

Listening Games

What can you hear: In silence listen for all the sounds you can hear and write them on a white board

One child names the sounds on their list

Who can remember the sounds on this list – not their own

Mime a story: Tell the children a story that encourages them to move and act in different ways. Emphasise the need to move and act but not to speak.

Sleep talking: Children all lie down with their eyes closed

The teacher says: the next person I touch should say three colours (this could be anything – it could be story telling, words beginning with....., my favourite.....)

Teacher quietly taps someone on the shoulder

After the child has spoken, the teacher quietly taps another child on the shoulder who has to recognise who has spoken

The dragon went shopping: A variation on the game where each speaker has to remember items on a shopping list then add one more item. The shopper could be anyone/anything – the items on the list should be appropriate to the shopper.

Spot the difference: The teacher reads out two sentences that are exactly the same except that one word has changed. Can you spot the word?

The children could write a sentence, then write it again changing one word.

Play the game using the children's sentences

What kind of words are the most difficult to spot?

Try the game with two sentences – with only one word difference

Are you listening carefully: Sitting in a circle – every child has a card with either a smiley face or a sad face.

The teacher says I love (cheese) but I hate (pickle) (This could be anything – food/TV programmes/colours/shapes/items of furniture)

If the child (David) next to the teacher has a smiley face they say Mr(Mrs).... loves cheese, but I love (sausages) and I hate (fish). If the next child has a sad face they say David hates fish, but I love (bananas) and I hate (plums). The game moves round the circle.

One word at a time: Working in small groups, give each group a noun. They have to generate a sentence about the noun, but they each say one word at a time and so their word has to make sense as the next word in the sentence. They need to listen to what the previous person says and not anticipate what they think that word should be. Write down the sentence they end up with – even if they are very silly!!

Word trails: There are several variations of this activity and maybe children can try to invent their own version. The principal is that each child in turn says a single word and there is a rule about how to generate the next word in a sequence, examples might be:

- Animals in alphabetical order

- Aardvark, Bison, Cow, Dingo
- Each word has to start with the last letter of the previous word
 - Car, telephone, easy, yesterday.....
- Each word is an animal that starts with the last letter of the previous word
 - Cat, tiger, rabbit, tortoise, elephant.....
- Each words has to start with the letter that starts your own name

Sound discrimination

There are several activities that require children to listen and discriminate between different sounds.

- Create a listening walk like Bailey Bear
- Have a variety of percussion instruments, introduce them to the children and make sure they know their names. These names could be the name of the instrument or names invented by the children that describe the sound they make. Can they recognise which instrument is being played when they have their eyes closed ?
- This format can be varied with other sounds:
 - Collecting audio samples of pitched instruments
 - Collecting audio samples of sounds from nature
 - Filling containers with different things to create shakers that sound different
 - Collecting samples of classroom sounds (tearing paper, scraping chairs, doors opening etc)
 - Collecting sound samples from home or the playground.
 - Groups of children can be involved in collecting sound samples for other children to identify
- Creating a backing track for a picture or a story
- Hearing a backing track and creating a story or a picture from it

Old favourites

- Simon says
- 20 questions
- Chinese whispers
- Who am I (From the network questioning day)
- Drawing a picture based on verbal instructions (From network introduction day)