groups should be no larger than 5 or 6 pupils. Social skills activities should always take place in small groups.
- ✚ Pupils in the groups should be working at similar levels, i.e., they should all have achieved a 'green' score at the same level. They may also be grouped according to similar language development profiles, e.g., understanding of language, narrative skills, etc.
- ✚ Maintain a constant routine/structure of the session so that children become familiar (consider use of a visual timeline – see below)
- ✚ Many of the activities can be related to classroom topics and used within the classroom.
- ✚ **Highlighted resources** match planning ideas.
- ✚ Repeat activities as often as possible. Repetition will lead to faster progress.
- ✚ Do your planning at the end of each session so that information is still fresh in your mind, and you can accurately evaluate progress.
- ✚ Use the Big Book of Ideas for language activities, social skills, memory, and organisational skills.
- ✚ Remember to use '**Step Up**' or '**Step Down**' activities, depending on the children's levels of development.
- ✚ To get the most out of a WellComm Language group, the group/s will need to be run a minimum of three times per week.
- ✚ Use simple recording methods on planning sheets, e.g. colour coding - red/amber/green or **Beginning/Developing/Secure**, so that you can easily refer back to which children need to embed skills further.
- ✚ Remember to share results with other key staff so that everyone is aware of the children's language levels.
- ✚ Involve parents and carers as much as possible to generalise learning.

Session timeline example.

| | | | | | |
|--|--|---|---|---------------------------------|---|
| <p>Hello.</p>  <p>Aim of today's session.</p> | <p>Good listening rules.</p>  | <p>Warm up game.</p>  | <p>Revision of last session. (BBol)</p> | <p>New learning. (BBol)</p> | <p>Conclusion task.</p>  |
|--|--|---|---|---------------------------------|---|

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 then 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 packs of resources required for each section of WellComm so that it's easy to 'grab and go'.
- ✚ For general strategies to support SLC in the classroom, see pg.4 of the BBol.
- ✚ To support the children's language development further, involve the parents/carers by sharing the **section activities** (these are appropriately written for families and can be photocopied from the BBol).

| Activities: Week 1 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Chinese whispers – pass an action message around the group, e.g., jump up and down. The last pupil to receive the message has to perform the action.</p> | | | | | | |
| <p>Big Book of Ideas Activity 3.1 (pg.42)</p> <p><u>Understanding of Language</u></p> <p>Aim: To be able to infer meaning from a spoken situation.</p> <ul style="list-style-type: none"> • Read out a section of a book • Get the pupil to draw what has happened in a comic strip style. • Draw speech bubbles for each character and discuss what the character might be saying. • Draw thought bubbles for each character and discuss what each character might be thinking. Remember that the main focus of this activity is not writing. | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |

| Activities: Week 2 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Listen and colour/draw – draw or colour a picture by listening to the instructions.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 1:</p> <ul style="list-style-type: none"> ✚ Discuss how different ways of saying a phrase can change the meaning. ✚ Say “oh that’s great” with a happy voice means well done ✚ Saying the same in a sarcastic voice can mean oh dear I have messed up. <p>Look at what these idioms mean</p> <ul style="list-style-type: none"> • Pull your socks up • Under the weather • Hang in there • It’s not rocket science | | | | | | |
| <p>Big Book of Ideas Activity 3.1 (pg.44)</p> <p><u>Understanding of Language</u></p> <p>Aim: To be able to infer and make predictions about what might happen next</p> | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| <ul style="list-style-type: none"> • Choose an age-appropriate book to read together. • Read a section until you reach a problem or the end of a chapter. • Discuss what has happened so far. What is the problem? • Discuss possible scenarios, what might happen next (could be done as a comic strip). • Read to find out what happened next. • Were the pupil's predictions the same as the book? If not, were they still appropriate? • Remember this is not a reading or writing task! | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 3 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p>Welcome/Hello</p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p>Warm-up activity.</p> <p>Read a paragraph or tell a story, then ask the children to put their hand up /stand up, when they hear a particular word or their name.</p> | | | | | | |
| <p>Big Book of Ideas.</p> <p>Revisit activities from Week 2:</p> <p>Read a section of a book and ask children to make predictions about what might happen next.</p> | | | | | | |
| <p>Aim: Big Book of Ideas Activity 3.1 (pg.46)</p> <p>Understanding of Language</p> <p>Aim: To be able to select key information from a complex spoken paragraph</p> <ul style="list-style-type: none"> Choose a book related to the pupil's topic (fiction or non-fiction) Pick two pieces of information the children need to listen for, e.g. "what is Charlie's friend called? "What is a mammal?" Support the pupil to write key words or draw simple pictures to remind them what they need to listen for. Read a paragraph to the pupil. Recap what the pupil was to listen out for. Discuss the pupil's answer. If the pupil is incorrect model the correct answer and read the paragraph again. | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |

| Activities: Week 4 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Take turns to tap out or clap a rhythm pattern, then ask the child/ren to repeat.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 3:</p> <ul style="list-style-type: none"> • Read a paragraph from a book and ask the pupil to summarise the key information. | | | | | | |
| <p><u>Big Book of Ideas Activity 3.1 (pg.47)</u></p> <p><u>Understanding of Language</u></p> <p>Aim: To be able to justify an opinion and someone else's preference</p> <ul style="list-style-type: none"> • In small groups have a debating club about relevant issues in school (should pupils wear uniform?) • Split into groups for and against. • Encourage each group to give reasons for their opinions • Ask pupils to summarise the main points from the debate and come to an agreed decision. • Encourage the pupils to talk about different opinions and the reason another person may think this. | | | | | | |
| <p><u>Conclusion Task, e.g., stickers.</u></p> | | | | | | |

| Activities: Week 5 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Think of a category such as, space, animals, ocean, etc., then say related words or sentences. Ask the children to accept or reject them, depending on whether it's relevant to that topic. E.g., if you're talking about animals, name some animals and then name a different object.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 4: To be able to justify an opinion and someone else's preferences.</p> <ul style="list-style-type: none"> ✚ Ask children “should homework be banned” ✚ What are their opinions? ✚ Can they justify their opinion? | | | | | | |
| <p>Big Book of Ideas Activity 3.2 (pg.48) Aim: To be able to use –er suffix to describe a person carrying out an action.</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Gather a selection of verb pictures that when an –er suffix is added describe a person carrying out an action. | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| <ul style="list-style-type: none"> • Show one picture at a time and talk about the action e.g. paints • What happens when we put an –er on the end? • Model sentences “someone who bakes is a baker. | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 6 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>What's in the box - Describe objects in a box/bag, that only you can see. Ask the child to listen to the description and guess what it is.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 5:</p> <ul style="list-style-type: none"> ✚ Revisit verb pictures from last week. | | | | | | |
| <p>Big Book of Ideas Activity 3.3 (pg.49)</p> <p><u>Vocabulary</u></p> <p>Aim: To be able to learn, remember and use appropriate vocabulary</p> <ul style="list-style-type: none"> • Learn vocabulary by making a word web (Template BBOI p.81). • Choose a word you want the pupil to understand. | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| <ul style="list-style-type: none"> • Write the word in the centre of the page • Discuss the word in detail • Describe using senses • Where would you find it? • What is it for? • What category does it belong to? • What is related to? • What does it begin with? • How many syllables does it have? • What does it rhyme with? • To finish ask the pupil to use the word in a sentence. | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 7 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Fruit salad: Give each child a label e.g., fruit, animal, colour. Call out a label. The child with that label must either stand up/ do an action/ swap places/ call out something in that category.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 6:</p> <ul style="list-style-type: none"> Look at last week's word web Explain that we are going to make another this week If we start to collect these word webs in one place, we can make a personalised dictionary. Maybe hand out paper clips to start making “books”. | | | | | | |
| <p>Aim: Big Book of Ideas Activity 3.3 (pg.49)</p> <p><u>Vocabulary</u></p> <p>Aim: To be able to learn, remember and use appropriate vocabulary</p> | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| <ul style="list-style-type: none"> • Learn vocabulary by making a word web (Template p.81 BBOI) • Choose a word you want the pupil to understand. • Write the word in the centre of the page • Discuss the word in detail • Describe using senses • Where would you find it? • What is it for? • What category does it belong to? • What is related to? • What does it begin with? • How many syllables does it have? • What does it rhyme with? • To finish ask the pupil to use the word in a sentence. | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |

| Activities: Week 8 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> • Introduce/recap listening rules – use visuals/signing if required, to support understanding. • Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Thumbs up, thumbs down: Say some true and false statements. Ask children to put their thumbs up or down depending on if it's true or not. Curriculum topics could also be incorporated.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 7:</p> <p>🚦 To be able to retain and retrieve vocabulary.</p> | | | | | | |
| <p>Big Book of Ideas Activity 3.4 (pg.52-53)</p> <p><u>Vocabulary</u></p> <p>Aim: to be able to retain and retrieve vocabulary</p> <ul style="list-style-type: none"> • Allow pupils to choose five different words. • Write or draw on separate cards • Place face down, ask one pupil to select a card, and the other is to guess the word by asking... • What is it for? • Who would use it? | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| <ul style="list-style-type: none"> • What does it look like? • What colour is it? • What category does it belong to? • What does it sound like? • What does the word begin with? • What does the word end with? • What does the word rhyme with? • How many syllables does it have? <p>Choose other pupils to select a word once guessed</p> <ul style="list-style-type: none"> • You could also use the words to see which one fits best to complete a missing word in a sentence | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 9 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Hurrah/Boo: Make some statements and the children must respond, 'hurrah' or 'boo' depending on if it's good or bad news, e.g. "Christmas has been cancelled!" "We're going to do maths all afternoon!" etc.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 8:</p> <ul style="list-style-type: none"> Ask the pupil to revisit their "personalised dictionaries". Discuss what words they have in them. Can they remember any of the words they have associated with them? | | | | | | |
| <p>Big Book of Ideas Activity 3.4 (pg.52)</p> <p><u>Narrative</u></p> <p>Aim: To be able to recall and retell an event or story.</p> <ul style="list-style-type: none"> Find a short story | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| <ul style="list-style-type: none"> • Discuss and complete the story grid (copy from BBOIs p 83) with the pupil. • Write key words, short notes and draw pictures. • Talk about the characters feelings, use different coloured pens for each feeling. • Encourage pupils to use describing words and write them down. • Once completed ask the pupil to retell the story in the correct order. • Repeat and model any inaccurate or improved sentences, including adding connectives. | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 10 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>What/who's missing: Ask children to close their eyes. Remove either an object out of a selection in front of them, or tap one of the children, and ask them to leave the room. What/who's gone?</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p><u>Revisit activities from Week 9:</u></p> <p>✚ Can the children use their completed story grid from last week to retell the story?</p> | | | | | | |
| <p><u>Big Book of Ideas Activity 3.4 (pg.52)</u></p> <p><u>Narrative</u></p> <p>Aim: To be able to recall and retell an event or story.</p> <p>✚ Find a short story</p> <p>✚ Discuss and complete the story grid (copy from BBOIs p 83) with the pupil.</p> <p>✚ Write key words, short notes and draw pictures.</p> <p>✚ Talk about the characters feelings, use different coloured pens for each feeling.</p> | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| <ul style="list-style-type: none"> ✚ Encourage pupils to use describing words and write them down. ✚ Once completed, ask the pupil to retell the story in the correct order. ✚ Repeat and model any inaccurate or improved sentences, including adding connectives. | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |




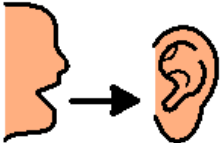


WellComm Primary Planning for Language Development – Section 4

To provide children with structured opportunities to develop understanding, vocabulary, grammar, narrative, and social skills.

Things to consider:

- ✚ A quiet area or room, to ensure the children's focused attention and to limit distractions.
- ✚ Activities can be carried out during 1:1 sessions with a child, or in small groups. Groups should be no larger than 5 or 6 pupils. Social skills activities should always take place in small groups.
- ✚ Pupils in the groups should be working at similar levels, i.e., they should all have achieved a 'green' score at the same level. They may also be grouped according to similar language development profiles, e.g., understanding of language, narrative skills, etc.
- ✚ Maintain a constant routine/structure of the session so that children become familiar (consider use of a visual timeline – see below)
- ✚ Many of the activities can be related to classroom topics and used within the classroom.
- ✚ **Highlighted resources** match planning ideas.
- ✚ Repeat activities as often as possible. Repetition will lead to faster progress.
- ✚ Do your planning at the end of each session so that information is still fresh in your mind, and you can accurately evaluate progress.
- ✚ Use the Big Book of Ideas for language activities, social skills, memory, and organisational skills.
- ✚ Remember to use '**Step Up**' or '**Step Down**' activities, depending on the children's levels of development.
- ✚ To get the most out of a WellComm Language group, the group/s will need to be run a minimum of three times per week.
- ✚ Use simple recording methods on planning sheets, e.g. colour coding - red/amber/green or **Beginning/Developing/Secure**, so that you can easily refer back to which children need to embed skills further.
- ✚ Remember to share results with other key staff so that everyone is aware of the children's language levels.
- ✚ Involve parents and carers as much as possible to generalise learning.

Session timeline example.

| | | | | | |
|--|--|---|---|---------------------------------|---|
| <p>Hello.</p>  <p>Aim of today's session.</p> | <p>Good listening rules.</p>  | <p>Warm up game.</p>  | <p>Revision of last session. (BBol)</p> | <p>New learning. (BBol)</p> | <p>Conclusion task.</p>  |
|--|--|---|---|---------------------------------|---|

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 then 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 packs of resources required for each section of WellComm so that it's easy to 'grab and go'.
- ✚ For general strategies to support SLC in the classroom, see pg.4 of the BBol.
- ✚ To support the children's language development further, involve the parents/carers by sharing the **section activities** (these are appropriately written for families and can be photocopied from the BBol).

| Activities: Week 1 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Chinese whispers – pass an action message around the group, e.g., jump up and down. The last pupil to receive the message must perform the action.</p> | | | | | | |
| <p>Big Book of Ideas Activity 4.1 (pg.56)</p> <p><u>Understanding of Language</u></p> <p>Aim: Understand the concept of sarcasm and non-literal language</p> <ul style="list-style-type: none"> • Explain sarcasm is when someone says the opposite of what they mean. Watch the clip Zootopia: Meet the Sloth. HD (DMV Scene) (youtube.com) • Look at typical features such as: talking slower and quieter, extra stress on words, facial expressions that don't match what is being said, eye rolling and eyebrow raising, exaggerated body movements. • Role play different scenarios (see scenario cards) and pupils to choose if you were being sarcastic or real. • Encourage children to ask for clarification if they aren't sure if someone is being sarcastic or not. | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |




| Activities: Week 2 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p>Welcome/Hello</p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p>Warm-up activity.</p> <p>Listen and colour/draw – draw or colour a picture by listening to the instructions.</p> | | | | | | |
| <p>Big Book of Ideas.</p> <p>Revisit activities from Week 1:</p> <ul style="list-style-type: none"> ✚ Role-play some scenarios and children to choose if you are being sarcastic or real. | | | | | | |
| <p>Big Book of Ideas Activity 4.1 (pg.58)</p> <p>Understanding of Language</p> <p>Aim: To be able to select key information from a complex spoken paragraph</p> <ul style="list-style-type: none"> • Choose a book related to pupil's topic or interest (you will need to make you familiar with the book) • Tell children what they need to listen out for e.g. what is a mammal? What three things reflect light? • Encourage children to write key words or draw pictures to remind them what you have said as you read. (felt tips/paper) • Read the short paragraph • Ask the questions • Discuss the pupil's answers • Model back correct answers and read paragraph again if pupil is incorrect <p>Conclusion Task, e.g., stickers.</p> | | | | | | |

| Activities: Week 3 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Thumbs up, thumbs down: Say some true and false statements. Ask children to put their thumbs up or down depending on if it's true or not. Curriculum topics could also be incorporated.</p> | | | | | | |
| <p>Big Book of Ideas.</p> <p>Revisit activities from Week 2</p> <ul style="list-style-type: none"> ✚ Read a paragraph or tell a story, then ask the children to put their hand up /stand up, when they hear a particular word or their name. | | | | | | |
| <p>Big Book of Ideas Activity 4.1 (pg.59)</p> <p><u>Understanding of Language</u></p> <p>Aim: To be able to justify an opinion and someone else's preferences</p> <ul style="list-style-type: none"> • Pose a question e.g. 'Should pupils have to wear uniform?' Or 'Should homework be banned?' | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| <ul style="list-style-type: none"> • Spilt the group into two separate teams: 'for' and 'against' depending on their point of view. • Encourage each group to give reasons for their opinion • At the end of the debate encourage children to summarise the main points and come to one agreed decision. • Encourage pupils to talk about opinions that differs from their own and the reason the person thinks this. | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 4 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Take turns to tap out or clap a rhythm pattern, then ask the child/ren to repeat.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 3:</p> <ul style="list-style-type: none"> Have a quick debate on another issue in school, e.g. 'Should homework be banned?' | | | | | | |
| <p>Big Book of Ideas Activity 4.1 (pg.60)</p> <p><u>Understanding of Language</u></p> <p>Aim: To be able to understand language related to certainty</p> <ul style="list-style-type: none"> Write the words likely and unlikely on cards and put on opposite ends of the table. Put these words in order of how likely they make an event possible: certainly, probably, potentially, occasionally, definitely, possibly, usually. Some words may be in the same place | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| <p>✚ Model how to use these in a sentence then get pupils to say their own sentences</p> <p>✚ Practise using these words to answer questions such as:</p> <p>Q: Will we have to go to school tomorrow? A: Yes, we will definitely have to go to school tomorrow!</p> <p>Q: Will it rain tomorrow? A: It will possibly rain tomorrow.</p> <p>Q: Will it be Christmas on the 25th December? A: Yes, it certainly will be on the 25th.</p> <p>Q: Will you have cheese sandwiches for your lunch? A: I usually have cheese sandwiches for my lunch.</p> | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |


| Activities: Week 5 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <u>Welcome/Hello</u>  Introduce/recap listening rules – use visuals/signing if required, to support understanding.  Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <u>Warm-up activity.</u> Think of a category such as, space, animals, ocean, etc., then say related words or sentences. Ask the child/ren to accept or reject them, depending on whether it's relevant to that topic. E.g., if you're talking about animals, name some animals and then name a different object. | | | | | | |
| <u>Big Book of Ideas.</u> Revisit activities from Week 4:  Sort certainty word cards into likely/unlikely Use in sentences. | | | | | | |
| <u>Big Book of Ideas Activity 4.2 (pg.61)</u> <u>Grammar</u> Aim: To be able to identify and correct grammatical errors <ul style="list-style-type: none"> Choose an age-appropriate book/magazine or YouTube clip Talk about what you can see, what the characters are doing and relate to pupil's experience When talking make deliberate grammatical errors. See if the pupil identifies them and tells you how to correct them E.G: You say 'The cat caught the mouses' Pupil says: 'The cat caught the mice' Repeat for other sentences | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 6 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> ✚ Introduce/recap listening rules – use visuals/signing if required, to support understanding. ✚ Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>What's in the box - Describe objects in a box/bag, that only you can see. Ask the child to listen to the description and guess what it is.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p><u>Revisit activities from Week 5:</u></p> <ul style="list-style-type: none"> ✚ Say sentences that are grammatically incorrect and pupils to identify them and correct. | | | | | | |
| <p><u>Big Book of Ideas Activity 4.3(pg.62)</u></p> <p><u>Vocabulary</u></p> <p>Aim: To be able to learn remember and use appropriate vocabulary (make a word web)</p> <ul style="list-style-type: none"> • Choose words from topics pupils are learning in class or a word the child needs to learn • Write the word or draw a picture of the word in the centre of a piece of paper • Discuss the word in detail and add information to the word web <p>Try to include descriptive information (in one colour)</p> <p>What does it feel/look/smell/taste/sound like?</p> <p>Where would you find it?</p> <p>What do you do with it?</p> | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| <p>What category does it belong to? What is it related to?</p> <p>Try and include descriptions about how the word sounds (in a contracting colour) What sound does it begin/end with? (2 qs) How many syllables does the word have? What does it rhyme with?</p> <ul style="list-style-type: none"> • Discuss if the pupil has heard the word before and can add extra comments such as similar meaning (synonym) or opposite meaning (antonym) • To finish ask the pupil to put the word into a sentence and make definition of the word <p>See question prompts in appendices</p> | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |

| Activities: Week 7 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Fruit salad: Give each child has a label e.g., fruit, animal, colour. Call out a label. The child with that label must either stand up/ do an action/ swap places/ call out something in that category.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 6:</p> <p>✚ Revisit word from last week and pupils to recall what they can about the word.</p> <p>Refer to word web.</p> | | | | | | |
| <p><u>Big Book of Ideas Activity 4.3(pg.62)</u></p> <p><u>Vocabulary</u></p> <p>Aim: To be able to learn remember and use appropriate vocabulary (make a word web)</p> <ul style="list-style-type: none"> Choose words from topics pupils are learning in class or a word the child needs to learn Write the word or draw a picture of the word in the centre of a piece of paper Discuss the word in detail and add information to the word web | | | | | | |


| | | | | | | |
|--|--|--|--|--|--|--|
| <p>Try to include descriptive information (in one colour) What does it feel/look/smell/taste/sound like? Where would you find it? What do you do with it? What category does it belong to? What is it related to?</p> <p>Try and include descriptions about how the word sounds (in a contrasting colour) What sound does it begin/end with? (2 qs) How many syllables does the word have? What does it rhyme with?</p> <ul style="list-style-type: none"> • Discuss if the pupil has heard the word before and can add extra comments such as similar meaning (synonym) or opposite meaning (antonym) • To finish ask the pupil to put the word into a sentence and make definition of the word <p>See question prompts in appendices</p> | | | | | | |
| <p>Conclusion Task, e.g., stickers.</p> | | | | | | |

| Activities: Week 8 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above)</p> | | | | | | |
| <p><u>Warm-up activity.</u> Thumbs up, thumbs down: Say some true and false statements. Ask children to put their thumbs up or down depending on if it's true or not. Curriculum topics could also be incorporated.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u> <u>Revisit activities from Week 7:</u>  Revisit word from last week and pupils to recall what they can about the word. Refer to word web. (make a personalised group dictionary of words to refer back to)</p> | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| <p>Big Book of Ideas Activity 4.3 (pg.64)</p> <p><u>Vocabulary</u></p> <p>Aim: to be able to retain and retrieve vocabulary</p> <ul style="list-style-type: none"> Choose 5 different words from the word webs they have previously completed and write on to card Put the cards face down on the table Aske a pupil to select a card The group then asks the pupil about the word to try and get enough information to guess the word. Ask questions such as: Where would you find it? What is it for? Who would use it? What does it look like? What colour is it? What category does it belong to? What does it sound like? What does the word begin with? What does the word end with? What does the word rhyme with? How many syllables does it have? Choose other pupils to select a word once guessed You could also use the words to see which one fits best to complete a missing word in a sentence | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |

| Activities: Week 9 | Name: | Name: | Name: | Name: | Name: | Name: |
|---|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>Hurrah/Boo: Make some statements and the children must respond, 'hurrah' or 'boo' depending on if it's good or bad news, e.g. "We are going on a trip!" "We're going to do maths all afternoon!" etc.</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p>Revisit activities from Week 8:</p> <p>✚ Revisit word from last week and pupils to recall what they can about the word. Refer to word web. (make a personalised group dictionary of words to refer back to)</p> | | | | | | |
| <p>Big Book of Ideas Activity 4.4 (pg.65)</p> <p><u>Narrative</u></p> <p>Aim: be able to recall and re-tell an event or story</p> <ul style="list-style-type: none"> Find an appropriate short story or event Discuss and complete the story grid (copy from BBOIs p 83) with the pupils. Write key words, short notes and draw pictures etc | | | | | | |

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

| Activities: Week 10 | Name: | Name: | Name: | Name: | Name: | Name: |
|--|-------|-------|-------|-------|-------|-------|
| <p><u>Welcome/Hello</u></p> <ul style="list-style-type: none"> Introduce/recap listening rules – use visuals/signing if required, to support understanding. Use visual timeline to show children what activities they will be taking part in. (See above) | | | | | | |
| <p><u>Warm-up activity.</u></p> <p>What/who's missing: Ask children to close their eyes. Remove either an object out of a selection in front of them, or tap one of the children, and ask them to leave the room. What/who's gone?</p> | | | | | | |
| <p><u>Big Book of Ideas.</u></p> <p><u>Revisit activities from Week 9:</u></p> <p> Quickly ask pupils to verbally retell story from last week. Use story grid as prompt.</p> | | | | | | |
| <p>Big Book of Ideas Activity 4.4 (pg.65)</p> <p><u>Narrative</u></p> <p>Aim: be able to recall and re-tell an event or story</p> <ul style="list-style-type: none"> Find an appropriate short story or event Discuss and complete the story grid with the pupils. (Copy from BBOIs p 83) Write key words, short notes and draw pictures etc Talk about how the characters might feel throughout and write in different colours e.g. red for angry, green means thoughts | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| <ul style="list-style-type: none"> • Encourage pupils to use describing words and make a note throughout. • Once completed support pupils to retell the story in the correct order • Repeat back and model higher-level grammar and vocabulary, including adding connectives <p>NOTE this is a speaking not writing activity</p> | | | | | | |
| Conclusion Task, e.g., stickers. | | | | | | |