



Parents' Guide to Oracy

(speaking and listening)

How to support your child's learning at home



Perseverance Enjoyment Awe & Wonder Compassion Excellence

Introduction

What is Oracy? Oracy is the ability to express oneself fluently and grammatically in speech, to communicate effectively with other people. The term was coined in the 1960's with the notion that it should be given equal status to numeracy and literacy in school curriculums. This is a powerful tool for learning; by teaching children to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them. Through talk, we develop and deepen our subject knowledge and understanding; "you cannot write it if you cannot say it; you cannot say it if you haven't heard it" *Pie Corbett 2005*.

Vocabulary is a matter of word building as well as word-using. High-quality oracy is an important aim of ours and we provide a wealth of opportunities for language.

Talk4Writing

In school, we follow the 'talk for writing' approach, developed by Pie Corbett. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.



Pie Corbett



Talk4Writing

The key phases of the Talk for Writing process, enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.

We use high-quality texts, rich in language to develop the children's understanding and use of vocabulary.

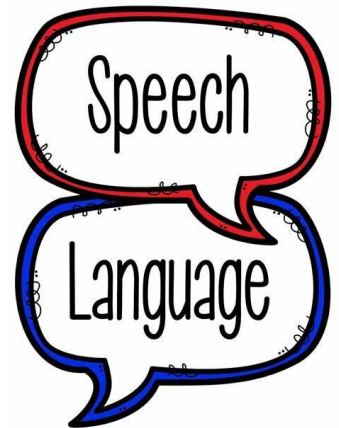
Speech and Language

As a school we provide speech and language support, where needed.

A child with speech, language and communication needs (SLCN) may:

- Use speech that is difficult to understand
- Struggle to say words or form sentences
- Not understand the words or sentences they hear
- Have difficulties knowing how to talk and listen to others in a conversation.
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More information on speech and language support can be found in our *Inclusion and Family Wellbeing* booklet.



Makaton

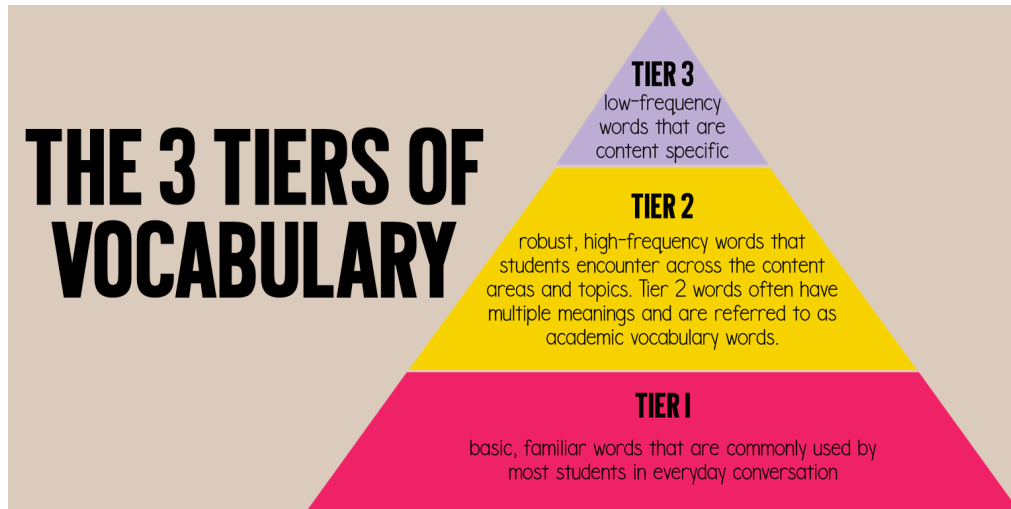


Makaton is a unique language programme that uses symbols, signs and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.

We have staff trained in using and teaching Makaton, to support our children with communication.

The three tiers

Vocabulary words are sorted into three tiers: Tier 1, Tier 2, and Tier 3. The illustration below shows the three tiers of vocabulary. As you can see, we move from Tier 1 on the bottom of the triangle up to Tier 3 at the top of the triangle.



Source: Beck, McKeown, and Kucan

Children have the highest exposure with **Tier 1** words. In fact, they are exposed to Tier 1 words from an early age, and as a result, they become easily familiar with this set of words. Perhaps the easiest way to think about Tier 1 words is to remember that the words are often used in oral conversations and familiar in speech. For example; sad, walk, baby, bus, phone, clock etc.

Tier 2 vocabulary words are robust, high-frequency words that children encounter. They are not widely used in speech and daily conversation, unlike Tier 1 words, Tier 2 words are not usually learned naturally or independently because students do not hear or use them in conversation. A key point to understand is that Tier 2 words are often used and found in books and written text. Tier 2 vocabulary words often have multiple meanings. This tier can also be referred to as academic vocabulary words. For example; bolt, harmony, fine, valuable, rare, blush, astute, etc.

Tier 3 vocabulary words are low-frequency words. These words are content specific and have distinct meanings and purposes, and are not words we often use in everyday conversations. For example; pterodactyl, aorta, thesis, osmosis etc.

At Coton-in-the-Elms Primary School, we explicitly teach vocabulary as part of our curriculum offering.

The following identifies progression of Tier 2 vocabulary, from Year 1 through to 6.

Year 1 - Vocabulary Progression

Tier 2 Vocabulary Progression					
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
annoy invite repeat attention jealous report calm leader re- spect comfortable	consequence listen rhyme curious lovely rules curve measuring searching decide	directions mumble spotless discover negative squirm exhausted nibbled stomped explore list	fair notice surprise fascinating observing uncomfortable feast opposites responsible note warning	focus ordinary wonder frustrated positive worried gigantic precious grumpy miserable prefer	huge problem ignore protect important proud instead question suggestion special investigate

Year 2 - Vocabulary Progression

Tier 2 Vocabulary Progression					
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
amaze effect moist treasure amusing energy necessary vanish analyse enormous non-living	arranged estimate observe avoid exercise opinion cause expect peeking classify famous plan	conclusion friendly predict connection frighten prefer continue frown process cooperation gasp publish	data helpful separate describe include shivered detail insist similar diagram investigate volunteer	Difference label stormy different leaned sum discover living suppose drowsy march sway	revise cycle gust curious gather record community flock poke annoy escape noticed steaming

Year 3 - Vocabulary Progression

Tier 2 Vocabulary Progression					
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
additional examine region agreeable example repair argue experience ridiculous arrange flexible scatter	assist furious shiver attract gathered signal average gist similar careless	climate irritate stumble compare mend unite construct multiply unusual	culture opposite volunteer defend passage describe contrast nervous valuable patient	Detail peer develop persuade diagram pleasant dis- appointed prank division predict effect	cause invitation credit occur Vehicle purpose endangered recognise infer slumber solution

Year 4 - Vocabulary Progression

Tier 2 Vocabulary Progression					
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
accomplish difference minimum surround accurate develop maximum symbol symbolic adapt adaptation disappointed observe temporary	approach effect effective organized tradition argue eliminate passage typical automatic entire persist usually avoid	awkward estimate prefer border evidence previous calculate example predict prediction cause except purpose circular exclaim	conclude explanation recognize confirm flexible recommend contrast fortunate represent convince frequent frequently result critical	defend increasing selection decrease infer inference separate demonstrate inform simplify describe description detail annual scarce	threat threatening rarely compare experiment reason distribute obvious justify insert summarise essential persuade furious support

Year 5 - Vocabulary Progression

Tier 2 Vocabulary Progression					
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
abolish escalate investigate accomplish establish navigate accurate evaluate anxious expansion passage	approval explain primary approximate express recently argument extend reference avoid familiar	Conclude glare significant conflict harsh source consistent heroic summarize context hesitate review	culture historic tolerate decade horizontal tremble dissatisfied hostile huddle identify briskly approach	edible illegible vertical effortless immigration expectation unexpected dominate unfamiliar drowsy frequent persuade	opposed announce exhaust ordinary revolt cease gigantic tension convince hilarious superior scarce

Year 6 - Vocabulary Progression

Tier 2 Vocabulary Progression					
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
adjacent dimension obedient viewpoint accumulate drastic oblivious violate anticipate evaluate reinforce	adapt elaborate origin adequate encourage peculiar analyse equation persuade prediction extensive government	appropriate exaggerate priority artefact exhaust quote benefit expression realistic calculate extend recount catastrophe	chronological factor repetition citizen ferocious retrieve civilization frequent frequency similar compose genuine solution	congruent history substitute consequence hypothesis suspense construct insists tentative continuous irrigate thesis strategy	contrast lofty transfer contribute manipulate unanimous declare massive unique democracy narrate conclusion variable

Year 1 - Vocabulary progression and morphology

National Curriculum requirements			
Category	Word/ component	Teaching/meaning	Examples
Prefixes	un	not	unhappy, unlike
	un	opposite	unravel, undo
Suffixes	s/es	<i>See NC English Appendix 1</i>	dogs, wishes, washes, bags
	ing/er/ed		helper, helped, helping

Coton-in-the-Elms Morphology Program		
Morphology	Definition	Examples
tri	three	triangle, tricycle, triathlon, triceratops
anti	against, opposite to	anticlockwise, anti-bullying, antifreeze
pre	before	prehistoric, previous, preview, predict
vore	devour, eat	carnivore, herbivore, omnivore, voracious
cent	hundred	centimetre, century, centilitre, centipede
multi	many, much	multiple, multiplication, multi-link
chron	time	chronology, chronological, synchronise
carn	flesh, meat	carnivore, carnivorous
herb	plant, grass	herbivore, herbal
omni	all, every	omnivore, omnipresent
meter/metre	measure	centimetre, kilometre, thermometer

Year 1 Idioms		
Idiom	Meaning	Possible origins
<i>cross that bridge when we come to it</i>	To delay worrying about something until it actually happens.	This idiom first appeared in writing in the year 1851 in the work titled <i>The Golden Legend</i> by Henry Wadsworth Longfellow. The full line was, <i>Don't crocc the bridge till you come to it, is a proverb old and of excellent wit.</i>
<i>get out of bed on the wrong side</i>	To wake up or start the day in a bad mood.	From Roman times when it was thought to have been bad luck to get out of bed on the left hand side.
<i>through thick and thin</i>	To stick with or support someone through good times and bad times.	An Old English saying, originally 'through thicket and thin wood', referring to moving through the English countryside, where thick, dense woodland would have been difficult to move through and thin, sparse woodland would have been easy to move through.

Year 2 - Vocabulary progression and morphology

National Curriculum requirements			
Category	Word/ component	Teaching/ meaning	Examples
Suffixes	ment	See NC English Appendix 1	amusement, enjoyment
	er/est		cleaner, happier, tallest, loudest, further, smallest
	ful		careful, playful
	less/ness		hopeless, penniless, sadness, happiness
	ly		happily, quickly, multiply, equally, exactly
	tion		national, section, station, reflection

Coton-in-the-Elms Morphology Program		
Word	Definition	Examples
bi	two, pair	binoculars, bicycle, bilingual
wise	direction, manner	clockwise, likewise, otherwise, streetwise
quart	fourth, four	quarter, quartet
ward	direction	forward, backward, downward, eastward
dent	teeth	dentist, dental, denture
pent	five	pentagon
fold	bend, wrap	folder, unfold, enfold, folding
oct	eight	octopus, octagon
hex	six	hexagon
semi/hemi	half	semicircle, hemisphere, semi-final
trans	across	transport, transfer, transmit
loc	place	local, locality, location
quad	four	quadrilateral, quadruple, quadbike
equi	equal to, the same	equal, equivalent, equilateral, equinox, equality

Year 2 Idioms		
Idiom	Meaning	Possible origins
<i>fit as a fiddle</i>	To be fit for purpose or healthy and strong.	From 17 th century England when a 'fiddle' (a type of violin) required maintenance to ensure that it would produce a pleasant tune.
<i>raining cats and dogs</i>	To be raining heavily.	No commonly agreed origin for this although there are several different theories. One popular theory relates to the Greek saying 'catadoxa' meaning 'beyond belief' - 'raining beyond belief'. However, most people agree that it has only been commonly used since the 17 th century.
<i>play it by ear</i>	To see what happens or continue without a plan.	Originating in the 16 th century, this idiom refers to playing music by listening to it rather than following the notes on a page.
<i>under the weather</i>	To feel ill or unwell.	Of nautical origins. When a sailor felt unwell he would be sent below decks to recover, being kept out of the weather.

Year 3 - Vocabulary progression and morphology

National Curriculum requirements			
Category	Word/ component	Teaching/ meaning	Examples
Prefixes	dis, mis	negative, negation	misbehave, misspell, disappoint, disobey
	in	not into	incorrect, inactive inside, internal, inspect
	il/im/ir/in	not	illegal, impatient, irregular, indecision
	re	again, back	review, replay, rewrite
	anti	against, opposite to	anticlockwise, antiseptic, antisocial
Suffixes	ly	<i>forms an adverb from an adjective</i>	sadly, completely, usually, finally, approximately
	sion/tion	<i>See NC Appendix 1</i>	division, invasion, decision, action, hesitation
	sure/ture		measure, treasure, creature, nature

Coton-in-the-Elms Morphology Program		
Word	Definition	Examples
dec(im)	ten, tenth part	decimal, decimate, decade, decathlon
photo	light	photograph, photosynthesis
de	away, remove, down	delete, descend, decay, deficient
scrib	write, draw	scribble, scribe, describe
sym/syn	with, together, alike	synonym, symmetry, sympathy
mech	machine, instrument, tool	mechanic, mechanical, mechanism
tele	far, at a distance	television, telephone, telescope
uni	one	unicycle, union, uniform, unicorn
dict	say, speak	contradict, dictate, dictation, predict, dictionary
phon(o)	sound	phoneme, homophone, microphone
kilo	thousand	kilometre, kilogram
mill(e)	thousand	millimetre, millennium, millilitre
peri	around	perimeter, periscope, peripheral
sedi	settle, sit	sediment, sedation, sedentary
fract	break	fracture, fraction, refract, fracking
para	beside, near	parallel, parameter, parachute
aqua	water	aquarium, aqueduct, aquamarine
graph	draw, write	grapheme, graphic, cartography

Year 3 Idioms

Idiom	Meaning	Possible origins
<i>fine tuning</i>	Making small changes to ensure that something is as good as it can be.	Originates from the world of music. Refers to when you are 'fine tuning' an instrument by making tiny adjustments to strings, for example, to ensure that it plays in tune and makes a pleasant sound.
<i>hit the hay</i>	Go to bed, go to sleep.	From the early 20 th century, in America, when many mattresses were sacks filled with hay. Before going to bed, people would beat or hit the mattress to ensure that there were no insects or mice inside it.
<i>every cloud has a silver lining</i>	There is always a good side to every situation, no matter how bad.	First recorded in 1634 in John Milton's 'Comus' - "Was I deceived or did a sable cloud, Turn forth her silver lining on the night?".
<i>off the hook</i>	Let off without consequence, freed without fulfilling your obligations, got away with it.	Originates from fishing. When a fish is taken off a hook, or disentangles themselves from it, they 'get off the hook', meaning that they have got away without consequence.
<i>tie the knot</i>	To get married.	In Ancient Celtic ceremonies, couples would have their hands bound in fabric strips - thus tying the knot. This practice was called 'handfasting' and was a symbolic gesture of an engagement or marriage.

Year 4 - Vocabulary progression and morphology

National Curriculum requirements			
Category	Word/ component	Teaching/ meaning	Examples
Prefixes	<i>All content from Y3 should be revisited as part of the Y4 programme of study.</i>		
	sub	under	submarine, subordinate, submerge
	inter	among, between	interact, international
	super	over, higher, add to	superhuman, superficial, superimpose
	auto	self, own	autograph, autobiography, automatic
Suffixes	ation	<i>added to verbs to form nouns</i>	information, sensation, preparation, calculation, equation, translation
	ssion/cian	<i>See NC Appendix 1</i>	expression, discussion, permission, musician, mathematician
	ous		dangerous, enormous, jealous, serious

Coton-in-the-Elms Morphology Program		
Word	Definition	Examples
ex	out	exclude, extend, exit
mono	one, single	monarch, monosyllabic, monopoly, monologue
multi	many	multiple, multiply, multitude, multipurpose
div	separate	divide, division, divert, divorce
pro	before, forward	progress, propel, promote
nym	name	antonym, synonym, homonym, pseudonym
circ(um)	around, round	circle, circumference, circus, circuit
arch	rule, leader	monarch, anarchy, archbishop
struct	make, build	construct, destruct, obstruct, structure
port	move, carry	import, portable, transport, deport
vert	turn	convert, invert, vertical
lat	broad, wide	latitude, lateral, dilate
aero	air, atmosphere	aeroplane, aerodynamic, aerosol
hydr	water	dehydrate, hydrogen, hydrophobia
aud	listen, hear, sound	audio, audible, audition, audience
poly	many	polygon, polysyllabic
sign	mark, seal	design, signal, signature, signify
lingua	language, tongue	linguistic, bilingual

Year 4 Idioms		
Idiom	Meaning	Possible origins
<i>take it with a pinch of salt</i>	To view something with scepticism, to be disbelieving or mistrustful	This idiom refers to the fact that food tastes better with a pinch of salt, suggesting that what you are told will taste better if you listen with an open mind that it may not be completely true.
<i>start from scratch</i>	To start from the very beginning or to start again.	Originates from sports where the 'start line' would have been scratched onto the ground, for example, cricket, boxing or running.
<i>don't count your chickens until they've hatched</i>	Not to assume or rely on something before it has actually happened.	Old English saying referring to the fact that not every egg that is laid will result in a chick.
<i>long in the tooth</i>	Someone or something is old or aging.	Refers to horses, whose teeth continue to grow as they age. Some people also believe it refers to the fact that humans' gums recede in old age, leaving more tooth visible.
<i>offer an olive branch</i>	Offering to settle a disagreement and move on. To offer peace and reconciliation.	This originates from the Book of Genesis in the bible. In the story of Noah's ark, the white dove returns clutching an olive branch in its mouth. Armies in Ancient Greece and Rome would also use an olive branch as a symbol of surrender and peace.
<i>once in a blue moon</i>	Very rarely happens.	Refers to the very few occasions where the moon has appeared in the sky with a bluish tinge around it, usually as a result of a volcanic eruption on Earth.

Year 5 - Vocabulary progression and morphology

National Curriculum requirements			
Category	Word	Teaching/meaning	Examples
Suffixes	tious/cious	<i>See NC Appendix 1</i>	ambitious, cautious, infectious
	cial/tial		official, special, partial, essential
	ant/ance/ancy		observant, substance, hesitancy
	ent/ence/ency		innocent, confidence, frequency
	able/ible ably/ibly		adorable, forcible, tolerable legibly, noticeably, considerably
	fer	carry	transfer, different, fertile, refer
Morphology words	sci(o)	Latin: <i>I know</i>	science, conscience, conscious
	fam	an assistant or servant, close	family, familiar, familiarity, unfamiliar
	sper(o)	Latin: <i>I hope</i>	desperate, prosper, despair

Coton-in-the-Elms Morphology Program		
Word	Definition	Examples
sacr	holy	sacred, sacrifice, sacrificial
astro	star, space	astronaut, astrology, astronomer, astronomy
micro	small	microscope, microbiology,
min	less, smaller	minimum, minor, minority, miniscule
mari(ne)	sea	marine, maritime, marina
tract	pull, draw together	subtract, distract, contract, extract
co/con/ com	with, together	connect, communicate, compress, correspond, co-ordinate, collaborate
ject	throw	eject, project, inject, reject
vac	empty	vacate, vacancy, evacuate, vacuum
ambi/ amphi	both	ambidextrous, amphibian, ambivalent
sect	cut	section, dissect, intersect
vis/vid	see	video, vision, visionary
solv/solu	loosen, set free	dissolve, solution
sol	alone, only	desolate, solo, sole
sol	sun	solar, parasol,
lun	moon	lunar, lunatic, lunacy
form	shape	formation, conform, deform, reform
var	different, change	vary, variation, variety, various, invariable
geo	earth	geography, geology, geometry
scope	look at, observe	horoscope, kaleidoscope, stethoscope
term	limit, end, boundary	terminal, determine, terminate

Y5 Idioms		
Idiom	Meaning	Possible origins
<i>costs an arm and a leg</i>	Used to describe something that is very expensive or more expensive than it should be.	Originated from the First World War, where many soldiers lost limbs and were thought to have 'paid a high price'.
<i>don't beat around the bush</i>	Not being clear or concise when trying to get your point across. Stalling so that you don't have to say something difficult.	Originated from Medieval times when 'beaters' were employed to beat the bushes to flush out any animals that may have been hiding underneath so that hunters could target them easily. They often avoided directly hitting the bushes as some animals - such as bees - posed a threat to them.
<i>bite the bullet</i>	To get on with something that is unpleasant or difficult.	This is thought to have originated from times before anaesthetic where patients would have been given something to bite down on to help them cope with the pain of medical treatments.
<i>caught between a rock and a hard place</i>	When you are faced with two undesirable options when making a difficult decision.	Originates from Greek mythology. In Homer's <i>Odyssey</i> , Odysseus is faced with a journey between a deadly whirlpool and a man-eating monster.
<i>sitting on a nest egg</i>	Money or investments that have been saved up and put away for the future.	As early as the 14 th century people placed eggs into nests to encourage chickens to lay more eggs.
<i>playing second fiddle</i>	When you are viewed as or feel less important or valuable than someone else in a group.	In an orchestra or band where more than one violin (or fiddle) is playing, one person is usually identified as '1 st violin'. This person is often given the most important part of the melody to play. Other people therefore 'play second fiddle' because they are viewed as less important in this group. This also applies to other instruments too.
<i>run out of steam</i>	To run out of energy, ideas or enthusiasm. To become tired or lose interest.	This idiom refers to the mechanics of steam trains. When fires ran low in a steam engine, steam was not produced and the train would slow down and eventually stop.

Year 6 - Vocabulary progression and morphology

National Curriculum requirements			
Category	Word	Teaching/meaning	Examples
<i>All content from Y5 should be revisited as part of the Y6 programme of study.</i>			
Suffixes	tious/cious	See NC Appendix 1	ambitious, cautious, infectious
	cial/tial		official, special, partial, essential
	ant/ance/ancy		observant, substance, hesitancy
	ent/ence/ency		innocent, confidence, frequency
	able/ible ably/ibly		adorable, forcible, tolerable legibly, noticeably, considerably
	fer	carry	transfer, different, fertile, refer
Morphology words	sci(o)	Latin: <i>I know</i>	science, conscience, conscious
	fam	Middle English: <i>servant, household</i>	family, familiar, familiarity, unfamiliar
	sper(o)	Latin: <i>I hope</i>	desperate, prosper, despair

Coton-in-the-Elms Morphology Program		
Word	Definition	Examples
bio	<i>life</i>	<i>biology, biography, biome, biodiversity</i>
cav	<i>hollow</i>	<i>cavity, cave, excavate</i>
spect	<i>see, look</i>	<i>inspect, spectacle, spectate</i>
contra	<i>against</i>	<i>contrast, contradict, contravene</i>
chlor	<i>green</i>	<i>chlorine, chlorophyll, chloroplast</i>
cred	<i>believe, trust</i>	<i>credible, credit, credibility</i>
derm	<i>skin</i>	<i>epidermis, dermatologist, hypodermic</i>
pend	<i>hang</i>	<i>pendulum, pendant, suspense</i>
grad	<i>step, degree</i>	<i>graduate, gradient, grade</i>
hedron	<i>face</i>	<i>dodecahedron, hexahedron</i>
cide	<i>terminate, end</i>	<i>decide, pesticide, insecticide</i>
quin	<i>five, fifth</i>	<i>quintile</i>
hept/sept	<i>seven</i>	<i>heptagon, heptathlon, heptathlete</i>
hem/haem	<i>blood</i>	<i>haemoglobin, haemophilia</i>
ann(us)	<i>year</i>	<i>annual, anniversary,</i>
iso	<i>equal, the same</i>	<i>isosceles, isometric, isobar</i>
scend/scent	<i>climb</i>	<i>ascend, descent, transcend</i>
dur	<i>hard</i>	<i>durable, duress, endure</i>
homo	<i>same</i>	<i>homophone, homogenous, homosexual</i>
bene	<i>good, well</i>	<i>benefit, beneficial, benevolent,</i>

Y6 Idioms		
Idiom	Meaning	Possible origins
<i>get to know the ropes</i>	To understand how something is done or be familiar with the way something works.	This is thought to originate from sailors who knew which ropes to pull and how to tie certain types of knots in ropes.
<i>straight from the horse's mouth</i>	To have heard something directly from the person or people that it refers to. Widely regarded as reliable information.	When people used to bet on horses, they would seek advice or 'tips' from people who knew the horses well. This idiom refers to the fact that this information would probably be reliable.
<i>pigs might fly</i>	Used to indicate that something is impossible or will never happen.	The original saying was 'pigs might fly with their tails facing forward' and is an old proverb which has been used since the 1600s as a sarcastic remark.
<i>getting on the same wavelength</i>	When people find each other easy to understand because they share similar ideas, opinions and working processes. Sometimes indicates a shared vision or understanding.	First recorded use of this idiom was in 1855. This term refers to radio waves that carry a broadcast. If you were on the same wavelength as somebody else, you could receive the same broadcast, thus creating a shared knowledge/understanding.
<i>loose cannon</i>	Someone who is unpredictable or uncontrolled, often causing unintentional damage to situations. Sometimes regarded as volatile or insensitive.	From the 17 th century, cannons were used onboard ships. These were mounted on rollers and secured to the decks. If a cannon was 'loose' or not mounted properly, it could roll around and cause untold damage.
<i>flash in the pan</i>	Something or someone who is briefly successful but this is not replicated or repeated.	This originated in the 17 th century when flintlock muskets were used. Sometimes the musket was fired and the gunpowder flared up but no ball was actually released. This looked like it had been successful but was not - therefore a flash in the pan.
<i>daylight robbery</i>	When something is blatantly overpriced or someone has to pay significantly more than something is worth.	In 1696, William III introduced a new property tax for people living in properties with more than six windows. In order to avoid this, some people bricked up extra windows, thus losing daylight, hence the phrase daylight robbery.
<i>pot calling the kettle black</i>	Someone is being hypocritical - behaving in a way that they have criticised someone else for.	A Spanish proverb, used in England from the mid 17 th century. This idiom first appeared in a Spanish translation of Don Quixote: 'Said the pan to the pot, get out of there black-eyes'.

Speaking and Listening Games

There are lots of fun games that you can do at home to promote and support your child with speaking and listening. Games that require children to listen, wait and then react, or listen and make a decision are particularly good at targeting not only listening, but processing skills too. Here are a few suggestions:

I Went to the Shops...

This is a great game to challenge your child's listening and memory skills and can be played with two or more people. Your child starts off the shopping list by saying "I went to the shops today and bought..." something beginning with 'A'. The next person continues by saying the previous item and adding their own item beginning with 'B'. Continue around everyone playing the game, working through the alphabet and adding items to the list.



For older children, why not make the items topic specific, such as items you'll find only in the rainforest?

Thumbs Up, Thumbs Down

Read out a list of true or false statements. Children have to listen carefully and decide on the validity of the statement.



If it's true, they give a thumbs up! If it's false, a thumbs down.

"My hair is blue." – thumbs down.

"My mummy is the best Mummy in the world!" – thumbs up (hopefully!).

This game can be altered to suit older children – read out true and false statements about a topic they have been working on.

True or false?



You can use visual aids with listening, by playing the *True or False?* game. An adult describes an image whilst the child listens and processes the information before replying with True or False. This game provides great exposure for more descriptive vocabulary, suitable to your child's abilities.

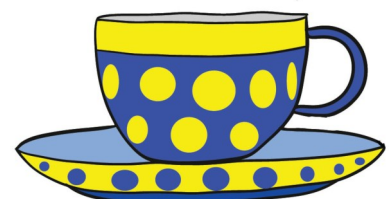
The Telephone Game (sometimes known as Chinese whispers)

A great game to do with the family. Get everyone together and sit in a circle, then pass around a message by whispering in your neighbours ear to the left of you. When the message has been passed via everyone in the circle, the last person stands up and repeats the message they heard. Compare it to the start and see how well the message got relayed from person to person!



Drawing on Demand

Listening and art can go hand in hand too! Describe the images, one at a time, to your child several times. They need to listen very carefully as they are required to draw what they hear. Compare the results when your child has finished drawing.





Coton-in-the-Elms C of E (VC) Primary School

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