

Explicitly teaching Prep students' vocabulary building skills (synonyms) and sequencing through oral re-tell improves listening comprehension

Intervention Group Session 1 – Book: ‘The King’s Pudding’

Activity Time	Description
Introduction 5 minutes	Picture Chat Main pictures from the book have been enlarged. Discuss what is happening in each of these pictures. Ensure that essential vocabulary has been covered.
Read To 10 minutes	Children are shown a poster with four statements of good listening strategies. Children are told that these steps need to be followed if they are going to be good listeners and learners. Discuss benefits. Story is read to children.
Synonyms 10 minutes	Look at the first picture again. Discuss what other words could be used in place of that word. Tell children explicitly that when we do this we are thinking of ‘synonyms.’
Sentence Structure 10 minutes	Children choose a picture and have to make a sentence from this picture using the vocabulary which has been generated from the synonyms session. Children then act this out.
Listening Comprehension and Sequencing 5 minutes	Discuss with children what ‘order’ means. What do we do if we re-tell a story in order? In partners, children re-tell the story in order using pictures. Have two children share their re-tell with the class.
Reflection 5 minutes	Children share what they have learnt from the lesson.

Intervention Group Session 2 - Book: 'The King's Pudding'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Picture Chat From the pictures used in the previous session, children are given these and have to orally sequence them up the front of the class.
Read To 10 minutes	Children are shown the poster with four statements of good listening strategies. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different settings.
Synonyms 10 minutes	Discuss and reflect on the meaning of synonyms. Look at the pictures again. Reflect upon what synonyms were thought of yesterday. Try to think of one more for each picture.
Sentence Structure 10 minutes	Children choose a picture and have to make a sentence from this picture using the vocabulary which has been generated from the synonyms session. Ask children to do a different one to yesterdays. Children then act this out.
Listening Comprehension and Sequencing 5 minutes	Remind children what 'order' means. What do we do if we re-tell a story in order? Ask children to focus on re-telling it in order using the characters. In partners, children re-tell the story in order. Have two children share their re-tell with the class.
Reflection 5 minutes	Children share what they have learnt from the lesson.

Intervention Group Session 3 - Book: 'The King's Pudding'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Without use of pictures used in the previous sessions, children are to orally sequence the story up the front of the class.
Read To 10 minutes	Children are shown the poster with four statements of good listening strategies again. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different characters.
Synonyms 10 minutes	Teacher holds up pictures. Children have to call out a synonym for that picture as quickly as possible. As many that can be thought of can be made.
Listening Comprehension, Sequencing and Sentence Structure 15 minutes	Children look at different pictures from the book which have been photocopied. In partners, children discuss what is happening in each picture. Pictures are taken away, children have to recall everything they can about the story in 'order.' The child who can recall the most characters in 'order' wins.
Reflection 5 minutes	Children share what they have learnt from the lesson.

Intervention Group Session 4 - Book: 'Who Sank The Boat?'

Activity Time	Description
Introduction 5 minutes	Picture Chat Main pictures from the book have been enlarged. Discuss what is happening in each of these pictures. Ensure that essential vocabulary has been used.
Read To 10 minutes	Children are shown the poster with four statements of good listening strategies. Children are told that these steps need to be followed if they are going to be good learners. Story is read to children.
Synonyms 10 minutes	Look at the first picture again. Discuss what other words could be used in place of that word. Tell children explicitly that when we do this we are thinking of 'synonyms.'
Sentence Structure 10 minutes	Children choose a picture and have to make a sentence from this picture using the vocabulary which has been generated from the synonyms session. Children then act this out
Listening Comprehension and Sequencing 5 minutes	Discuss with children what 'order' means. What do we do if we re-tell a story in order? In partners, children re-tell the story in order using pictures. Have two children share their re-tell with the class.
Reflection 5 minutes	Children share what they have learnt from the lesson.

Intervention Group Session 5 - Book: 'Who Sank The Boat?'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Picture Chat From the pictures used in the previous session, children are given these and have to orally sequence them up the front of the class.
Read To 10 minutes	Children are shown a poster with four statements of good listening strategies again. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different characters.
Synonyms 10 minutes	Discuss the meaning of synonyms. Look at the pictures again. Reflect upon what synonyms were thought of yesterday. Try to think of one more for each picture.
Sentence Structure 10 minutes	Children choose a picture and have to make a sentence from this picture using the vocabulary which has been generated from the synonyms session. Ask children to do a different one to yesterdays. Children then act this out.
Listening Comprehension and Sequencing 5 minutes	Remind children what 'order' means. What do we do if we re-tell a story in order? Ask children to focus on re-telling it in order using the settings. In partners, children re-tell the story in order. Have two children share their re-tell with the class.
Reflection 5 minutes	Children share what they have learnt from the lesson.

Intervention Group Session 6 - Book: 'Who Sank The Boat?'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Without pictures used in the previous sessions, children have to orally sequence the story up the front of the class.
Read To 10 minutes	Children are shown the poster with four statements of good listening strategies again. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different characters.
Synonyms 10 minutes	Teacher holds up pictures. Children have to call out a synonym for that picture as quickly as possible. As many that can be thought of can be made.
Listening Comprehension, Sentence Structure and Sequencing 15 minutes	Children look at different pictures from the book which have been photocopied. In partners, children discuss what is happening in each picture. Pictures are taken away, children have to recall everything they can about the story in 'order.' The child who can recall the most events and characters in 'order' wins.
Reflection 5 minutes	Children share what they have learnt from the lesson.

Intervention Group Session 7 - Book: 'The Rabbit and the Turnip'

Activity Time	Description
Introduction 5 minutes	Picture Chat Main pictures from the book have been enlarged. Discuss what is happening in each of these pictures. Ensure that essential vocabulary has been used.
Read To 10 minutes	Children are shown a poster with four statements of good listening strategies. Children are told that these steps need to be followed if they are going to be good learners. Story is read to children.
Synonyms 10 minutes	Look at the first picture again. Discuss what other words could be used in place of that word. Tell children explicitly that when we do this we are thinking of 'synonyms.'
Sentence Structure 10 minutes	Children choose a picture and have to make a sentence from this picture using the vocabulary which has been generated from the synonyms session. Children then act this out.
Listening Comprehension and Sequencing 5 minutes	Discuss with children what 'order' means. What do we do if we re-tell a story in order? In partners, children re-tell the story in order using pictures. Have two children share their re-tell with the class.
Reflection 5 minutes	Children share what they have learnt from the lesson.

Intervention Group Session 8 - Book: 'The Rabbit and the Turnip'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Picture Chat From the pictures used in the previous session, children are given these and have to orally sequence them up the front of the class.
Read To 10 minutes	Children are shown the poster with four statements of good listening strategies. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different settings.
Synonyms 10 minutes	Discuss the meaning of synonyms. Look at the pictures again. Reflect upon what synonyms were thought of yesterday. Try to think of one more for each picture.
Sentence Structure 10 minutes	Children choose a picture and have to make a sentence from this picture using the vocabulary which has been generated from the synonyms session. Ask children to do a different one to yesterdays. Children then act this out.
Listening Comprehension and Sequencing 5 minutes	Remind children what 'order' means. What do we do if we re-tell a story in order? Ask children to focus on re-telling it in order using the settings. In partners, children re-tell the story in order using pictures. Have two children share their re-tell with the class.
Reflection 5 minutes	Children share what they have learnt from the lesson.

Intervention Group Session 9 - Book: 'The Rabbit and the Turnip'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Without pictures used in the previous sessions, children have to orally sequence the story up the front of the class.
Read To 10 minutes	Children are shown the poster with four statements of good listening strategies again. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different characters.
Synonyms 10 minutes	Teacher holds up pictures. Children have to call out a synonym for that picture as quickly as possible. As many that can be thought of can be made.
Listening Comprehension, Sentence Structure and Sequencing 15 minutes	Children look at different pictures from the book which have been photocopied. In partners, children discuss what is happening in each picture. Pictures are taken away, children have to recall everything they can about the story in 'order.' The child who can recall the most events and characters in 'order' wins.
Reflection 5 minutes	Children share what they have learnt from the lesson.

Intervention Group Session 10 - Book: 'The Rabbit and the Turnip'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Picture Chat From the pictures used in the previous sessions, children are given these and have to orally sequence them up the front of the class.
Read To 10 minutes	Children are shown the poster with four pictures of good listening strategies again. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different characters.
Synonyms 10 minutes	Teacher holds up pictures. Children have to call out a synonym for that picture as quickly as possible. As many that can be thought of can be made.
Sentence Structure and Sequencing 15 minutes	Children look at different pictures from the book which have been photocopied. In partners, children discuss what is happening in each picture. Pictures are taken away, children have to recall everything they can about the story in 'order.' The child who can recall the most events and characters in 'order' wins.
Reflection 5 minutes	Children share what they have learnt from the lesson.

A Good Listener:

Looks

Listens

Thinks

Sits nicely