**Weekly Communication and Language Activities**

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| Week | Activity / How Often | Explanation | Why do it? |
| 1 | **Build a personal Dictionary**  Ongoing throughout the week (and beyond if possible!) | **Participants Needed: 1**  **Materials Needed:** Paper, pencil and Stapler (optional)  **What to do:**  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.  Share your collected words with your family, and teach them what you have learnt! | Helps to improve vocabulary, and independence. Improves writing and phonetical awareness. |
| 2 | **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. |
| 3 | **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 you 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 outlaid will help with pronunciation and confidence building. |
| 4 | **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 |