

Attention and Listening // Year 5-6

Continue to reinforce the active listening skills (discussed in the handout for Years 3-4).

Children need to know that sometimes they have not understood because they have not listened well enough, but that it may also be the fault of the speaker, e.g.:

- talking too quietly
- talking too quickly
- looking around instead of at the listener
- obscuring their mouth
- fidgeting
- using inappropriate vocabulary
- trying to talk over background noise
- inappropriate posture



Teach the children that it is all right to say that they have not understood and request clarification. They could start by using visual prompts like those above for the skills they want the speaker to use.

Fizz Buzz

The children count in turn. If their number is a multiple of 3, they say 'Fizz'. If their number is a multiple of 5, they say 'Buzz'. When a number is a multiple of both 3 and 5 e.g 15, they say 'Fizz Buzz'. Any child who hesitates or says a number instead of 'Fizz' or 'Buzz' is out. Continue until there is only one child left.

Follow the Clap

Sit in a circle. One person must clap and their neighbour must clap after and so on, until the clap reaches the start. Agree the direction of the clapping before starting. Develop the game further by using a whistle. When you blow the whistle the direction of the clap must change.

Simon Says

Start off with the simple form of the game, i.e. purely copying. Then introduce the idea of not responding if the instruction doesn't start with "Simon says ..."

Listen for your Name

Stand in a circle. The aim of the game is to all be sitting down at the end. One child is chosen to start the game and they say the name of another and then sit down. That child then says the name of another child and sits down. If a child hesitates or doesn't respond then everyone must stand up and start again. Try to see how quickly you can get everyone sitting down. Keep a record and see if it can be improved next time you play.