Language-Nurturing Activities

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

Key:
✂ = custom-made
🗀 = buy in

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>snake</u>" → 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>snail</u>."
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 🗀 **& Paired Connect 4** 🗀 ► Instructing ► Counting	- 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 (*point*)." 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 _____ because _____." ► "If <u>all of the honey bees died</u> then <u>the plants wouldn't grow</u> because <u>the pollen wouldn't be carried between them</u>."