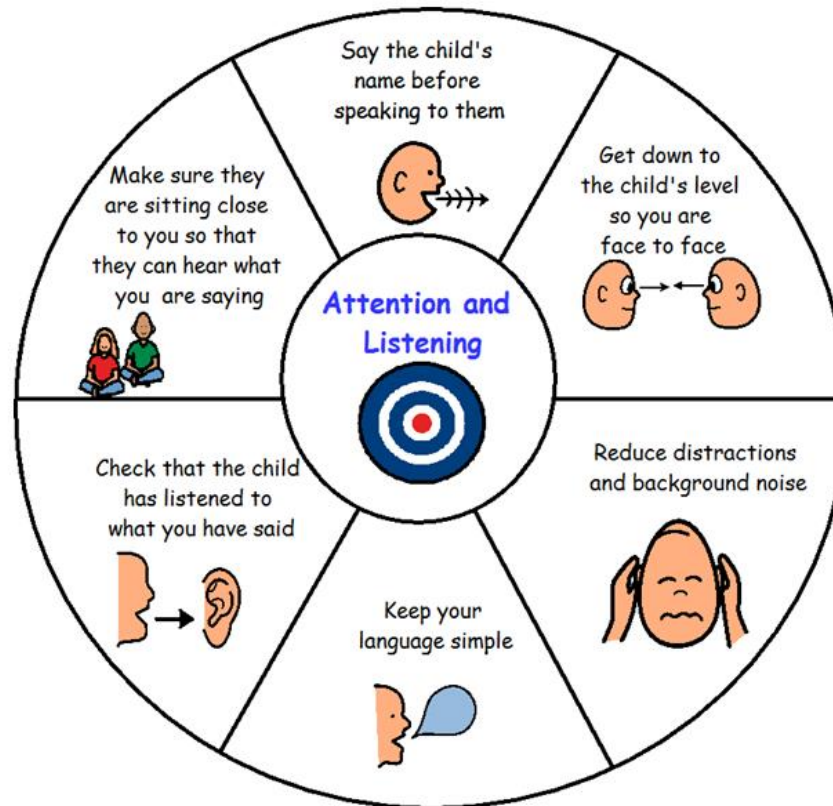
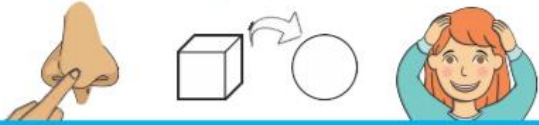


# Games to improve attention and listening skills



# Before and After Simon Says

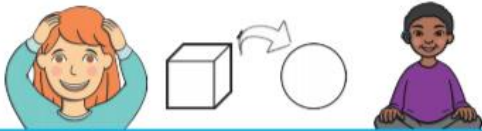
Touch your nose **after** touching your head.



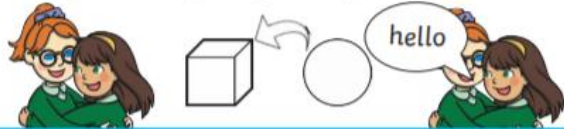
Wave your hands **before** you sit down.



Put your hands on your head **after** sitting on the floor.



Find a friend **before** you say 'hello' to them.



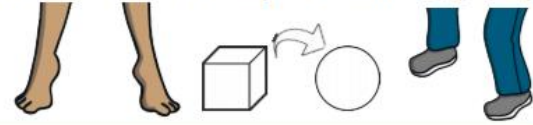
Players take turns to give an instruction.

If the player starts the sentence by saying "Simon says..." the group must follow the instruction.

If "Simon says..." is not used at the start of the sentence, the group shouldn't follow the instructions.

This can be played with instructions of varying difficulty. To make this an easier task, a picture can be shown as the instruction is said, or pictures can be used to support thinking of an instruction to give.

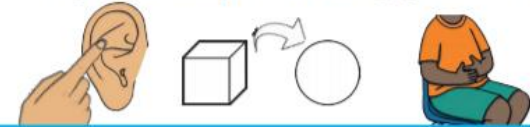
Tip toe to the door **after** stamping your feet.



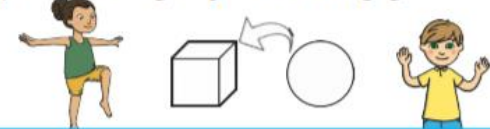
Walk around the room **before** sitting at your desk.



Touch your ear **after** tickling your belly.



Hop on one leg **before** waving your hands.



# Listen and Repeat

A range of words can be told to the child . Ask the child to repeat what they have heard. For lists of words see:

|  |  |  |  |   |  |  |   |
|--|--|--|--|---|--|--|---|
| <p>Listen and repeat:</p> <p>Tree<br/>Coffee<br/>Spoon</p> | <p>Listen and repeat:</p> <p>August<br/>Winter<br/>Book<br/>June</p> | <p>Listen and repeat:</p> <p>Tree<br/>Coffee<br/>Spoon</p>                         | <p>Listen and repeat:</p> <p>Tree<br/>Coffee<br/>Spoon</p>                                       | <p>Listen and repeat:</p> <p>Sandwich<br/>Apple<br/>Chocolate</p> | <p>Listen and repeat:</p> <p>Pizza<br/>Twelve<br/>Tea<br/>Climb</p>      | <p>Listen and repeat:</p> <p>Fridge<br/>Coffee<br/>Raspberry<br/>Tennis<br/>Frog</p>   | <p>Listen and repeat:</p> <p>Snowman<br/>Hero<br/>Hippopotamus<br/>Radish<br/>Purple<br/>Supermarket</p>  |
| <p>Listen and repeat:</p> <p>Pencil<br/>Book<br/>Bag</p>   | <p>Listen and repeat:</p> <p>Rough<br/>Pencil<br/>Jump<br/>Seven</p> | <p>Listen and repeat:</p> <p>Dragonfly<br/>Turnip<br/>Shed<br/>Cloud<br/>River</p> | <p>Listen and repeat:</p> <p>Doctor<br/>Bicycle<br/>Folder<br/>Garage<br/>Tomato<br/>Pancake</p> | <p>Listen and repeat:</p> <p>Tiger<br/>Fox<br/>Hedgehog</p>       | <p>Listen and repeat:</p> <p>Aeroplane<br/>Flower<br/>Orange<br/>Pen</p> | <p>Listen and repeat:</p> <p>Sunshine<br/>Strawberry<br/>Coat<br/>Fork<br/>Pancake</p> | <p>Listen and repeat:</p> <p>Roundabout<br/>Tent<br/>Trainers<br/>Policeman<br/>Friends<br/>Cardboard</p> |

# I Went to the Supermarket and I Bought Activities and Variations

- Take turns to adding one item each time to the list. Each turn repeat the list and add one more item. You can use visual pictures to help to start with. Make up your own topic for you list, make the list as silly as you want!
- I went on holiday and I took.....
- I went to the beach and I saw .....
- I went on a picnic and we ate .....
- I went to the zoo and I saw .....

# Listening Stories

These stories support listening skills. Give each student a word to listen for in the story. When they hear that word ask the student to put their hand up / jump up / stand up etc. Some ideas are:

STORY  
TIME!

# The Farm

## Farm Visit

Class Two were very excited because they were going to see the baby animals at the farm.

It was a lovely spring day when Class Two arrived at the farm. The farmer told them about the new born baby animals. They would see baby goats, lambs, piglets, calves and ducklings.

First they went to see the ducklings. They were playing in the grass at the edge of the pond. The ducklings were very fluffy.

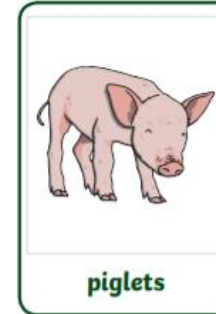
The farmer led them to see the baby goats and calves. They were running around in the spring sunshine. The farmer let them stroke the calves. They were very soft to touch!

At lunchtime, the farmer needed some help. There were some lambs that needed to be fed. The farmer gave the children some bottles of milk and showed them how to feed the lambs. Class Two were very helpful and fed the lambs in the same way as the farmer showed them.

The last stop was the pig sty. Ten little piglets were snuggled up sleeping next to their Mum. The farmer told the children that the piglets had probably been playing all morning and were now tired out.

Class Two were also tired out after their day at the farm. They climbed back onto the bus and made their way back to school, hoping to visit the farm again soon.

Words to listen out for



# Space Story

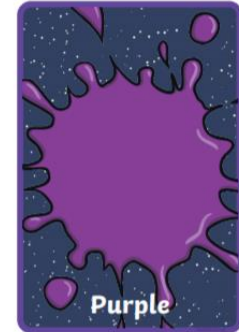
One day, Jacob and Oscar had a space adventure! They climbed into a rocket and shot off up into space. Jacob wanted to see aliens and monsters. Oscar wanted to land on a new planet.

The rocket flew around and around in space. They landed on a rocky purple planet! Oscar and Jacob climbed out of the rocket to explore. They walked around and could see other planets and stars in the sky. Suddenly, Oscar saw some funny looking footsteps. Being very brave, Oscar and Jacob decided to follow the footsteps... They walked and walked and walked!

Jacob saw something purple hidden behind a rock. What could it be? They slowly went up to the rock and took a peek. They saw a big smiling purple alien! The alien invited them to lunch in his cave. Oscar and Jacob had a wonderful adventure in space and got home in time for tea!

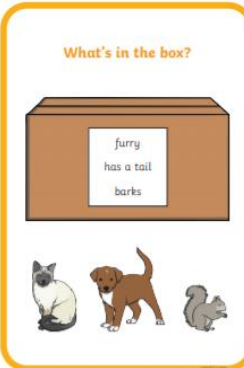
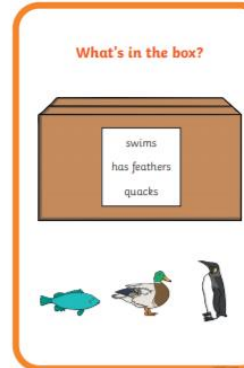
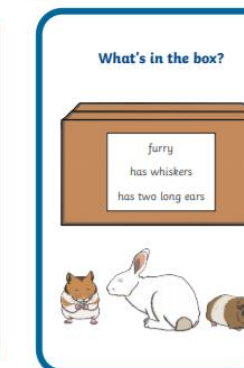
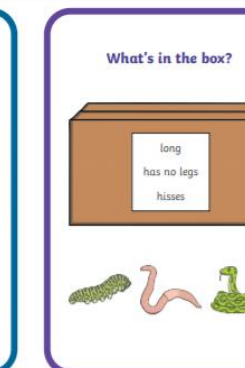
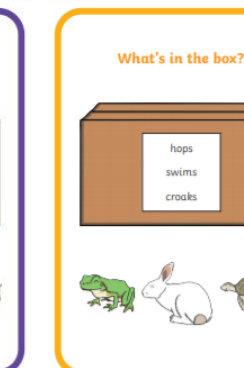

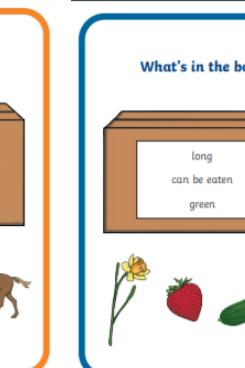
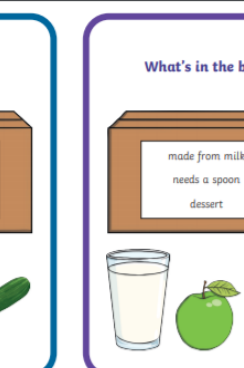
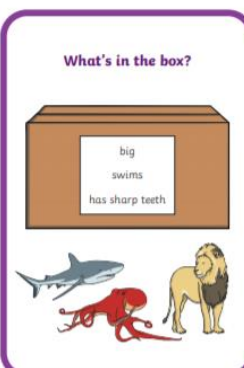
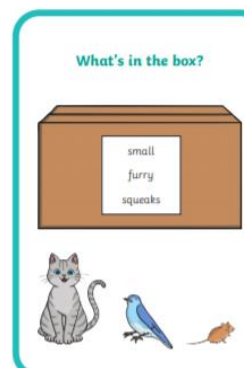
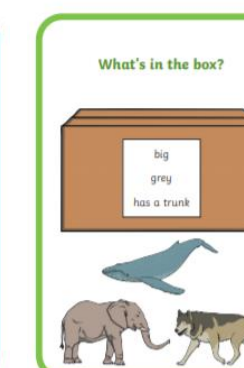
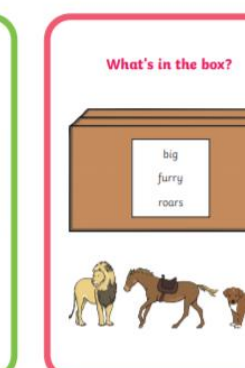
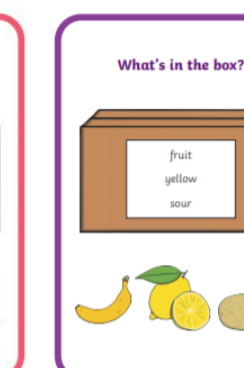
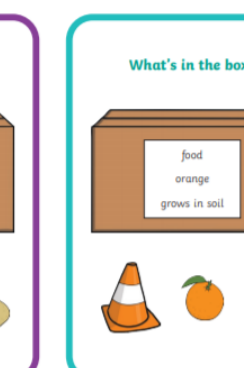
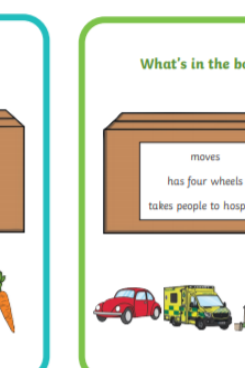
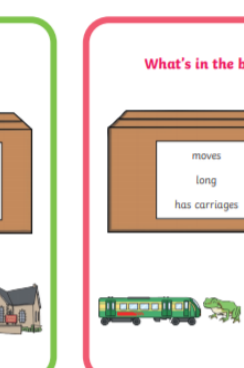
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Words to listen out for



# What's In The Box?

Hide objects in a box and describe the item. The child have to guess what the object is. This again supports listening and attention skills as well as introducing auditory comprehension.

|  |  |   |  |  |  |   |   |
|--|--|---|--|--|--|---|---|
| <p>What's in the box?</p> <p>furry<br/>has a tail<br/>barks</p>       | <p>What's in the box?</p> <p>swims<br/>has feathers<br/>quacks</p>  | <p>What's in the box?</p> <p>furry<br/>has whiskers<br/>has two long ears</p>  | <p>What's in the box?</p> <p>long<br/>has no legs<br/>hisses</p>  | <p>What's in the box?</p> <p>hops<br/>swims<br/>croaks</p>    | <p>What's in the box?</p> <p>has four legs<br/>eats grass<br/>makes milk</p>  | <p>What's in the box?</p> <p>long<br/>can be eaten<br/>green</p>                           | <p>What's in the box?</p> <p>made from milk<br/>needs a spoon<br/>dessert</p>  |
| <p>What's in the box?</p> <p>big<br/>swims<br/>has sharp teeth</p>  | <p>What's in the box?</p> <p>small<br/>furry<br/>squeaks</p>      | <p>What's in the box?</p> <p>big<br/>grey<br/>has a trunk</p>                | <p>What's in the box?</p> <p>big<br/>furry<br/>roars</p>        | <p>What's in the box?</p> <p>fruit<br/>yellow<br/>sour</p>  | <p>What's in the box?</p> <p>food<br/>orange<br/>grows in soil</p>          | <p>What's in the box?</p> <p>moves<br/>has four wheels<br/>takes people to hospital</p>  | <p>What's in the box?</p> <p>moves<br/>long<br/>has carriages</p>            |



# What am I?

Read out the clue, can you name the food?

**What am I?**

I grow on trees.  
I am red or green.  
I am crunchy.



**What am I?**

I am round.  
I have many different toppings.  
I usually have a tomato  
and cheese topping.



**What am I?**

I am served in a bun.  
I taste good with ketchup  
and cheese.  
I am sometimes served  
with chips.



**What am I?**

I grow on trees.  
You have to peel me to eat me.  
I am often turned into juice.  
My name is also a colour.



**What am I?**

I am found in the freezer.  
I taste good on a sunny day.  
I come in many different flavours.  
I am made with cream.



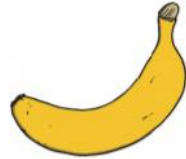
**What am I?**

I am a cold drink.  
I come in different flavours.  
I am made with milk  
and ice cream.



**What am I?**

You have to peel me.  
My skin is yellow.  
My flesh is soft and light yellow.



**What am I?**

People usually eat me in the  
mornings.  
I am served in a bowl and  
eaten with a spoon.  
I usually have milk poured on  
top of me.



**What am I?**

I come in packets.  
I come in different flavours.  
I am made with potatoes.  
I am crispy.



**What am I?**

I have seeds on the outside.  
I am eaten in the summer.  
I am soft and red.



**What am I?**

I am sweet.  
I come in different flavours.  
I usually have icing on top.  
I am served at birthday parties.



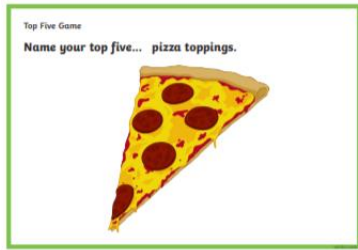
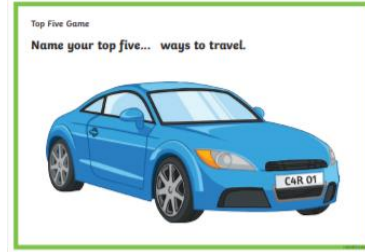
**What am I?**

I am a hot drink.  
I am sweet.  
I taste good with  
marshmallows on the top.  
I am made with milk  
and chocolate.




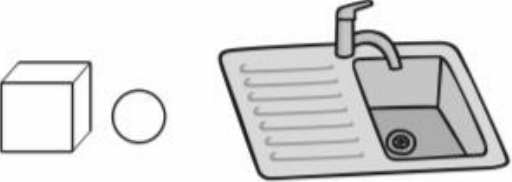

# Top 5



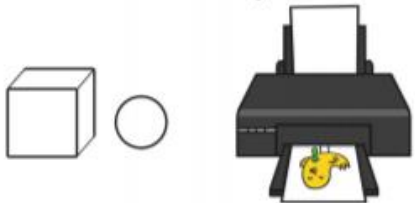
Take it in turns to name your top 5

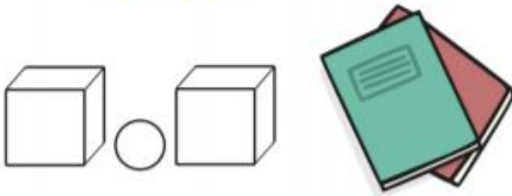
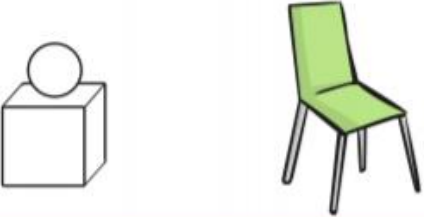



# Preposition Hunt

How many gold coins can you find?

|   |     |
|---|-----|
| Look <b>above</b> the bookshelves.  | ✓ ✗ |
|    |     |
| Look <b>next</b> to the sink.   |     |
|   |     |
| Look <b>in front of</b> the computer.   |     |
|  |     |

|   |     |
|---|-----|
| Look <b>under</b> the table.  | ✓ ✗ |
|    |     |
| Look <b>below</b> the bookshelves.  |     |
|   |     |
| Look <b>beside</b> the printer.   |     |
|  |     |

|   |     |
|---|-----|
| Look <b>between</b> the maths books.  | ✓ ✗ |
|    |     |
| Look <b>on</b> the teacher's chair.   |     |
|   |     |
| Look <b>in</b> your tray.   |     |
|  |     |

# Dice and Movement Games

These games also intend to support listening, attention and taking turns. Assign each number of the dice to a different movement e.g. number 1 can be shake your arms, 2 can be spin around etc. Take turns to roll the dice and make the movement

5 star jumps



run



10 hops



10 toe touches



5 sit ups



10 press ups



10 jumps



bear walk



10 arm circles



crab walk



10 twists



10 leg raises



# Find The Sound









Find the Sound supports listening skills. Ask the group to close their eyes. Hide a noisy object somewhere in the room e.g. under the table and tell the group to listen carefully. After they have heard the sound, the group members can open their eyes. Ask them to guess where the object is by pointing or saying the place. To make this harder you can hide two or more objects at the same time.



# Go on a Listening Walk

A listening walk supports the group to listen to the sounds around them. This can be on a listening walk around the school or sitting in the classroom/ playground for 5 minutes to see what they can hear. Tick sheets can also be used:

## My Listening Walk Checklist

| Sounds I heard...   | ✓ or x                   |
|---|--------------------------|
| trains              | <input type="checkbox"/> |
| aeroplane           | <input type="checkbox"/> |
| birds singing       | <input type="checkbox"/> |
| cars               | <input type="checkbox"/> |
| children playing  | <input type="checkbox"/> |
| teacher talking    | <input type="checkbox"/> |
| dog barking        | <input type="checkbox"/> |
| singing           | <input type="checkbox"/> |




## My Sound Walk Checklist

Outside

|   |   |
|---|---|
| <input type="checkbox"/> children playing  | <input type="checkbox"/> balls bouncing  |
| <input type="checkbox"/> adults talking    | <input type="checkbox"/> dogs barking    |
| <input type="checkbox"/> cars             | <input type="checkbox"/> bell ringing   |
| <input type="checkbox"/> birds singing   | <input type="checkbox"/> siren         |
| <input type="checkbox"/> aeroplane       | <input type="checkbox"/> wind          |
| <input type="checkbox"/> rain            | <input type="checkbox"/> other _____  |

## My Sound Walk Checklist

Inside

|  |  |
|--|--|
| <input type="checkbox"/> computer           | <input type="checkbox"/> footsteps        |
| <input type="checkbox"/> clock              | <input type="checkbox"/> doors closing    |
| <input type="checkbox"/> children talking  | <input type="checkbox"/> bell ringing    |
| <input type="checkbox"/> adults talking   | <input type="checkbox"/> rain           |
| <input type="checkbox"/> singing          | <input type="checkbox"/> phone ringing  |
| <input type="checkbox"/> other _____   |  |

# Barrier Games

Barrier games are a fun way to develop children's speaking and listening skills. They can also be used to explore prepositions and positional language.

These barrier games are designed for two players. Each player has a background scene and a set of picture cards. The two players sit opposite each other. A barrier is then placed between the two children (such as a book) so they are unable to see the other child's picture.

1. Player A puts a picture card on the background scene and then gives verbal instructions to player B, for example: Put the sun in the middle of the sky.

2. Player B listens, and then responds to the instruction by putting their matching card in the position described to them on their background scene.

3. Steps 1-2 are then repeated until both players have put all their picture cards on the background scene.

4. At the end of the game the barrier is removed and children compare their pictures. The children can then discuss why their pictures do or don't look the same.

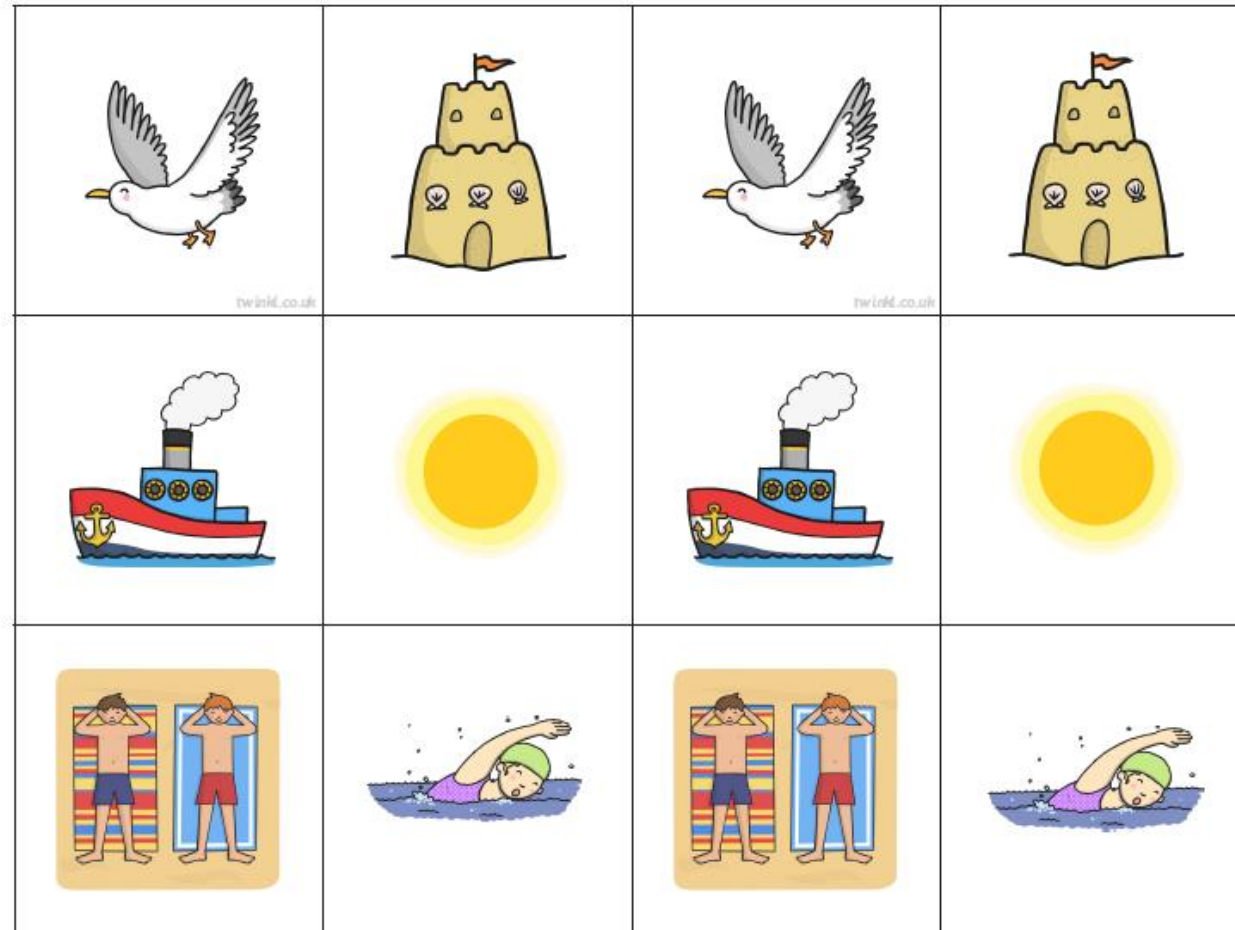
The players could then swap roles and play the game again.

# The Beach Barrier Game (board 1)

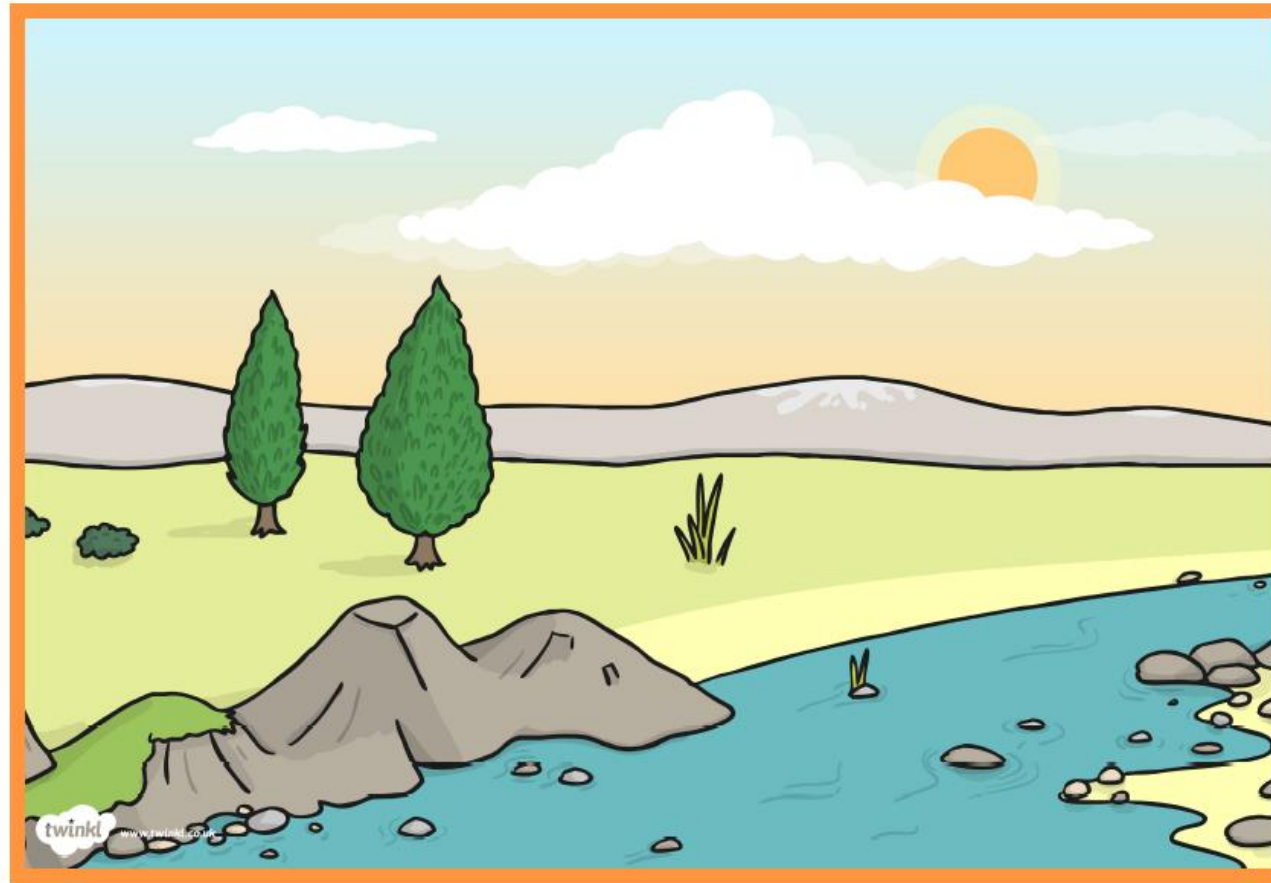




# The Beach Barrier Game (board 2)



# The Dinosaur Barrier Game (board 1)



# The Dinosaur Barrier Game (board 2)

