



Instructions for Using the Wellcomm Primary Classroom Toolkit

Overview

The Wellcomm Classroom Toolkit is designed to support the entire class while specifically addressing the speech and language communication needs of students requiring additional intervention. Each section of the toolkit aligns with the Wellcomm Big Book of Ideas.

Sections and Age Ranges

Each toolkit section is tailored to specific age ranges:

- **Section 1 = 6 years - 6 years 11 months**
- **Section 2 = 7 years - 7 years 11 months**
- **Section 3 = 8 Years - 8 years 11 months**
- **Section 4 = 9 years - 10 years 11 months**

You may choose to begin with a lower age range to accommodate the needs of the least able students, allowing you to recap essential concepts for those who are more advanced.

Implementation

1. **Select the Appropriate Section:** Review the age ranges and choose the section that best meets the needs of your class.
2. **Use the Tally Chart:** A tally chart is provided in each grid to help track progress. Research shows it typically takes **25 exposures** to a concept for effective language learning to occur. Use this chart to monitor the class engagement with the material.
3. **Interweave Language Learning:** Incorporate the toolkit's activities and strategies into your everyday classroom practice. The goal is to enhance language learning without adding to your workload.

Final Note

This toolkit is here to support you and your students. By integrating these resources, you can create a rich language-learning environment that benefits all learners.

Section 1: 6:00 – 6:11 years

Focus	Key vocab	Suggested activity	Tally
1.1 Understand words that describe sequences	First Next Last	Read a story – ask: What happened first? Next? Last? While lining up, ask: Who is first? Next? Last? Looking at the visual timetable, ask: What are we doing first? Next? Last?	
1.1 Follow a series of verbal instructions	Instructions Listen Remember	Train children to “hold onto” the steps in instructions before carrying them out. Do this as part of setting them off on their task – e.g. ‘Write the date at the top, underline the date, write the title, underline the title and then put your pencil on the table.’ Complete all the instruction before setting the children off. At the beginning of a session, list the materials needed (e.g. pencil, ruler, book, rubber). Complete all the items before you ask the children to get them.	
1.1 Use problem-solving skills	Issue Problem Solution Fix Avoid	Ask children to generate solutions to real-life problems – e.g. ‘If you were writing and your pencil broke, what would you?’ When reading the class story, stop at a problem and ask children what the character should do. Help children problem solve after an altercation – e.g. ‘What could you have done to avoid this?’	

1.1 Answer higher-level 'why' questions	Why	<p>Ask a range of 'why' questions when reading the class story, e.g. 'Why did the character do that?' 'Why did that happen?'</p> <p>Ask children why you are doing something - e.g. 'Why am I handing out glue sticks?' 'Why would I blow my whistle?' 'Why are you lining up?'</p> <p>Ask 'why' questions that relate to your topic, e.g. 'Why did the Great Fire of London spread so quickly?'</p>	
1.1 See things from other people's perspective	Look Think Empathise Perspective	<p>Read a picture book with your class. Look at the pictures of different characters and ask: 'What do you think [character] is saying?'</p> <p>Encourage role play in the classroom.</p> <p>Embed this in lessons such as English or history, using techniques such as: hot-seating, conscience alley etc.</p>	
1.2 Use superlatives (-er and -est)	Compare More Most Bigger/est Smaller/est Slower/est Quicker/est Younger/est Older/est	<p>Try to use this vocab when reading your class story - compare two/three different characters e.g. '[Character A] is funny, but [Character B] is funnier.'</p> <p>Use this vocab in PE: 'x child jumped the furthest.' 'Red team ran quicker than the Blue team.'</p> <p>Morning activity: invite 3 children up to the front. Ask the rest of the class to compare their height - e.g. '[Child A] is</p>	

	Softer/est Harder/est etc...	taller than [Child B] but [Child C] is the tallest.' Then their age - e.g. '[Child A] and [Child B] are older than [Child C]. [Child C] is the youngest.'	
1.2 Use irregular plurals	Singular Plurals Regular Irregular [Offer examples]	Model irregular plurals in the classroom - e.g., 'Here is one child and here are lots of children.' Model incorrect irregular plurals and ask children to help you fix them, e.g. 'Lots of mouses.' 'Lots of sheeps.' When reading picture books, point to pictures and ask children for the plurals e.g. 'Here is one woman. If there were more, there would be lots of ____' 'Here is one mouse. If there were more, there would be lots of _____'	
1.2 Use the conjunction 'because' in a sentence	Why Because Full sentence	Read the class story and ask the children some 'why' questions, encouraging them to answer in full sentences. Include 'why' questions in your topic work e.g. 'Why did the seed grow?' 'Why was [name] a significant person in history?'	
1.3 Learn, remember and use appropriate vocabulary	Vocabulary Keywords Describe Syllables Rhyme	For each new topic activity, create a word web. Choose a keyword and put it in the middle. Children then write words associated to that piece of vocab around it. They could write: descriptive information, what it rhymes with, how many syllables it has, what are its synonyms/antonyms.	

		<p>At the start of every lesson, revisit words the children have learnt. At the end of the lesson, you could do an 'exit ticket' where the child has to tell you what the word means that they've learnt that lesson (or previously).</p> <p>Frequently refer to and use key vocab in lessons.</p> <p>Write key vocab on a working wall and refer to this throughout your lesson. Add synonyms next to these words.</p>	
1.3 Use homonyms	Homonyms (Offer examples)	<p>Morning starter: homonym activities (how many can the children think of, put them into different sentences etc).</p> <p>Quick fire as they are lining up - 'Who can think of some homonyms?'</p> <p>Display different homonyms around the classroom.</p>	
1.4 Recall and retell an event or story	Recall Retell	<p>Use Show and Tell / circle time as a time for children to recall an event. Encourage children to tell the event in order.</p> <p>Implement retelling stories in your English lessons - consider story maps, planning grids etc.</p> <p>Children should be encouraged to retell what happened during altercations, following a clear sequence.</p>	

Section 2: 7:00 - 7:11 years

Focus	Key vocab	Suggested activity	Tally
2.1 Suggest a consequence for an action or behaviour	Actions Consequences What might happen if..?	Relate this to classroom expectations before setting children off on an activity e.g. 'What might happen if you don't share the materials with your partner?' 'What might I do if it gets too noisy?' 'What might happen if you run around the classroom?' Discuss actions and consequences in stories - 'What did [character] do? How might [other character] respond?'	
2.1 Use verbal language to solve a problem	Issue Problem Solution Fix Avoid	Ask children to generate solutions to real-life problems - e.g. 'If you were writing and your pencil broke, what would you?' When reading the class story, stop at a problem and ask children for different ideas on what the character should do. Help children problem-solve after an altercation - e.g. 'What could you have done to avoid this?' Link this to reasoning in maths - 'There is a problem with this calculation. Can you fix it?'	
2.1 Select key information from a complex spoken paragraph	Key information Listen Recall	When reading to your child / watching a video clip, prepare in advance a few questions about what they'll hear. Tell them beforehand what the questions are and encourage them to listen out for the answer.	

		Once you have delivered instructions, question children about key information from those instructions.	
2.1 Justify decisions and opinions		<p>After your topic work, ask the children to justify their opinion about the content discussed in the lesson. E.g. 'Should the suffragettes have acted with violence?' 'Should we chop down trees in the rainforest?'</p> <p>Ask the children for their opinion on matters brought up in the class novel. E.g. 'Should [character] have acted in that way?'</p> <p>Encourage friendly debate in the class on issues.</p>	
2.2 Use irregular comparatives and superlatives	Irregular Good / Better / Best Bad / Worse / Worst Little / Less / Least Much/many / More / Most	<p>Try to expose your class to irregular comparatives and superlatives when in the classroom setting, e.g. '[Child A] has many colours on their drawing, [Child B] has more, but [Child C] has the most!'</p> <p>Use incorrect comparatives/superlatives and ask children to help you fix it! E.g. bad, badder, baddest.</p>	
2.2 Use irregular past tenses	Irregular past tense [Offer examples]	<p>Emphasise irregular past tense words when you say them in a sentence.</p> <p>Model some incorrect sentences and ask the children to help you fix them: 'I teached a lesson.' 'She eated her apple.'</p>	

		Have irregular past tense sheets available for the children to use when they are writing.	
2.2 Understand passive sentences	Passive sentence Passive voice Active sentence Word order Subject	<p>Have a go at using passive sentences during the day-to-day running of the classroom e.g. 'The rulers are being handed out by [Child].' 'The books are being collected by [Child].'</p> <p>Model the difference between active and passive sentences. E.g. tell the class that 'The teacher writes on the whiteboard' becomes 'The whiteboard is written on by the teacher.'</p> <p>When you've modelled a few, children can help you out by filling in some words. E.g. 'The teacher broke the pen' becomes 'The pen was broken by ____.' Children should be able to fill in 'the teacher.'</p>	
2.3 Use word webs to develop vocabulary.	Vocabulary Key words Syllables Rhyme Revisit	<p>For each new topic activity, create a word web. Choose a key vocab and put it in the middle. Children then write words associated to that piece of vocab around it. They could write: descriptive information, what it rhymes with, how many syllables it has, what are its synonyms/antonyms.</p> <p>At the start of every lesson, revisit words the children have learnt. At the end of the lesson, you could do an 'exit ticket' where the child has to tell you what the word means that they've learnt that lesson (or previously).</p>	

		<p>Frequently refer to and use key vocab in lessons.</p> <p>Write key vocab on a working wall and refer to this throughout your lesson. Add synonyms next to these words.</p>	
2.4 Telling a story (narrative)	Storytelling Narrative	<p>Implement retelling stories in your English lessons - consider story maps, planning grids etc.</p> <p>During story sessions, pause to ask questions about the story. Can they summarise sections? After a story or event, ask children to pair up to discuss, and then share with the class.</p> <p>Encourage students to act out parts of a story or event.</p>	

Section 3: 8:00 - 8:11 years

Focus	Key vocab	Suggested activity	Tally
3.1 Infer meaning from a spoken situation	Infer What are they saying? What are they thinking?	When reading in class ask if children can infer meaning from the text from your questioning. Highlight that when you say "thank you, x for getting on quietly" that you are inferring that, that behaviour is correct. If you give instructions like Put your coat on when you go outside ask the children what that could be inferring?	
3.1 Infer and make predictions about what might happen	Infer Predict	When reading can children predict character reactions and plot developments? Can children Infer meaning during discussions about texts, themes, or concepts, and predict outcomes based on ideas shared by classmates. During science can they make predictions about the results of experiments based on prior knowledge or observations (e.g., what might happen when mixing substances). Can they anticipate outcomes based on strategies used by teams or players during PE classes.	

3.1 Select key information from a complex spoken paragraph	Key information Question Answer Spoken	<p>After listening, have students create a list of keywords or phrases that they believe capture what has been said.</p> <p>Break down complex paragraphs into smaller, manageable sections. After each chunk, pause and ask students to summarise the key points.</p> <p>After listening to a complex paragraph, have students think individually about what they heard, then pair up to discuss their thoughts before sharing with the class.</p>	
3.1 Justify an opinion and someone else's preferences	Opinion Preference justify	<p>After reading a book, hold a discussion where students share their opinions about the characters or plot and justify their views.</p> <p>During art, ask children to give their opinions on different artists work. They can be positive or negative, but they must be able to give reasons.</p> <p>Discuss historical events and ask students to express their opinions about the actions of historical figures, justifying their perspectives with facts.</p> <p>Present a problem for groups to solve and ask each group to explain their solution and the reasoning behind their choices.</p>	
3.2 Use the -er suffix to describe	Suffix Action	Assign classroom responsibilities with titles that use the "-er" suffix, "you will lead the line, you are the "line leader," you take	

a person carrying out an action	verb	<p>notes, you are the "note-taker" etc. Other examples "reporter," "reader," "writer" "helper"</p> <p>Organise games where students take on different roles, such as "catcher" or "thrower."</p> <p>Play a game where you call out an action, and the child has to perform it and then say the -er noun. For example, shout "jump!" and they can jump and respond with "jumper."</p>	
3.3 Learn, remember and use appropriate vocabulary	Vocabulary Meaning	<p>Use word webs to help children to understand and remember new words.</p> <p>Do word of the day - Introduce children to one new word a day. You could use the Ninja 'Word of the Day' https://vocabularyninja.co.uk/word-of-the-day/</p> <p>Use displays/working walls to display words and revisit the new words regularly.</p> <p>Give the children word maps related to their topic with key vocabulary available.</p> <p>Pre-teach key vocabulary to those who may need it.</p>	

3.3 Retrieve vocabulary	Retain Keep Vocabulary Meaning	<p>Use small notebooks for children to have their own personalised dictionary and encourage children to record new words and refer to this throughout the day.</p> <p>Keep word webs in a book for children to look back on and give them a chance to revisit the vocabulary. EG you can have a science word web floor book.</p>	
3.4 Recall and retell an event or story	Recall Retell Event story	<p>During story sessions, pause to ask questions about the story can they summarise sections?</p> <p>After a story or event, ask children to pair up to discuss, and then share with the class.</p> <p>Encourage students to act out parts of a story or event.</p>	

Section 4: 9:00 - 10:11 years

Focus	Key vocab	Suggested activity	Tally
4.1 Understand the concept of sarcasm	Sarcasm Humour Opposite of what they mean	Ensure children understand what sarcasm is and when it might be used. Use scenarios that happen daily during the classroom e.g. if the classroom is untidy 'Thanks for tidying up, everyone!' Drop something on the floor and say 'Oh, that's just great' Ask children to make phrases sound sarcastic In texts you are reading if you notice sarcasm from a character ensure you highlight it so children understand that sarcasm is being used. You can also do this for online clips you use too.	
4.1 Select key information from a complex spoken paragraph	Key information Listen Identify Discuss Summarise	Set clear listening goals: Before reading or discussing a paragraph, provide students with specific questions or objectives. For instance, "Listen for two reasons why recycling is important" or "Identify three features of a habitat." You could have the questions on the board as a prompt. Model active listening: Read aloud a complex paragraph and highlight how to identify key information. Discuss your thought process.	

		<p>After giving a list of instructions, question children about what you have said and ensure they have heard the key information you have given.</p> <p>Visual Support: You can encourage children to make notes or draw pictures as you talk/read to help them remember the key information you are giving out.</p> <p>Paired work: One child reads a paragraph aloud while the other listens for key details. Afterward, they discuss what they heard, helping to reinforce understanding through collaboration.</p> <p>IT: when using audio recording/podcasts/video clips related, ask children to listen and identify key points</p>	
4.1 Justify an opinion	Opinion Debate Justify Preference For Against Difference	<p>Model language in discussions: Start discussions by using phrases like "I think...," "I feel...," and "I believe..." to set an example for children. This encourages them to share their opinions in a respectful way.</p> <p>Create opinion-based activities: Incorporate activities where children share their opinions on various topics. For example, after reading a story, ask children how they feel about the characters' choices using the modelling phrases.</p> <p>Use "Would you rather...?" questions to spark fun debates. For instance, pose questions like "Would you rather live in a treehouse or a spaceship?" and facilitate a discussion on their choices.</p>	

		During lessons you could create a spectrum line in the classroom (e.g., "strongly agree" to "strongly disagree"). Present a statement and have children position themselves along the line based on their opinions. Each student must then explain their stance and justification.	
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<p>4.1 Understand language related to certainty</p>	<p>Likely Unlikely Certainty Definitely Probably Possibly Potentially Usually Occasionally</p>	<p>Model language: Model how to use the vocabulary in everyday questions. For example, ask, "Will it rain tomorrow?" and demonstrate answers using the new terms. Provide sentence starters, like "I definitely think..." or "I might..." to help children frame their responses.</p> <p>As you teach you can create a table about the text you are reading about things that are certain/possible/unlikely to happen</p> <p>peer marking: encourage children to give feedback using language of certainty, such as "I agree," "I am confident that," or "This is effective because..." "This is true because.... You may need to model this first.</p> <p>Likelihood Scenarios: As you are talking to your class you can present different scenarios (e.g., "It might snow tomorrow" or "We will have a quiz next week") and ask children to classify them on the likelihood line/or verbally the likelihood of that happening.</p>	
<p>4.2 Identify and correct grammatical errors</p>	<p>Past Present Tense Grammar Error</p>	<p>Model correct language: When a child makes a speaking error, gently model the correct version without asking them to repeat it. For example, if a student says, "I goed to the park," you might respond with, "Oh, you went to the park!"</p>	

	Language	<p>Deliberate errors: Occasionally make intentional errors during lessons or discussions to encourage children to listen critically. For instance, say, "I seen the birds," and watch for their responses. This encourages active listening and reinforces correction without pressure.</p> <p>Give choices: If a child consistently makes certain errors, provide them with options for correction. For example, present two sentences and ask, "Which one is correct: 'The dog runned fast' or 'The dog ran fast'?" This can help reinforce understanding of correct grammar in a low-pressure way.</p> <p>Visuals: Incorporate visual aids, such as charts or posters, that illustrate common grammatical structures. When a student makes an error, you can refer to the chart to highlight the correct form.</p>	
4.3 Learn remember and use appropriate vocabulary	Vocabulary Meaning	<p>Use word webs to help children to understand and remember new words.</p> <p>Do word of the day - Introduce children to one new word a day. You could use the Ninja 'Word of the Day' https://vocabularyninja.co.uk/word-of-the-day/</p> <p>Use this fabulous visual dictionary to develop and extend your word web https://visuwords.com</p>	

		Use displays/working walls to display words and revisit the new words regularly	
4.3 Retain vocabulary	Retain Keep Vocabulary Meaning	<p>Use small notebooks for children to have their own personalised dictionary and encourage children to record new words and refer to this throughout the day.</p> <p>Keep word webs in a book for children to look back on and give them a chance to revisit the vocabulary. EG you can have a science word web floor book.</p>	
4.3 Retrieve vocabulary	Retrieve Remember Meaning Vocabulary Recall	Play guess my word: As you start a lesson revisit one of the key words that has been previously taught. Children try and get the word by asking for clues from you.	
4.4 Recall and re-tell an event or story	Recall Retell Events Order	<p>Use Show and Tell / circle time as a time for children to recall an event. Encourage children to tell the event in order.</p> <p>Implement retelling stories in your English lessons - consider story maps, planning grids etc.</p> <p>During guided reading sessions, pause to ask questions about the story can they summarise sections?</p>	

		<p>After a story or event, ask children to pair up to discuss, and then share with the class.</p> <p>Encourage students to act out parts of a story or event.</p>	
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