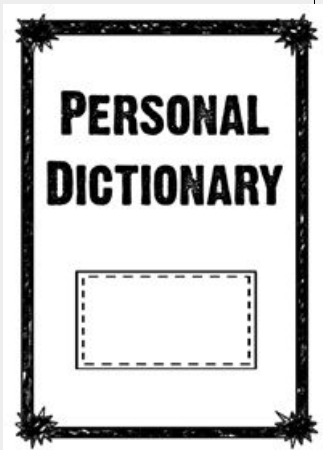


## Weekly Communication and Language Activities

Week	Activity / How Often	Explanation	Why do it?
1	<p><b>Build a personal Dictionary</b></p> <p>Ongoing throughout the week (and beyond if possible!)</p> 	<p><b>Participants Needed: 1</b></p> <p><b>Materials Needed:</b> Paper, pencil and Stapler (optional)</p> <p><b>What to do:</b></p> <p>Fold or staple the paper together to make a book. If you have a notebook already, you can use that. Make a title page called 'My Personal Dictionary' In the following days, find new or challenging words (look at items around the house, pick words you hear on TV, words from your homework) and record them in your book. Write a short definition worded by yourself (if you need to, you can use a dictionary to help you). If you would like, you can draw the word as well.</p> <p>Share your collected words with your family, and teach them what you have learnt!</p>	<p>Helps to improve vocabulary, and independence. Improves writing and phonetical awareness.</p>

**What am I drawing?**

Daily for 10-20 minutes



**Participants Needed:** 2

**Materials Needed:**

-Piece of paper/ pencil each

**What to do:** Sitting back to back, person A will give the instructions and person B will follow them. By the end of the instructions

person B will have drawn something that person A planned. Person A will

need to use full detail as they explain to the other what they are drawing.

For example they might say

‘ In the middle of the page, draw a square the size of your hand. In the square you will draw a rectangle with the short side facing up. This rectangle will be at the bottom of the square, but in the middle of the bottom line of the square.

Put a dot in the rectangle on the right side. You should have drawn a house with a door!’.

Take turns to be person A and B.

Helps to improve listening skills and improves verbal communication.

### Story Sequencing

Daily for 10-20 minutes



**Participants Needed:** 1 with adult support

**Materials Needed:** Printed or online sequencing cards, pencil and paper.

**What to do:** Open the document called 'Sequencing Cards' on the school website under the 'Covid-19 Information to Parents' tab.

Sequencing is in pairs of two. If you are able to print this, have an adult cut them out so that you can order them. If not, that is okay.

One you have figured out the order, explain to your adult why this order is correct. Give full examples and reasons for why you think this. Then, you will write a story based on these two pictures. Your adult might write a list of helpful words for you to use. Don't forget to use full stops, capital letters and paragraphs to organise your ideas. Read your story outloud to people in your house!

Helps to improve comprehension skills.

Teaches students how to construct writing that is logical and cohesive.

Reading outloud will help with pronunciation and confidence building.

**Chinese Whispers /  
Broken Telephone**

Daily for 10-20 minutes

**Participants Needed:**



At least 3 (Better with more! )



**What to do:**

Sit in a circle in a quiet room. Choose one person to start. They will come up with a short phrase which they will whisper to the person next to them. The person listening must listen very careful because the phrase will not be repeated! The person who listened to the phrase will then whisper to the person beside them, and so on until the last person has heard the message. They will announce it and see if everyone was able to pass the message along without changing it! If it is wrong, you might get a funny ending.

Listen Carefully and speak clearly everyone!

Helps to improve listening skills, and pronunciation awareness

<p>5</p>	<p><b>Feeling Baggy</b> Daily for 10-20 minutes</p> 	<p><b>Participants Needed:</b> 1 child and 1 adult or 2 children</p> <p><b>What to do:</b> Adult to fill the bag with different objects. The child names objects as they slowly pull them out of the bag. This can be used with noisy objects, particularly if the child is familiar with them e.g. a noisy car or a doll that squeaks so that the child is able to name it before seeing it. Use more abstract items e.g. a whisk for older students so that you can talk about the different items and what you do with them.</p> <p>Encourage the use of descriptive language and expressive language.</p>	<p>Helps to improve attention and focus and improves communication skills.</p>
<p>6</p>	<p><b>Kim's Game</b> Daily for 10-20 minutes</p> 	<p><b>Participants Needed:</b> 1 child and 1 adult or 2 children</p> <p><b>What to do:</b> Place a number of objects on a tray. The number can vary from two toys upwards, depending on the child's ability to remember what is there. The child closes his eyes when you take away an object. The child then has to say which object is missing.</p>	<p>Helps to improve memory, focus and attention to detail.</p>

<p>7</p>	<p><b>Action games</b> Daily for 10-20 minutes</p> 	<p><b>Participants Needed:</b> 1 child and 1 adult or 2 children</p> <p><b>What to do:</b> Encourage the child to give you or a sibling commands such as “jump” “walk” “sit” “stand” etc. You could also mime different actions for the child to guess or make a doll or teddy do an action which the child then has to name. The child could also tell you what to make doll/teddy do.</p>	<p>Helps to improve expressive communication and social skills.</p>
<p>8</p>	<p><b>Building a Tower</b> Daily for 110-20 minutes</p> 	<p><b>Participants Needed:</b> 1 child and 1 adult or 2 children</p> <p><b>What to do:</b> Build a tower with building blocks. Encourage the student to say “more” or “bricks” to get another brick to put on the tower. This activity can be varied to focus on making sentences and working on understanding colour – Ask the child to tell you what colour brick he would like “red brick” or encourage the child to make a complete sentence “Can I have.....red brick please”. This activity can also be used to work on turn taking skills. If there is another sibling in the household encourage the two to take turns at putting a brick on the tower to develop turn taking skills.</p> <p><b>** If you do not have blocks, this can be turned into a drawing game</b></p>	<p>Helps to improve vocabulary and expressive language.</p>