

LISTENING ACTIVITIES FOR OLDER CHILDREN

1. Listening to stories and having to retell them e.g.

- a) One page at a time
- b) Two or three pages at a time
- c) The whole story
- d) Drawing their favourite part of the story
- e) Drawing the beginning, middle and end of the story

2. Listen to the odd one out:

Car bus lorry cat train

Apple orange dog banana

Or with sounds:

Sun sand car sock

3. In a series of words ask a child to clap every time s/he hears an animal's name e.g.

House, monkey, car, bus, elephant, door, dog, etc

Vary the game by listening for members of different categories, e.g. colours, food, clothing, etc

4. Make up ridiculous stories with deliberate mistakes. This is an extension of the silly sentence game for younger children.

“One morning, in the middle of winter a little boy called Sarah got up and put on his pyjamas and went outside to wash his face.”

5. Listen to sounds and make up lists of rhyming words. These can be real words or nonsense words, e.g. rife, pile, kile, sile, etc

6. Use clapping, tapping or stamping to copy a simple rhythmic pattern. Take it in turns to produce the pattern that is copied.

7. Identify words which begin or end with a certain sound e.g.

song shop soup seal

hat fat tap mat

You could try one that has the same sound in the middle

Meat team time mean

8. Identify and reproduce the final sound of a word e.g.

Fish = sh

Mouse = s

9. Identify the position of a particular sound in a word, e.g.

‘s’ as in sun (at the beginning)

‘s’ as in house (at the end)

‘s’ as in parcel (in the middle)

10. Listen to a two-line rhyme and repeat the words that rhyme. Use unfamiliar nursery rhymes

11. Select a word that does not rhyme from a list of three heard, e.g.

Hat mouse cat

12. Identify the missing word from spoken sentences e.g.
The horse lives ___ the stable

13. Specify the number of syllables in a word e.g.

Window = syllables, win – dow

Television = 4 syllables te-le-vi-sion

14. Answer questions (orally) on a story that you've read.

15. Identify the events of a story in the exact order in which they happened. Make sure the child selects the most important piece of information. Sequencing pictures are a useful aid to start the child off on this task. Later move onto relevant areas of the child's life, e.g. their routine in the morning, their route into school etc.