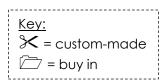
Language-Nurturing Activities



For students identified as EAL or has having an underlying Speech & Language need.

Activity	Guidelines	Modelled Language
Spy I ≫ ► Alphabet ► Blends	 Put together a set of alphabet letters or initial blends. Place them around a classroom. Students then take turns to discreetly select a card and state the word. The rest of the students have to guess the starting sound and point to it / find it. *Ideal for a larger setting like the school library. 	"I spy a <u>sn</u> ake" → Students then look for the <u>sn</u> card. On finding it they have to say: " <u>Sn</u> is for snake. Also, <u>sn</u> is for <u>sn</u> ail."
Pass the Bomb ► Vocab	Students pass around a timer and provide words related to a pre-selected topic (ideally with a visual or kinaesthetic prompt).	Ensure correct pronunciation of words by repeating back the word for each contribution.
Custom Dominoes ≫ ► Vocab ► Questioning ► Explaining	 Create a set of dominoes focusing a particular topic with pictures and words mixed up across the set. i.e. for colours and shapes, provide a coloured shape on one side and the word 'triangle' in a different colour on another. This way the students can match colour or shape. 	Regularly include: "Why did you pick this one?" "I picked this <u>because</u> "
 Paired Guess Who ▶ Questioning ▶ Describing 	 Form two teams of pairs (2 vs. 2). Each pair discusses their question first, then asks the other team. * This is also beneficial to language when played 1 vs. 1. 	 "Does your person have?" then: "No, it doesn't." or "Yes, it does."
Headbanz ▶ Questioning	Following the instructions provided with the game, students take turns to ask closed 'yes/no'	▶ "Am I a?"

Classifying Vocab	questions about the unknown picture on their forehead.	► "Do I?"
Paired Draughts	- Form two teams of pairs (2 vs. 2). - Each pair takes it in turns – one has to verbally instruct the other on where to put the counter.	 "Put the counter <u>next / above / below / left / right</u> of that one (<i>point</i>)." or: "Place the counter <u>4 up</u> then <u>5 across</u>." (partner could also be asked to count out)
Similar Snap & Similar Memory Pairs ≫ ► Explaining	 Put together a series of pictures around a topic (animals, people in uniforms, flags). Students take turns to place them down on the table in a similar way to the Snap game. Students shout 'similar' when they spot a similarity (such as two animals that have wings, two animals with four legs, two animals that are reptiles etc.) Alternatively, place pictures upside down and turn over – students get to keep any one they can spot a similarity with in 10 seconds. 	 " is similar to because" extend with: "However, it also is different to because"
Alias ≫ or ► Topic Vocab	 Provide students with a series of words around a topic with picture prompts. One student randomly selects a word and then has to explain it to the rest of the group using related words, synonyms etc. Provide a time limit, and mark them as 'out' if they say the word before other students guess. 	 ▶ bunsen burner → fire → science → gas ▶ time → clock → minutes → hours
Last Word ⊁ or ► Topic Vocab	 Students are given a topic (either relating to their studies or randomly selected from a series of cards). They then take it in turns to name everything in a 	 "Carrots" "Potatoes" "Lettuce" or

	category within a time limit - the aim being to get the last word in before the timer buzzer sounds. - To make it more difficult, students could select a topic and a starting letter such as 'C'.	"Carrots" "Cauliflower" "Courgette"
 Endangered Planet ≫ Predicting Explaining 	 Show a picture of a rainforest. Explain in simple terms that every animal in the rainforest depends on another. Give out pictures of animals from a rainforest. Ask the students to predict what would happen if they became extinct. 	 "If then" "If <u>all of the honey bees died</u> then <u>the plants</u> wouldn't grow because <u>the pollen wouldn't be carried</u> <u>between them</u>."

Matt Grant, 2011 www.HumansNotRobots.co.uk