



Listening and Attention Games

Early Years

Exploratory play: Collect items such as empty tins, spoons, shiny paper, pans, bricks etc. Use them to make interesting noises and encourage the child to listen. E.g. crumpling paper, banging on a pan with a spoon, tapping sticks together etc.

“Where’s that noise?” Use something which makes a noise e.g. a ticking clock, or musical box. Hide the object in the room and encourage the child to listen for the noise and find the object.

Making music: Encourage the child to copy what you do, e.g. bang a pan with a wooden spoon, shake a bell, rattle the keys.

“Who makes that noise?” Put a set of toy animals or animal pictures in front of your child. Talk about the animals and what noises each of them make. Ask your child “which one goes moo?” etc See if he can show you the right animal. If he is not sure, show him yourself.

Making musical instruments: You can make shakers from squash bottles filled with rice or pasta and drums from tins or pans with wooden spoons for beaters. Encourage the child to make noises with the toys. You may need to demonstrate first.

Sounds around the school: Encourage awareness of sound by pointing out noises around the school e.g. doors banging, telephone ringing, doorbell, tap running, children on the playground etc.

Go! games: The idea of these games is to encourage the child to wait until they hear “Go!” before they does something. For example, rolling a ball, pushing a car, kicking a ball, knocking down a tower, jumping off a step.





Speech and Language Therapy Services

Key Stage 1

Listening walk: Go for a 'listening walk'. Draw the child's attention to sounds you hear doors banging, telephone ringing, doorbell, tap running, children on the playground etc.

Another "Go!" game: Gather together some bricks and a box. Say "Go!" in a loud voice and show the child how to put/throw the bricks in the box. Give the child a brick and repeat the game. Each time you say "Go!" they should put a brick in the box. [Can be adapted with other resources]

What's that noise?" Make a tape recording of familiar noises. Listen to the tape and talk about what the noises are. You could find an appropriate picture for each sound. Play the tape and when the child hears the noise encourage him to find the matching picture.

Name story: Make up a story with the child's name in it. Read it once and then repeat it explaining that they must put up their hand or stand up when they hear their name.

Musical statues: Play some music and get the child to dance around the room. When the music stops the child must stand still. When it starts again they can dance.

Musical instruments: Using instruments encourage the child to make a noise. When you say "stop" they must stop making a noise and start again when you say "go". If the child does not wait until you say "go" gently hold their hand until you are ready to start.

Musical Islands: For this game, you will need six pieces of paper large enough for the child to stand on. Draw a simple picture on each piece of paper e.g. cup, ball, fish etc. Scatter the pictures on the floor. Play some music while the child dances. When the music stops they must listen carefully to what you say. Say "find the ball?" etc. The child must jump onto the correct picture. This can also be played without music and/or with the written word.

Stories with Puppets: Each child has a character puppet related to the story being read/told. The adult reads the story and when the child hears his or her character they wave their puppet.





Key Stage 2

RED, AMBER, GREEN: This game is fun to play outside! Let the child run around and listen for the colours. When you say green the child can run. Red means stop and amber means sit down or clap hands.

Follow the Leader: Sit in a circle. The leader asks the group to carry out simple actions. The child must wait until they hear “go”, e.g. “touch your toes...go” “jump up and down....go”. Leave a pause between the instructions and “go” and gradually increase this time. Once the child is confident, make the instructions harder e.g. “stamp your feet and then shout your name...go”.

Silly Stories - Read a familiar story and see if the child can spot any mistakes e.g. using the wrong character name or wrong action to the picture.

Barrier games: Any game that require players to give and receive directions while being separated by a barrier. Well-known barrier games include ‘Battleships’ and ‘Guess Who.’ It easy to make barrier games. You could:

Look at books, pictures or photos - Encourage the child to talk about them, describe what is happening and find objects in the pictures.

- Build simple Lego constructions
- Make a pattern or sequence with shapes, beads, counters, compare bears, bricks etc
- Use a face template, make a sad/happy, give them curly/straight hair, glasses/hat/ear rings/scarf
- Colouring game – Tell the child they must copy you and then give them instructions e.g. ‘colour the nose green.’ Compare pictures at the end.

Secret Whispers: This game must be played in a group. Sit in a circle and start the game by saying a silly sentence to the person next to you. They must whisper the sentence to the next person until it reaches the person who is beside you. The final person says the sentence.



** Some children may benefit from games suggested within a lower or higher Key Stage – this is ok! **