

Games and activities to develop:

- Speaking and listening
 - Reading skills
 - Concentration

Speaking and listening activities.

Auditory memory (remembering what has been heard).

I went shopping and bought...

Start the game by saying, 'I went shopping and I bought a football.' The next person repeats this phrase and adds a new item - 'I went shopping and bought a football and some crisps....'

More examples:

I went shopping and bought a pen, a book, a bar of chocolate.....

I went shopping and bought a plum, a pen, a pie, a puppy..... (all words starting with the same sound).

I went shopping and bought a jumper, a shirt, some trousers, a pair of socks....

(all items of clothing).

I went shopping and bought three tins of beans, one loaf of bread, a carton of milk, a large packet of sweets(include a quantity).

I went shopping and bought a ball.....I went shopping and bought a red ball... I went shopping and bought a red, spotty ball....I went shopping and bought a red, spotty, bouncy ball.... (adding describing words).

Alternatives:

I went on holiday and I packed.....

I went to the moon and saw

I went to the library and I borrowed (titles of books)

I went on holiday and I visited.....(names of countries visited)

I went to see...

(Similar to 'I went shopping'. The person's name and all objects are linked by the initial sound.)

I went to see the King of the Castle and took a cat, a camera, a cauliflower....

I went to see Fireman Fred and I took a frying pan, a feather, a folder....

I went to see the Green Goblin and I took a game, a goat, a gun....

I went to see the Dreadful Dragon and took a doughnut, a daisy, a dice....

Simon Says

The child has to follow instructions. (The level of difficulty of instructions has to match the child.) Instructions must be completed before they are carried out.

Examples: 'Simon says stand up and touch your nose'.

'Simon says stand up and clap your hands three times.'

'Simon says before you turn around twice, clap your hands.'

'Simon says hop on your right leg, fold your arms and count to ten.'

What's their job?

Tell the child a list of name-occupation associations, (e.g. Mrs. Jolly the newsagent, Miss Fish the hairdresser, Mr. Brown the electrician, Mr. Pearce the builder,

Mrs. Bunn the Baker.....etc) Then ask for the recall of information - 'Who was the hairdresser?', 'What was Mr. Brown's job?', 'Who would you buy the newspaper from?'

Word repetition.

Say a sequence of unrelated words to the child (e.g. hat, mouse, box, cup, biscuit, car....) and the child has to repeat them in the correct order.

The length of the list can be gradually extended.

If the words are *semantically* related (e.g. **colours** - red, blue, green, black, pink, **fruit** - apple, pear, banana, cherry) it is more difficult.

If the words are *phonologically* related, all beginning with the same sound, it is even more difficult, (e.g. fish, film, fog, phone, finger.

cat, car, camera, kite, coconut.)

Letter name repetition.

As for 'Word repetition' but with letter names or sounds.

Digit repetition.

As for 'Word repetition' but with digits (numbers).

You can increase the level of difficulty of the three repetition games by asking the player to **repeat in reverse order**. (Only play this if the child is able to repeat in the same order without difficulty.) To do this, the player has to listen, remember, reverse and repeat and it is not easy! Start with two or three items only.

Draw a picture.

Give the listener instructions for drawing a picture,

e.g. (1) 'Draw a yellow circle, put a blue dot outside the circle and a red dot inside. Draw a square to the left of the circle....'

(2) 'Draw three lines across your page to make three shelves. Draw a blue square on the top shelf. Draw a large red circle beneath the blue square. Draw a yellow triangle in the middle of the bottom shelf.....'

Make sure that the language is appropriate for the listener.

Echoes

One player is the caller and the other is the echo. The caller says a sentence or reads one from a book. The echo must repeat the sentence. The sentences could involve poetry, sensible or silly sentences, etc.

Phonological Awareness (using the sound in language).

Alliteration.

Create sentences in which all words begin with the same sound - e.g. Peter Piper Picked a Peck of Pickled Peppers,

Rhyming.

Create strings of rhymes - e.g. fat/cat/hat/bat, pear/stair/hair/care.

Make up simple, silly rhymes for fun - e.g. I saw a bear with long and curly hair.

Feely bag.

Place a selection of objects in a feely bag. Ask the child to take out an object and give you a word that rhymes with it/begins with the same sound.

Listen and point.

Give the child two pictures which don't rhyme. Tell him/her a word which rhymes with one of them and ask him/her to point to the picture it rhymes with.

I Spy.

Play this traditional game or play:

Rhyming I Spy

'I hear with my little ear something rhyming with'

Word finding games.

Hot Potato Game.

This is a simple word finding game in which a bean bag (or any other easily held object) is passed around the circle with each person naming an item from a given category (e.g. animals, colours, foods, things that fly, things that are red, etc.)

Give Me five (nouns - names of people or animals, places or things.)

Fill in the blank (a word-finding activity.)

Make up a short story with each person adding just one word at a time.

Describe the object.

The player has to describe an object without naming it. The other players have to guess the mystery object.

Guess the Object.

One person has a picture of an object and the others have to ask up to 20 questions about it in order to guess what it is. Only 'yes' or 'no' can be used to answer. A clue might be necessary to get the activity started, e.g. 'I've got one of these in my kitchen.'

Guess the Person.

Another version of the above game. Think of a famous person from history/sport etc. and the other person has to guess who it is by asking questions with yes/no responses.

Games to develop thinking skill.

Describing I Spy

The player describes something that they can see: 'I spy with my little eye something that is big, made of glass and you see through it.'

Odd one out.

Spot the odd one out - e.g. pear, table, petal, pin (initial letter sound)
cat, coffee, crisps, elephant
star, far, dog, car (rhymes)
flower, chair, bear, hair
orange, carrot, plum, banana. (categories)
car, bus, bike, plane
house, flat, leaf, bungalow
robin, eagle, blackbird, python

Ask the child the reason why their choice is the 'odd one out'.

Explaining similarities and differences.

Take two similar objects or animals and encourage child to explain the **similarities** and **differences** between them, e.g a cat and dog, a chair and a stool, glue and sellotape, glasses and sunglasses, a door and a window, a radio and a TV, a train and a bus, a robin and an eagle, a violin and a guitar, football and cricket, a glove and a shoe....

Pass it on (1)

Pass an interesting object around. Each person in the group has to make a comment about the object, taking care not to repeat what others have said, then '**pass it on**'.

Pass it on (2)

Similar to Pass it on (1). Pass the object around. Each person has to repeat what has been said before and add another comment about the object:

e.g. Pencil - 'You write with it.'

'You write with it and it is blue.

'You write with it, it is blue and it has one sharp end and one blunt end.

Pass it on (3)

Choose a rule for your game - it could be a sound, a rhyme or a category (words that start with 's', words that rhyme with 'dog', animal names). Throw a soft ball or bean bag around a circle. Each person who receives the ball/bean bag has to say a word then '**pass it on**'.

Visual Memory (remembering what has been seen).

Kim's Game.

Put a selection of familiar objects, pictures or words on a tray. The child scans the tray for thirty seconds (or more or less time, as appropriate). The child then has to remember as many of the objects as possible.

The level of difficulty can be increased by introducing more objects.

The game can be varied by allowing the child to study the objects, pictures or words for a limited time. Then cover the tray and remove one object, picture or word. How long does it take for the child to remember which object has been removed?

Symbols.

Show the child a **left-to-right** sequence of objects, letters or shapes (begin with a short sequence). Then jumble them up and ask the child to rearrange them in the correct order. Increase level of difficulty by increasing number of items in the sequence.

Matching Pairs (Pelmanism).

Place pairs of cards face down. Take turns to turn over one, then a second, card. Make sure that each card is fully turned over so that every player can see it. Do not move it to another place. Encourage the child to say what is on each card. If the pair does not match, turn the cards back over. If they do match, the player 'wins' the pair.

Snap!

Use number/picture/word cards.

What's different?

Commercially available colouring and puzzle books show two similar pictures and require children to spot or colour in the differences. Ask children to spot the differences then describe them.

Copy Cats.

Give child a picture or pattern made up from simple shapes. It has to be described to another person so that they can draw it accurately. (e.g. draw a large green circle with a small blue square in the middle of it).