

POTENTIAL LEARNING EXPERIENCES TO SUPPORT LANGUAGE LEARNING

Learning experiences	How you might use this activity at home	Why you might use this activity	Resources to support this activity
Free Writing	<ul style="list-style-type: none"> ● Modelling (or creating a video of a teacher modelling) how to choose a writing topic, e.g. creating an expert list, a word association game ● Allowing children to choose a topic of their choice, to write for a set amount of time in any genre appropriate to their level ● Providing a limited menu of writing prompts that children can choose from to get them started ● Writing a letter to a family member, friend, neighbour, person in the local nursing home ● Getting children to start a diary/ journal/ blog/ to record their day/ activities. ● Using 'Have a go' sheets 	<ul style="list-style-type: none"> ● Fostering a positive disposition towards writing, allowing children an opportunity to write for pleasure without the pressure of creating a perfect piece of work. ● Giving children ownership of their writing by supporting their ability to make choices about their own writing. ● children could send their work to Grandparents/ relations to read as their audience. Children could email/ post letters. 	<p>An explanation of free writing https://pdst.ie/node/314</p> <p>Writing prompts https://thinkwritten.com/writing-prompts-for-kids/</p> <p>making an 'expert list' https://www.themeasuredmom.com/make-an-expert-list-a-prewriting-strategy-for-kids/</p> <p>Copy/ paper/ email</p>

	<ul style="list-style-type: none"> ● Creating a writing box/ table with an assortment of writing materials eg crayons, pencils, markers, decorative pens/pencils, scrap paper, sugar paper, card, notepads, envelopes, postcards, writing pads 		
Read Aloud and Discussion	<ul style="list-style-type: none"> ● During or at the end of a story (from a book, novel, even an audiobook) ask open ended questions, i.e. questions to which there is no right or wrong answer, but which stimulate thinking, talk and discussion. For example, instead of asking 'where was Humpty Dumpty?' (The Wall), ask 'Why do you think Humpty Dumpty was up on the wall?', there are infinite possibilities answering this question. Allow yourselves to be taken away by power of children's imagination. ● Encouraging children to read stories to their younger siblings, asking them to predict what will happen next or ask questions on their story ● Encouraging children to read a familiar story using an app such as Opinion to send to a friend or family relative as an audio book. 	<ul style="list-style-type: none"> ● Fostering a love of reading, ● Practicing familiar reading ● Developing fluency, expression and an understanding of the audience. ● Developing listening skills and motivating children to read. ● Developing children's critical thinking skills, by allowing them to interpret a text and verbalise their responses. ● Developing children's comprehension skills through discussion of what they are reading/hearing 	<p>Books from the home,</p> <p>e-books from worldbookonline, https://www.worldbookonline.com/wb/products?ed=all&gr=WELCOME%21</p> <p>books from getepic.com, https://www.getepic.com/</p> <p>Storylineonline.com https://www.storylineonline.net/</p> <p>Audible.com https://stories.audible.com/start-listen</p> <p>Vooks.com https://www.vooks.com/</p> <p>Storyberries.com https://www.storyberries.com/</p>

	<ul style="list-style-type: none">● For beginning readers - the sharing of a good story is an end in itself but there are ways you can power up the experience strategically so that the children incidentally learn key skills. Be Careful not to overdo the following suggestions as you don't want to turn a fun and enjoyable book into a workbook - but every now and again the following incidental activities will develop awarenesses in your child that will benefit them in later literacy acquisition:<ul style="list-style-type: none">○ Get the child to show you where to start reading - if they're not sure, gently guide their attention to the text at the top left hand side of the page (This is a fundamental concept about print that many struggling readers have uncertainty about).○ Occasionally point to the words as you read, telling the child that each set of squiggles is a word and that they have spaces between them. (this will make the child aware of the concept of a word and the		<p>Supporting Interactive Book Reading at Home: Ideas for Before, During and After Reading (Tip Sheet for Parents)</p> <p>https://ncse.ie/wp-content/uploads/2020/03/Book-Talk-Supporting-Interactive-Book-Reading.pdf</p>
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	<p>function of a space, as you point from left to right you are getting their brains used to the constraints necessary for them to understand when reading - this regularly presents as a point of confusion for later struggling readers).</p> <ul style="list-style-type: none">○ Tell them about the full stop and what it means - occasionally give them the job of showing you where to stop for breath (understanding punctuation forms some of the basic concepts about print that will be fundamental for later success).○ Give the child the job of page turner and telling you what they think you are going to read about by looking at the picture (developing simple but crucial motor skills in book handling is fundamental to developing the child's confidence with books. Making predictions engages the child with the meaning of the story		
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	<p>and develops their oral language)</p> <ul style="list-style-type: none"> ○ At the end of the story/poem invite the child to tell you what happened in the story. Don't interrupt their utterances but occasionally you can recast and extend their language (this is where you repeat their utterances using more conventional structures of language so that they become aware of how language is constructed e.g ' <i>Child:</i> Humpty falled off the big wall and hurted himself. <i>Parent:</i> Yes Humpty fell off the wall and hurt himself and no one could put him back together'). 		
Child Led Play	<ul style="list-style-type: none"> ● Building something e.g. a fort in the sitting room, a house out of boxes etc. ● Playing shop, school, restaurant with siblings/dolls/teddies ● Role - playing waiter / waitress scenario at the dinner table using a notepad / piece of paper to document the orders 	<ul style="list-style-type: none"> ● Developing playful and creative use of language ● Make believe play scenarios afford children the opportunity to learn and use vocabulary beyond what they might usually come across ● Fostering motivation, decision making skills, 	<p>Toys such as Teddies, dolls, action figures</p> <p>Lego/K'nex for building If these materials are not available, using recyclable materials around the house to make a creation is equally valuable.</p>

	<ul style="list-style-type: none"> ● Designing and creating an imaginative building using lego/k'nex ● Creating a TV using a cardboard box and children can role play different programs (news, weather, drama, their favourite movie) 	<p>perseverance and many other positive dispositions.</p> <ul style="list-style-type: none"> ● Providing children with an authentic reason for listening, speaking, reading and/or writing. 	<p>A cardboard box (used imaginatively it could be a TV, a table, a car, a rocket, a house, etc...) Similarly, other objects around the house may take on alternative uses when used for imaginative play.</p>
Poetry Writing	<ul style="list-style-type: none"> ● Picking a word and creating an acrostic poem with each sentence beginning with the next letter of the word you have chosen ● Picking a theme and think of all the words that connect to that theme. Using the words you've written down, compose a poem based on the theme ● Picking a favourite story or a photo. Use this as a stimulus for discussion in creating a poem talking about feelings, colours. ● Using a poetry framework to create a poem based on a topic of interest to the child. 	<ul style="list-style-type: none"> ● Developing playful and creative use of language ● Developing vocabulary through playful use of words and exploration ● Fostering motivation, engagement and choice ● Providing an authentic reason for writing, and if possible and audience. 	<p>Poetry Frameworks https://pdst.ie/sites/default/files/Poetry%20Frameworks.pdf</p>
Responding to/Creating Multimodal Texts	<ul style="list-style-type: none"> ● Watching short videos (advertisements, short stories, etc) and discussing what was watched by asking open ended questions, i.e. questions to which there is no right or wrong 	<ul style="list-style-type: none"> ● Visual literacy is an essential skill in relation to digital literacy and how we interpret what is presented to us. An awareness that 	<p>camera phone Pobble365.com http://www.pobble365.com/</p>

<p>(Pictures, videos, etc)</p>	<p>answer, but which stimulate thinking, talk and discussion. It can be as simple as, 'what message do you think the author was trying to give?'</p> <ul style="list-style-type: none"> ● Looking at an image or video and asking children to predict what happens next, infer what happened before, make connections with their own lives or other texts they have read. ● Encouraging children to respond to what they have viewed in a variety of ways, i.e. orally, in writing, creating their own image/video, drawing a picture, etc. ● Creating an image - using a camera, children create "text" to tell a story or convey a message. eg, emotions - children create a picture that conveys happiness, love etc.../ picture that is cold....hot.... ● Emoji stories - create a story from a set of emojis. Create a story including emojis. Challenge a friend to one of these. etc. ● Looking at an image of your choice (pobble 365 is an excellent resource) 	<p>pictures are created to sway the audience will be necessary for children to be digitally literate.</p> <ul style="list-style-type: none"> ● Giving children the opportunity to think about and respond to the author's intent when looking at a text. ● Expanding children's understanding of the idea of 'text', that it can be any form of communication. 	<p>Literacy Shed https://www.literacyshed.com/home.html</p> <p>Emoji Stories https://www.teacherspayteachers.com/FreeDownload/Emoji-Story-A-Writing-Prompt-using-Emoji-2434490</p>
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	and the children write a story based around the chosen image		
Listening Games	<ul style="list-style-type: none"> ● Simon Says ● I Spy ● Red light, Green Light ● Musical Statues ● Listen to online stories for enjoyment ● Listen to children's podcasts ● Following 2 / 3 / 4 step instructions accurately while engaging in household jobs (eg, bring the toilet rolls up stairs, hide them in the back of the cupboard then bring down your laundry!!!) ● I went to the shop and I boughtplay it as a family / play it online with friends or cousins / 	<ul style="list-style-type: none"> ● Games and activities here can support the development of children's auditory memory skills. This is the ability to attend to information, listen to it, process it, store it and recall it when needed. ● Engagement, listening and attention are key to learning. Exposure to text being presented visually, aurally (even from space!) would build listening skills ● Auditory memory is an important skill in helping children be active listeners 	<p>NEPS Activities to develop receptive language and comprehension skills https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/Language-Skills/Activities-Develop-Receptive-Language-and-Comprehension-Skills-prim7.pdf</p> <p>Storytime from space https://storytimefromspace.com/</p> <p>Podcasts for children https://www.earsnacks.org/episodes/2019/03/06/buggs-h73cx-szxl-6dl89-8nchz-z38pa-n578a-7y8wn-x944y-2zmgb</p>
Project Based Learning	<ul style="list-style-type: none"> ● Using Worldbook/DK Find out online to find information on a project of choice. The project could be created using digital technology, in a copybook, or even a poster. 	<ul style="list-style-type: none"> ● Fostering the dispositions of independence and curiosity as children can decide on which topic to research and can focus their work on their area of interest within that topic ● Many reading, writing and speaking skills can be 	<p>Pens, pencils, markers, paper, posters, etc</p> <p>Worldbook online https://www.worldbookonline.com/kids/home</p> <p>dkfindout.com https://www.dkfindout.com/uk/</p>

	<ul style="list-style-type: none"> ● Virtual holiday - Create a travel brochure / prezi for a holiday destination using this link 	<p>developed as children actively engage with a topic which is meaningful for them.</p>	<p>National Geographic Kids https://kids.nationalgeographic.com/</p> <p>Kids world travel guide https://www.kids-world-travel-guide.com/</p> <p>Prezi https://prezi.com/</p> <p>Book creator https://bookcreator.com/</p>
<p>Creating a Concept Map</p>	<ul style="list-style-type: none"> ● A mind/concept map is a graphic organiser or diagram that is used to visually outline information. A mind/concept map is like a large web, where a central word or idea branches out into related subjects. The ideas are listed out and connect to one another. Some Examples: <ul style="list-style-type: none"> ○ All about me ○ Mind map about favourite story ○ Make a plan for meeting with friends after Covid-19 ○ Animals ○ When I grow up.. 	<ul style="list-style-type: none"> ● Deepening Vocabulary Knowledge ● Encouraging creativity ● Encouraging self-directed learning ● Developing sequencing skills ● Developing higher level thinking ● Supporting comprehension development 	<p>Mindmup https://www.mindmup.com/</p> <p>Bubbl.us https://bubbl.us/</p> <p>Paper and pen at home</p>

Nursery Rhymes	<ul style="list-style-type: none"> ● Make up actions to go along with some common nursery rhymes ● Draw pictures to illustrate nursery rhymes ● Write a new nursery rhyme using the characters from your favourite nursery rhyme ● Nursery rhymes are fun but also functional - when you both read (and re-read) a favourite nursery rhyme - clap the rhythm, think of a words that rhyme - add an extra rhyming line onto the end for fun (even though your child will think this is just for fun you are training their ear to hear sounds in language, to notice when words sound similar and how rhythm fits into language). 	<ul style="list-style-type: none"> ● Supporting phonological awareness and rhyme development ● Sequencing skills ● Improving memory ● Improving concentration ● Acquisition of new vocabulary ● Developing thinking skills 	Nursery Rhymes https://allnurseryrhymes.com/
Barrier Games	<ul style="list-style-type: none"> ● Guess Who? ● Headbandz ● Battleship ● Draw what you hear - one person has a picture and describes it to another person who attempts to draw the 	<ul style="list-style-type: none"> ● Develops receptive language (understanding) ● Develops expressive language (speaking) ● Develops turn taking skills ● Develops eye contact ● Develops listening skills 	Barrier Games https://www.scoilnet.ie/uploads/resources/24381/24104.pdf

	<p>picture. At the end of the description, check to see if the pictures match</p>		
<p>Fine Motor Skills Development</p>	<ul style="list-style-type: none"> ● Using chopsticks to pick up pasta/lego ● Using child's own clothing to practice doing up Buttons/ zips/ poppers ● Setting challenges using kitchen timer: <ul style="list-style-type: none"> ○ How many pieces of pasta can you pick up in 1/2/3/4/5/ minutes? ○ Child to unscrew jam jar lids/ bottle top <p><u>Homemade Playdough</u></p> <p>https://www.ot-mom-learning-activities.com/homemade-playdough-recipe.html</p> <ul style="list-style-type: none"> ● Pounding and Squashing ● Rolling balls ● Rolling Sausages ● Making pinch pot <p><u>Play games from App:</u></p> <ul style="list-style-type: none"> ● Pinch the Crab ● Squish the Squash ● Pinch the Pepper 	<ul style="list-style-type: none"> ● Developing pincer grip muscles necessary for holding a crayon/pencil. ● Developing finger strength, tone and dexterity. Can be used for both hands, irrespective of which is the dominant hand for the child. <ul style="list-style-type: none"> ● Sensory Seeking ● Improving Hand- Eye Coordination ● Strengthening hand muscles ● Improving fine motor skills ● Developing imagination skills <ul style="list-style-type: none"> ● Targets the pincer grip muscles of thumb and forefinger to build tone and strength using fun and games. All muscle skills that need development as precursor skills for pre writing and writing. 	<p>Household objects:</p> <p>Chopsticks</p> <p>Pasta</p> <p>Laces</p> <p>Clothes with buttons/ zips/ poppers</p> <p>Kitchen timer</p> <p>Screw top containers and bottles</p> <p>Dexterity Junior App iPad</p> <p>Ideas for Developing Fine and Gross Motor Skills at Home</p> <p>https://ncse.ie/wp-content/uploads/2020/03/Fine-and-gross-motor-info-sheets-for-the-home.pdf</p>
Sequencing:			

	<ul style="list-style-type: none"> • Child to dress themselves in the correct order eg socks before shoes/ runners • T shirt before sweatshirt 	<ul style="list-style-type: none"> • Many children with Dyslexia and Dyspraxia struggle with sequencing in life skills such as dressing themselves with clothes in the correct order, long before they struggle with sequencing in relation to letters, sounds, words and numbers. 	<p>Child's own clothes</p>
Media Literacy	<ul style="list-style-type: none"> • Looking at advertisements either on television, in magazines, or in newspapers - encourage the children to consider the following: <ul style="list-style-type: none"> 1: the audience of the advertisement: <ul style="list-style-type: none"> ○ What is the purpose of the message and who is the audience? What does this message mean to me? How might other people understand this message? ○ What lifestyles, values, and points of view are represented or omitted? 	<ul style="list-style-type: none"> • Encouraging children to become critical consumers of literacy and to become aware of the concepts of media literacy. 	<p>https://www.youtube.com/watch?v=aHAApvHZ6XE</p>

	<ul style="list-style-type: none"> ○ What techniques were used to grab our attention? Who might benefit from this message? Why? ○ Can they compare two forms of advertisements - eg 1 for boys, 1 for girls. Does anything surprise them about the techniques that are used? ○ Can they recreate an advertisement? Can they create their own advertisement? 		
Baking/ Cooking	<p>Have a conversation about the recipe</p> <p><i>Sample Questions:</i></p> <ul style="list-style-type: none"> ● What are we making? ● What are you doing? ● What is the next step? ● Can you tell me how many steps there were in the recipe? ● Could you tell someone, how we made the.....? ● What was the easiest part? 	<ul style="list-style-type: none"> ● Developing Vocabulary ● Sequencing ● Following directions ● Supporting Comprehension 	

	<ul style="list-style-type: none"> ● What was the most difficult part? Why? ● Did you enjoy making the ...? <p>Draw the steps of the recipe</p> <p>Make a menu for today's breakfast, lunch, dinner and supper (<i>could be completed on tablet using video</i>)</p>		
Nature Walk (following physical distancing guidelines)	<ul style="list-style-type: none"> ● Litter Picking ● Discussion about the plants and trees along the walk ● Collecting leaves, fruit of the trees, ● Playing I spy or Feicim le mo shúilín rud eigeán ag tosú le 'a,b,c' 	<ul style="list-style-type: none"> ● Appreciation for the world around them. ● Sensory development ● Development of physical literacy ● Supporting Conversational Skills ● Developing vocabulary 	
Physical Literacy	<ul style="list-style-type: none"> ● Creating their own indoor/ outdoor circuit ● Creating and completing a workout with your child ● Hopscotch (Reciting rhymes etc.) ● Animal Movements (Frog Jumps, Bear Walks etc.) ● Practicing throwing, catching, kicking, passing, striking skills <ul style="list-style-type: none"> ○ Any size ball, any shape ball ○ Make up their own throwing etc. game 	<ul style="list-style-type: none"> ● Development of balance, coordination, agility. ● Development of throwing, catching, kicking, passing, striking skills 	https://www.scoilnet.ie/pdst/physical-literacy/ https://www.learning.gaa.ie/ https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ

	<ul style="list-style-type: none">● Practicing agility, balance and coordination<ul style="list-style-type: none">○ Walk the rope/ line○ Single leg hops (alternate)● Making up skill challenges (Look them up on social media)● After making up own skill challenge-making a video outlining the steps● Skipping and learning the rhymes associated		
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In line with the key messages of the **primary language curriculum**....

... consider which **learning outcomes** could be developed through these learning experiences?

... consider how these learning experiences could be made **child-centred**?

... consider how these activities could be made **active, engaging and interactive**?