

## **Abstract**

The purpose of this study was to evaluate the effectiveness of teaching synonyms and sequencing through oral-retell on listening comprehension skills.

Twelve students, with low results for the Record of Oral Language Test, were chosen for participation in this study from two Prep classes. The test was conducted in March at the beginning of the school year. The students chosen for the study also displayed difficulties when listening and following instructions during class-time.

In order to improve listening comprehension for these students, the following hypothesis was formulated:

**Explicitly teaching Prep students' vocabulary building skills (synonyms) and sequencing through oral re-tell improves listening comprehension.**

Participating students underwent pre-tests including; Biks and Gutches Test, Munro's Synonyms Test, Munro's Listening Comprehension Test and the Alternative Record of Oral Language Test. The twelve students were divided into two equal groups, an intervention group and a control group, with relatively even pre-test abilities.

The intervention group underwent ten sessions consisting of introducing children to synonyms and building up their knowledge of different synonyms. These sessions also consisted of children discussing pictures from books and sequencing them in the correct order. Children were taught how to construct sentences correctly and retell these through drama and speaking with partners. These pictures were eventually taken out and the children were required to sequence the story in the correct order without them.

The control group had no intervention sessions. Following the intervention sessions both groups were re-tested for the aforementioned tests.

The results indicate that the intervention group improved more than the control group in the Biks and Gutches Test, Munro's Synonyms Test, Munro's Listening Comprehension Test and the Alternative Record of Oral Language Test. Improvements demonstrated by the intervention group were moderate, further research would be required to prove whether these gains are statistically significant.

The implications of the results suggest teaching synonyms and sequencing through oral-retell improves listening comprehension and ability to follow instructions for Prep students.

## Introduction

Listening is a skill which many children have difficulty acquiring. Children may be able to listen for very short periods of time, however when asked to respond to a lengthy text, many children have difficulties with this. Some children even have difficulties paying attention to short pieces of information. Children do not always think about what they need to do in order to become proficient listeners. The difficulties many of these children are encountering is an inability to comprehend the vocabulary being used and knowing how to decipher the meaning of the words independently.

Listening is a skill which needs to be taught to children not simply for academic reasons but for life skills in general. Brace, Brockhoff, Sparkes and Tuckey (2006) state that listening is more than hearing; it is an interactive process obtaining information, for pleasure and for building relationships. It is essential that children understand the habits of good listeners and therefore understand the benefits of obtaining advanced listening skills.

Children have the ability to listen better when they can make connections with the topic and have experiential knowledge in this area. However, many children in society today do not have the opportunities to broaden their vocabulary due to lack of experiences. Oulette (2006) stated, a lack of depth in vocabulary knowledge may explain the dissociation between decoding and comprehension. Therefore, children need to have a wider vocabulary and be aware of how to increase their vocabulary independently using particular strategies. This is how they will have better understandings of information being dispersed in the classroom and even having the ability to follow simple instructions.

A good listener display signs of eye contact, agreeing or disagreeing with the person speaking and asking questions to clarify meaning. Isbell, Sobol, Lindauer and Lowrance (2004) suggest that increased interaction, through eye contact, makes the experience more personal. It is important that these skills are taught in order for children to feel confident to participate during class, feel comfortable and consequently make academic and social gains.

Oral language is a vital aspect in increasing one's vocabulary, listening comprehension and consequently reading comprehension. Storch and Whitehurst (2002) suggest that the role of oral language abilities is called into question primarily in the early stages of reading acquisition, as opposed to the later stages. This is why it is vital that we direct much teaching to this aspect during the Prep year in order to give children the most positive beginning possible to their academic journey. Storch and Whitehurst (2002) continue by suggesting not only are oral language abilities linked to the code-related skills that promote word-reading abilities, but early oral language abilities also provide the foundation for development of the advanced oral language skills necessary for successful comprehension in more skilled readers. These statements provide evidence that through encouraging oral language skills it will assist children with necessary comprehension skills.

It has been shown that children in lower socio-economic areas may experience more difficulties with their ability to communicate effectively and do not have a strong

lexical knowledge. Lubliner and Smetana (2005) stated that the achievement gap between students of differing socioeconomic levels is one of the most persistent and frustrating problems that educators confront.

Vocabulary needs to be taught explicitly. Lubliner and Smetana (2005) stated that children with larger vocabularies find reading easier, read more widely, and do better in school. This demonstrates the need for children to be taught strategies which encourage them to construct meaning from a word which is not only something they have prior knowledge about.

In relation to teaching vocabulary explicitly, Silverman (2007) states it is worthwhile if the effects of instruction persist over time. It is important that teaching vocabulary is not something which is taught sporadically but something that is spoken about regularly by teachers. This can be evident during 'show and tell', reading-aloud, shared reading, guided reading and even writing.

Parker, Hasbrouck and Denton (2002) have stated that poor comprehension is demonstrated by students for several reasons: failure to understand key words, failure to understand how sentences relate to one another, failure to understand how the information fits in a meaningful way (organization) and failure to maintain interest or concentration. This demonstrates that to teach synonyms and skills in listening is vital in order for children to comprehend texts.

From the preceding discussion, it is clear that it is necessary to teach vocabulary explicitly in order for children to improve their listening comprehension and their reading comprehension. Silverman (2007) states continued research on the ways that teachers introduce and reinforce word learning is vital to the support of children's early vocabulary learning.

This study aims to examine the effect of teaching sequencing and vocabulary through synonyms to improve listening comprehension. This will assist children with using strategies to identify the meaning of words they are unsure of. This study will also give children the opportunity to obtain a stronger understanding of words they may not have known the meaning of previously. The hypothesis being investigated is; Explicitly teaching Prep students' vocabulary building skills (synonyms) and sequencing through oral re-tell improves listening comprehension.

## Method

### Design:

This study uses a case study OXO design. Prep students' listening comprehension is monitored through explicit teaching of synonyms and oral sequencing through oral-retell. This study compares an intervention group to a control group.

### Participants:

All children who participated in this study were Prep students aged between 61 to 73 months. The average age of the participants was 66.2 months. These students were chosen based on their results from the Record of Oral Language Test during March at the beginning of the school year. Participating students achieved low scores in the test in comparison to their peers. The students exhibited difficulties following instructions and in their listening comprehension. Furthermore, participating students would benefit most from inclusion in this study. Students chosen for this study have some phonemic knowledge in place and can listen for a short period of time.

Student	Gender	Age (months)	ROL
<b>Intervention</b>			
A	Female	68	20
B	Female	65	23
C	Female	67	21
D	Male	71	23
E	Female	63	21
F	Male	63	27
<b>Control</b>			
G	Male	73	29
H	Female	65	23
I	Male	68	10
J	Male	66	18
K	Male	64	20
L	Male	61	19

**Table 1:** Children's details and Record of Oral Language Test results

## **Materials:**

The materials used for this study consisted of three main texts. These texts were fictional big books including:

Allen, P. (1988). *Who Sank the Boat?* Nelson, Melbourne

Cowley, J. (1986). *The King's Pudding*. Modern Publishing, New York

Wesley, A. (1989). *The Rabbit and the Turnip*. Addison-Wesley Publishing Company, Reading, Massachusetts

Other materials:

- ~ Masks for role plays
- ~ Photocopies of pictures from books used for sequencing cards
- ~ Instructional Listening Poster

Tests used:

- ~ Marie Clay's Record of Oral Language Test
- ~ Marie Clay's Biks and Gutches Test
- ~ John Munro's Synonyms Test
- ~ John Munro's Listening Comprehension Test
- ~ Alternative Record of Oral Language Test, Author Unknown

Three days were spent on the first two texts and four days were spent looking at the final text. It was beneficial to spend this amount of time on each text in order for children to scaffold their learning appropriately. By the time the final text was reached children clearly knew what was required of them and their learning. It was essential that these texts had characters and settings in them in order for the children to retell them with depth.

The results from Marie Clay's Record of Oral Language Test was used to select children for this study. John Munro's synonyms test was used for pre and post testing to assess the knowledge of vocabulary. John Munro's Listening Comprehension Test was used to assess their ability to retell a story. Marie Clay's Biks and Gutches Test was also used to assess their ability to listen and use vocabulary appropriately and in the correct context. The Peabody Picture Vocabulary Test is a test which would have been ideal to use throughout this study, unfortunately access to this was not available.

## **Procedure:**

Once the students were selected for the study (as described in Participants section), they were divided into two equal groups to form a control group (Students G-L) and an intervention group (Students A-F). Both groups contained students with similar listening comprehension ability and age. As there are two Prep classes at the school from which the participating students attend, the intervention group was chosen from one class, whilst the control group was chosen from the other class.

All participating students underwent pre-testing using the Biks and Gutches Test, Munro's Synonyms Test, Munro's Listening Comprehension Test and the Alternative Record of Oral Language Test.

The intervention group participated in ten teaching sessions along with the other children in the class. These sessions were conducted over a ten day period with one session taught per day. Each session went for a length of forty minutes and was taught to the whole class; allowing other students in the class to be exposed to the intervention sessions also. Ten sessions allowed for a significant amount of information and strategies to be taught within this short time frame.

Each intervention session began with a discussion about listening skills. The class discussed good listening behaviours and we discussed an instructional poster about listening skills which outlined these different aspects. It was essential that these aspects were covered in order for children to understand why listening is an important skill.

After this discussion about listening, children were introduced to a 'big book.' Children were shown pictures from the book and these were discussed. During each sentence, a focus would be upon the characters, setting or events. The story would then be read to the children. After this, we would brainstorm synonyms which could be used in place of some of the words we discussed in relation to the pictures. These were written on a poster and displayed next to each picture. From this the children were required to choose one of the pictures and construct a sentence about it using the words which were generated previously. They were then asked to act this scenario out with their partner. Children were then required to re-tell the story chronologically to a fellow class member. At the end of the session, the class reflected upon what we had learnt.

As the intervention sessions progressed, changes were made to the session format. For example, the focus may have changed from the characters to the setting, or instead of re-telling the story they were asked to act the story out using face masks. This process ensured that children were aware of the 'meaning' of the story and the 'order' in which it happened (for more-detailed descriptions of the intervention sessions please see appendix 1).

All ten intervention teaching sessions were completed as described, no sessions were unable to be taught.

The control group participated in regular classes with the rest of their class members.

At the end of the ten intervention sessions, both the intervention and control groups were retested on the pre-tests to evaluate gains in listening comprehension.

## Results

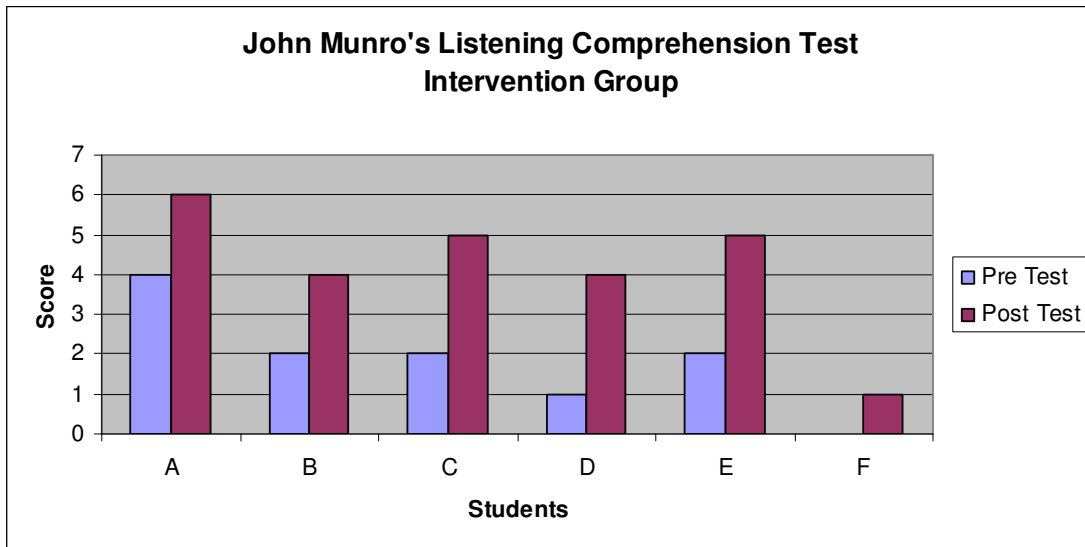
Results indicate support for the hypothesis that teaching children synonyms and sequencing through oral re-tell improves listening comprehension. The results of pre and post-tests for the intervention group and control group are shown in Table 2.

Student	Listening Comprehension Test		Alternative Record of Oral Language		Synonyms Test		Biks and Gutches	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
<b>A</b>	4	6	21	22	0	5	18	21
<b>B</b>	2	4	26	28	0	3	12	15
<b>C</b>	2	5	22	23	0	6	16	19
<b>D</b>	1	4	29	32	0	5	15	18
<b>E</b>	2	5	22	24	0	3	12	14
<b>F</b>	0	1	31	33	0	5	16	19
<b>Average Percentage Increase</b>	<b>127%</b>		<b>7.3%</b>		<b>N/A</b>		<b>19%</b>	
<b>Control Group</b>								
<b>G</b>	1	1	32	33	0	1	18	19
<b>H</b>	2	2	26	26	0	2	15	16
<b>I</b>	0	0	7	6	0	0	2	2
<b>J</b>	1	1	20	20	0	0	11	11
<b>K</b>	4	5	22	23	0	2	17	18
<b>L</b>	2	3	20	20	0	1	13	14
<b>Average Percentage Increase</b>	<b>20%</b>		<b>0.8%</b>		<b>N/A</b>		<b>5%</b>	

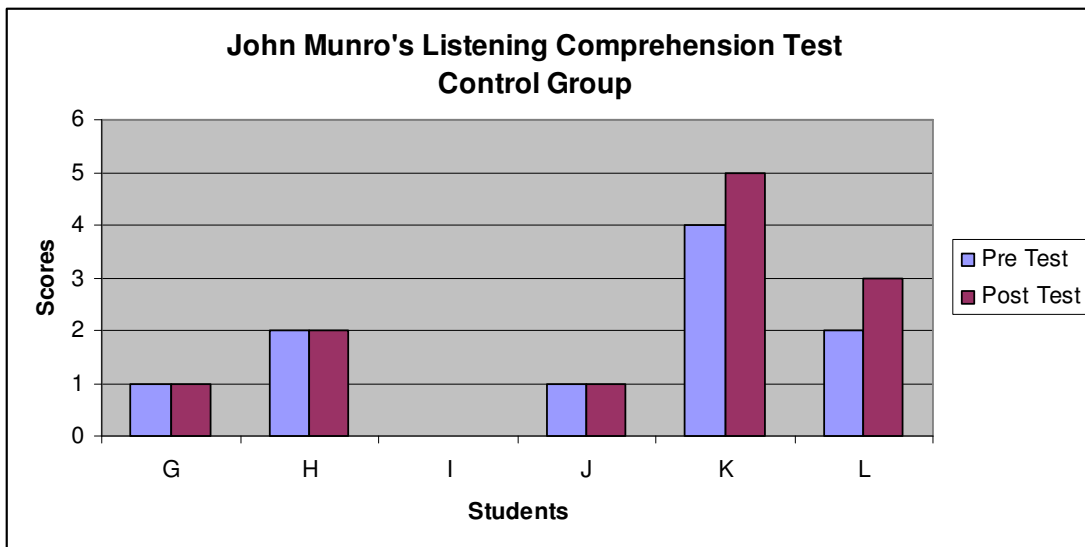
**Table 2:** Pre and Post-Test Results

The listening comprehension scores of all children in the intervention group indicate signs of improvement (Figure 1). There was an overall improvement of 125%, indicating that teaching vocabulary and sentence structure does make a difference to children's ability to listen to and comprehend a text. Students in the control group displayed signs of making some gains however they were not as significant as those in the intervention group, they made an improvement of 20% (Figures 1 and 2). Student

D made a significant improvement of 300%. During post-testing it immediately became evident that he was aware of what was required of him if he was to be able to comprehend the text effectively. His body language displayed that he was clearly listening and he sustained this throughout the test. Student F made the least amount of improvement with a score increase of one, being 0%. Student A had a total score of six and was most successful in the group. However, Student A did begin with the highest score also and made a gain of 50%. Student C had an increase of 150% as well as Student E. The intervention group had slightly better pre-test scores in comparison to the control group, this stayed in line with the post-test results as they had a greater percentage increase.



**Figure 1:** John Munro's Listening Comprehension Test Intervention Group



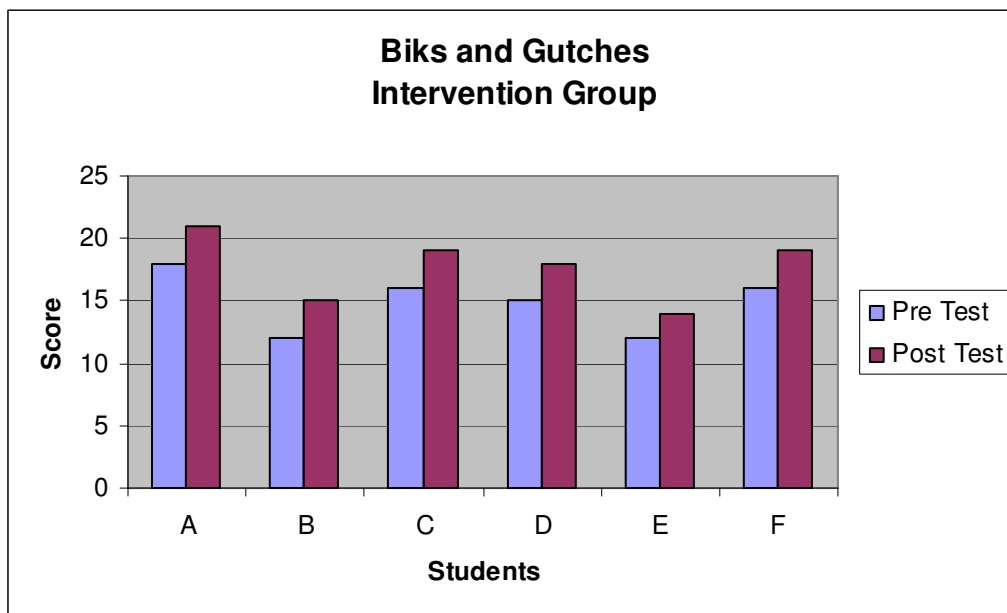
**Figure 2:** John Munro's Listening Comprehension Test Control Group

Gains were evident throughout the use of the Biks and Gutches Test. After teaching, the intervention group had made gains of 19% whilst the control group made gains by 5% (Figures 3 and 4). Within the intervention group, Student B made a gain of 25% and clearly displayed signs of much improved listening behaviour throughout testing. Student E has continued to display difficulties as she didn't show gains as clearly and

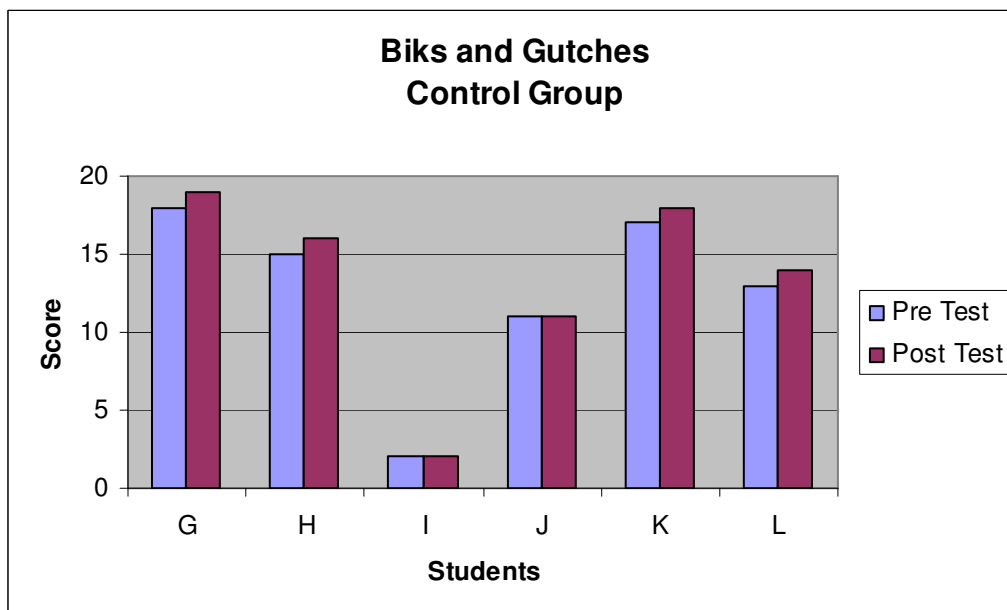


only improved by 17%. Student A has continued to show signs of good listening behaviours as she had the highest raw score of 21 with an increase of 17%. It was interesting to note that in this test Student F scored much better than on the listening comprehension test and had an increase of 19% which was in line with the groups' average score.

The lessons consisted of children having to change the tense they were speaking in order to re-tell the text. A similar process is also used in this test and the children clearly developed a stronger understanding of how they should do this. Clearly, many gains were evident which would be as a result of the lessons even though they were not significant. It is worth noting that Student I in the Control Group would have brought down their percentage average.



**Figure 3:** Biks and Gutches Test Intervention Group



**Figure 4:** Biks and Gutches Test Control Group

Children in the Intervention Group evidently made many gains throughout the synonyms task (Figure 5). A percentage could not be quantified because they all began on a score of 0. However, the results indicate an average post-test score of 4.5 for the intervention group compared with a pre-test average score of 0, signifying marked improvement across the group. The average post-test score for the control group was 1, compared with a pre-test average of 0. Therefore, the intervention group made a 350% improvement compared to the control group.

Student C achieved the highest gain with a post-test score of 6. During post-testing, her understandings were evident as she discussed the words out loud. She then talked about their meanings and would change the word but try to keep it in the same sentence. She continued to do this throughout the test. It was interesting to note that Students B and E who made the least gains with scores of three, were the two students who did not attempt to put the words into context when thinking about them, they simply tried to give a one word answer and did not go any further.

Data from the Synonyms Task Control Group is provided in Figure 6. The Control Group data indicate that the children who were not taught synonyms failed to make significant improvement. When testing, none of the students would discuss the word out loud and simply did not seem to be thinking about the word at all. Figure 6 shows Students I and J did not make any improvement from their pre-test scores. The largest improvements were observed from Students H and K who both achieved scores of 2. However, although these scores were the highest of the control group they were lower than the lowest scores of the intervention group achieved by students B and E.

First Word	Students/Additional Words					
	A	B	C	D	E	F
Leave	Go	short	weave	No	leaver	go
Car	Slow	wheels	vehicle	Mum's	blue	hatch
Small	Little	tiny	Is	Little	little tiny	little
Fast	Quick	very	Quick	moves	slow	very
Shoe	Run	runners	Feet	Boot	feet	runners
Child	Person	James	person	Kid	me	me
Fat	Big	round	Lots	Big	big	huge
Boat	Ship	water	Ship Ferry	Ship	waves	ship
Angry	Cross	mad	Cross mad	Cross	mad	red
Hit	Grab	hurt	Knock	Hurt	Hurt	punch
Number Correct	5	3	6	5	3	5

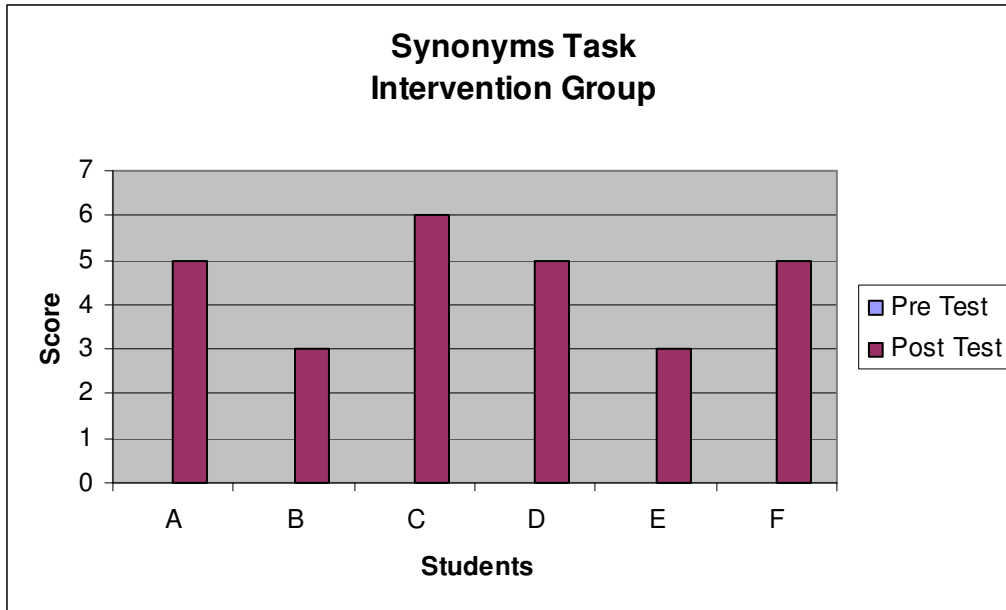
Correct Synonym



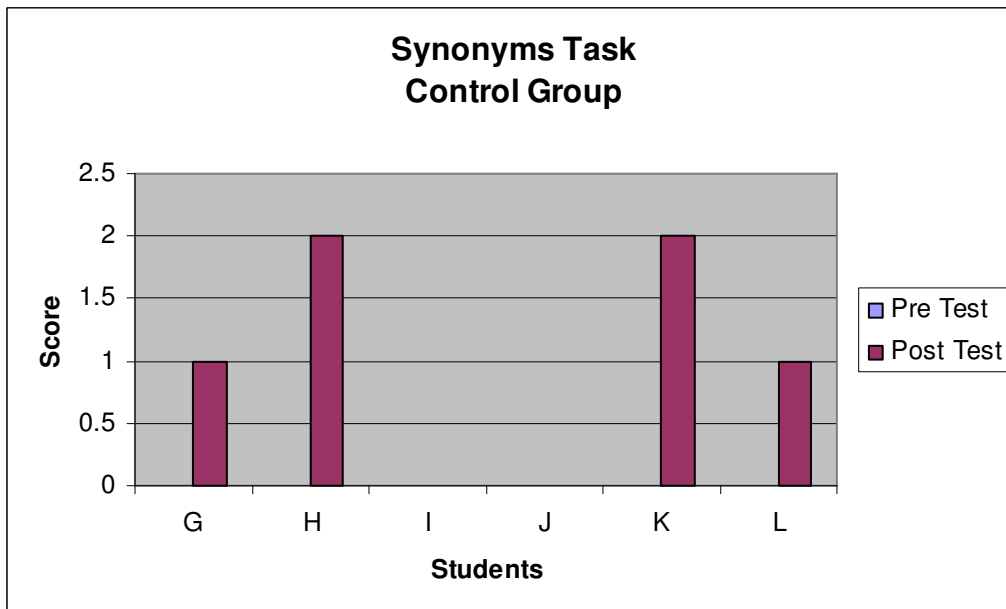
Incorrect Synonym



**Table 3:** John Munro's Synonyms Test: Intervention Group Results



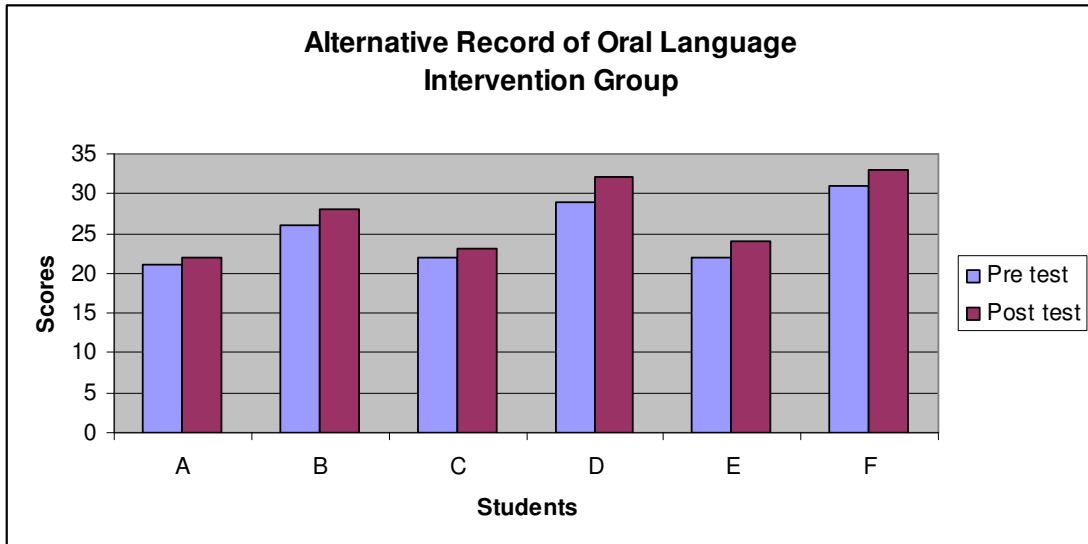
**Figure 5:** John Munro’s Synonyms Task Intervention Group



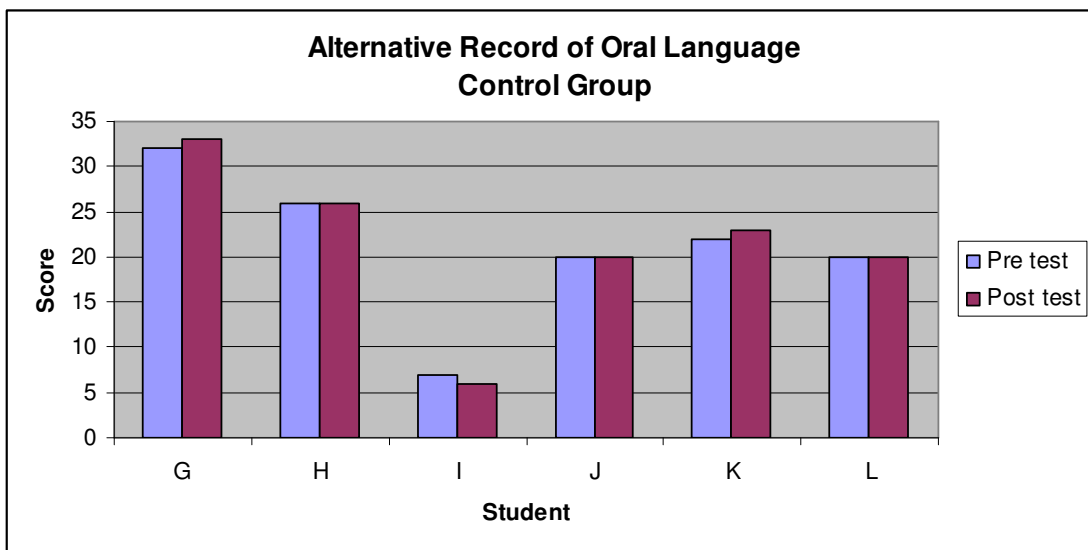
**Figure 6:** John Munro’s Synonyms Task Control Group

An average increase in scores of 8% was made throughout the Alternative Record of Oral Language test for the Intervention Group (Figure 7). This is not a significant increase, however their beginning scores were of a ‘good’ standard. The sessions, clearly assisted with this increase though as the Control Group only made an average increase of 1% (Figure 8). Student D made the most improvement with an increase of 10%. It was interesting to note that after each sentence was read to Student D, he didn’t re-tell it immediately, he would wait approximately two seconds, think about the sentence and then re-tell it. This was a very interesting technique but it clearly worked and he clearly knew what he had to do in order to re-tell it as correctly as possible. Student F, who did not score as well as other students in the Listening Comprehension Test, received the highest score of thirty three in the Alternative Record of Oral Language with an increase of 7%

In the control group (Figure 7), Student K was the only child who made any improvements and this was by 4%. Student I actually had a score which decreased by -14%. When post-testing, students in this group clearly didn't use effective listening strategies and were not thinking about the sentences.



**Figure 7:** Alternative Record of Oral Language Test Intervention Group



**Figure 8:** Alternative Record of Oral Language Test Control Group

## Discussion

There is support for the hypothesis when reflecting on the results from this study. This suggests that, teaching students synonyms and sequencing through oral re-tell improves listening comprehension. Students showed a great improvement with the way they listened to a text, displayed a knowledge of synonyms and would therefore think about words more deeply. They also showed that they could structure their sentences more effectively through much practice. The results were very positive, if this study was completed over a longer period of time it is likely that a more significant positive change may be observed. Students in the Intervention Group had slightly better scores throughout pre-testing, however the gains made by this group were still quite substantial.

The results support the work of Silverman (2007) who believed that it is necessary for teachers to introduce and reinforce word learning, as it is vital to the support of children's early vocabulary learning. This consequently affects their listening comprehension skills. This became clear through the synonyms post-test scores of Students A and C. Both of these students achieved higher scores than the other students on this test, consequently both of these students also scored well in the Listening Comprehension Test. Student F, displayed signs of differing scores in all areas, he scored quite low in the synonyms test. He also had the lowest score in the Listening Comprehension test.

This study also supports the work of Parker, Hasbrouck and Denton (2002) as they stated that poor comprehension is demonstrated by students for several reasons; failure to understand key words; failure to understand how sentences relate to one another; failure to understand how the information fits in a meaningful way (organization); and failure to maintain interest or concentration. Evidently, vocabulary, sequencing of sentences and listening skills work together and therefore it is effective for them to be taught this way. From post-testing results, Students A, C and F scored well in the Biks and Gutches Test. From referring to anecdotal notes, they were able to change the sentence so that it sounded grammatically correct, they would repeat it if they said it out loud and it did not sound correct to them. It is interesting to note, that Student F who didn't score as well as others on the Listening Comprehension Test, made improvements through the Biks and Gutches Test.

Analysis of the results indicated another unusual trend with regard to Students A and C's pre-test results. Students A and C, both achieved quite well in the Alternative Record of Oral Language Test, however, when choosing students for this study both Students A and C had the lowest scores in Marie Clay's Record of Oral Language. This unusual situation may be explained by the timing of the initial test at the start of the year compared to the study pre-tests which were administered in April. It is possible that Students A and C made significant gains during this time upon starting school. Furthermore, these students may have had limited exposure to listening to stories at home prior to starting Prep. Storch and Whitehurst (2002) suggest that the role of oral language abilities is called into question primarily in the early stages of reading acquisition, as opposed to the later stages. This shows that it is important for these students to grasp oral language skills early.

The listening effectively poster which was displayed in the classroom assisted students greatly (Appendix 2). When we would sit down for our session, I would always remind children of what good listeners do. By the seventh lesson, the children would be discussing this before I had even reached it myself. They also made sure that other children were aware of what to do if they were not sure. When the children were asked what they had learnt, quite often they would discuss how to be good listeners. This strategy was not just something that would happen in the morning, but it would occur and be discussed throughout the day. Isbell, Sobol, Lindauer and Lowrance (2004) suggest that increased interaction, through eye contact, makes the experience more personal. This makes for a happier environment and engaged children. This was clearly evident in the classroom.

It became apparent that students' displayed great improvement throughout the sessions. Initially, the children did not know what synonyms were and what strategies we have to use when trying to think of another synonym. By the end of the sessions, they knew what they were and how to think of others. From my observations, the children participated in this more effectively when looking at the book rather than placing the word in isolation as they are given in the test. Therefore, if I taught these lessons again, I would choose words which are not necessarily in the text and ask children to find me synonyms for these also.

In relation to teaching children sequencing, I felt this was successful. Through my observations, I felt the students thoroughly enjoyed this, particularly Students F and D as they are not as vocal in a whole class discussion. This exercise of re-telling the story was extremely beneficial for these students particularly as they were able to practice their oral language skills on a regular basis. They were also able to show that they were thinking about what to take note of before the story was even read. These students would not share their thoughts with the class as readily as Students A and C, but it was fabulous to see them speaking to other children. They clearly knew what was required of them and with practice this skill of sequencing improved greatly.

If one was to repeat this study, an implementation issue would be ensuring that the student groups in the sample are even in relation to age, ability and sex. This was attempted although there are obvious differences between the intervention and control groups' pre-test abilities as expressed by the pre-test scores. The average age of the groups was quite similar but there are many other extraneous variables which cannot be controlled in a study such as this and it is difficult to evaluate the contribution of these influences such as additional parental input at home on the final results. Also, if there were more intervention sessions there may be more significant improvement by the intervention group. It would also be worthwhile to see if the results are statistically significant through the use of more advanced statistical tests.

The results suggest that teaching children vocabulary and the skill of orally re-telling a story improves listening comprehension. The Listening Skills poster was clearly an extremely beneficial tool whilst teaching these concepts. It became evident, that many children need explicit teaching of these tasks in order to be aware of what is required of them and for them to become proficient with these skills. Throughout the sessions, individual children in this study were not given feedback on the number of events and characters they could re-tell from a text. It would be interesting to investigate the relative input of synonyms and sequencing through oral re-tell

individually to ascertain whether one of these techniques has a stronger affect on listening comprehension. This may be a indicated for further studies and investigation.



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## Appendix 1

### Intervention Group Session 1 – Book: ‘The King’s Pudding’

Activity Time	Description
Introduction 5 minutes	Picture Chat Main pictures from the book have been enlarged. Discuss what is happening in each of these pictures. Ensure that essential vocabulary has been covered.
Read To 10 minutes	Children are shown a poster with four statements of good listening strategies. Children are told that these steps need to be followed if they are going to be good listeners and learners. Discuss benefits. Story is read to children.
Synonyms 10 minutes	Look at the first picture again. Discuss what other words could be used in place of that word. Tell children explicitly that when we do this we are thinking of ‘synonyms.’
Sentence Structure 10 minutes	Children choose a picture and have to make a sentence from this picture using the vocabulary which has been generated from the synonyms session. Children then act this out.
Listening Comprehension and Sequencing 5 minutes	Discuss with children what ‘order’ means. What do we do if we re-tell a story in order? In partners, children re-tell the story in order using pictures. Have two children share their re-tell with the class.
Reflection 5 minutes	Children share what they have learnt from the lesson.

## Intervention Group Session 2 - Book: 'The King's Pudding'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Picture Chat From the pictures used in the previous session, children are given these and have to orally sequence them up the front of the class.
Read To 10 minutes	Children are shown the poster with four statements of good listening strategies. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different settings.
Synonyms 10 minutes	Discuss and reflect on the meaning of synonyms. Look at the pictures again. Reflect upon what synonyms were thought of yesterday. Try to think of one more for each picture.
Sentence Structure 10 minutes	Children choose a picture and have to make a sentence from this picture using the vocabulary which has been generated from the synonyms session. Ask children to do a different one to yesterdays. Children then act this out.
Listening Comprehension and Sequencing 5 minutes	Remind children what 'order' means. What do we do if we re-tell a story in order? Ask children to focus on re-telling it in order using the characters. In partners, children re-tell the story in order. Have two children share their re-tell with the class.
Reflection 5 minutes	Children share what they have learnt from the lesson.

### Intervention Group Session 3 - Book: 'The King's Pudding'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Without use of pictures used in the previous sessions, children are to orally sequence the story up the front of the class.
Read To 10 minutes	Children are shown the poster with four statements of good listening strategies again. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different characters.
Synonyms 10 minutes	Teacher holds up pictures. Children have to call out a synonym for that picture as quickly as possible. As many that can be thought of can be made.
Listening Comprehension, Sequencing and Sentence Structure 15 minutes	Children look at different pictures from the book which have been photocopied. In partners, children discuss what is happening in each picture. Pictures are taken away, children have to recall everything they can about the story in 'order.' The child who can recall the most characters in 'order' wins.
Reflection 5 minutes	Children share what they have learnt from the lesson.

### Intervention Group Session 4 - Book: 'Who Sank The Boat?'

Activity Time	Description
Introduction 5 minutes	Picture Chat Main pictures from the book have been enlarged. Discuss what is happening in each of these pictures. Ensure that essential vocabulary has been used.
Read To 10 minutes	Children are shown the poster with four statements of good listening strategies. Children are told that these steps need to be followed if they are going to be good learners. Story is read to children.
Synonyms 10 minutes	Look at the first picture again. Discuss what other words could be used in place of that word. Tell children explicitly that when we do this we are thinking of 'synonyms.'
Sentence Structure 10 minutes	Children choose a picture and have to make a sentence from this picture using the vocabulary which has been generated from the synonyms session. Children then act this out
Listening Comprehension and Sequencing 5 minutes	Discuss with children what 'order' means. What do we do if we re-tell a story in order? In partners, children re-tell the story in order using pictures. Have two children share their re-tell with the class.
Reflection 5 minutes	Children share what they have learnt from the lesson.

## Intervention Group Session 5 - Book: 'Who Sank The Boat?'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Picture Chat From the pictures used in the previous session, children are given these and have to orally sequence them up the front of the class.
Read To 10 minutes	Children are shown a poster with four statements of good listening strategies again. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different characters.
Synonyms 10 minutes	Discuss the meaning of synonyms. Look at the pictures again. Reflect upon what synonyms were thought of yesterday. Try to think of one more for each picture.
Sentence Structure 10 minutes	Children choose a picture and have to make a sentence from this picture using the vocabulary which has been generated from the synonyms session. Ask children to do a different one to yesterdays. Children then act this out.
Listening Comprehension and Sequencing 5 minutes	Remind children what 'order' means. What do we do if we re-tell a story in order? Ask children to focus on re-telling it in order using the settings. In partners, children re-tell the story in order. Have two children share their re-tell with the class.
Reflection 5 minutes	Children share what they have learnt from the lesson.

## Intervention Group Session 6 - Book: 'Who Sank The Boat?'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Without pictures used in the previous sessions, children have to orally sequence the story up the front of the class.
Read To 10 minutes	Children are shown the poster with four statements of good listening strategies again. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different characters.
Synonyms 10 minutes	Teacher holds up pictures. Children have to call out a synonym for that picture as quickly as possible. As many that can be thought of can be made.
Listening Comprehension, Sentence Structure and Sequencing 15 minutes	Children look at different pictures from the book which have been photocopied. In partners, children discuss what is happening in each picture. Pictures are taken away, children have to recall everything they can about the story in 'order.' The child who can recall the most events and characters in 'order' wins.
Reflection 5 minutes	Children share what they have learnt from the lesson.

## Intervention Group Session 7 - Book: 'The Rabbit and the Turnip'

Activity Time	Description
Introduction 5 minutes	Picture Chat Main pictures from the book have been enlarged. Discuss what is happening in each of these pictures. Ensure that essential vocabulary has been used.
Read To 10 minutes	Children are shown a poster with four statements of good listening strategies. Children are told that these steps need to be followed if they are going to be good learners. Story is read to children.
Synonyms 10 minutes	Look at the first picture again. Discuss what other words could be used in place of that word. Tell children explicitly that when we do this we are thinking of 'synonyms.'
Sentence Structure 10 minutes	Children choose a picture and have to make a sentence from this picture using the vocabulary which has been generated from the synonyms session. Children then act this out.
Listening Comprehension and Sequencing 5 minutes	Discuss with children what 'order' means. What do we do if we re-tell a story in order? In partners, children re-tell the story in order using pictures. Have two children share their re-tell with the class.
Reflection 5 minutes	Children share what they have learnt from the lesson.



### Intervention Group Session 8 - Book: 'The Rabbit and the Turnip'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Picture Chat From the pictures used in the previous session, children are given these and have to orally sequence them up the front of the class.
Read To 10 minutes	Children are shown the poster with four statements of good listening strategies. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different settings.
Synonyms 10 minutes	Discuss the meaning of synonyms. Look at the pictures again. Reflect upon what synonyms were thought of yesterday. Try to think of one more for each picture.
Sentence Structure 10 minutes	Children choose a picture and have to make a sentence from this picture using the vocabulary which has been generated from the synonyms session. Ask children to do a different one to yesterdays. Children then act this out.
Listening Comprehension and Sequencing 5 minutes	Remind children what 'order' means. What do we do if we re-tell a story in order? Ask children to focus on re-telling it in order using the settings. In partners, children re-tell the story in order using pictures. Have two children share their re-tell with the class.
Reflection 5 minutes	Children share what they have learnt from the lesson.

### Intervention Group Session 9 - Book: 'The Rabbit and the Turnip'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Without pictures used in the previous sessions, children have to orally sequence the story up the front of the class.
Read To 10 minutes	Children are shown the poster with four statements of good listening strategies again. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different characters.
Synonyms 10 minutes	Teacher holds up pictures. Children have to call out a synonym for that picture as quickly as possible. As many that can be thought of can be made.
Listening Comprehension, Sentence Structure and Sequencing 15 minutes	Children look at different pictures from the book which have been photocopied. In partners, children discuss what is happening in each picture. Pictures are taken away, children have to recall everything they can about the story in 'order.' The child who can recall the most events and characters in 'order' wins.
Reflection 5 minutes	Children share what they have learnt from the lesson.

### Intervention Group Session 10 - Book: 'The Rabbit and the Turnip'

Activity Time	Description
Introduction/Reflection/Re-tell 5 minutes	Picture Chat From the pictures used in the previous sessions, children are given these and have to orally sequence them up the front of the class.
Read To 10 minutes	Children are shown the poster with four pictures of good listening strategies again. Children are reminded as to why these steps need to be followed. Story is read to children. A focus is upon the different characters.
Synonyms 10 minutes	Teacher holds up pictures. Children have to call out a synonym for that picture as quickly as possible. As many that can be thought of can be made.
Sentence Structure and Sequencing 15 minutes	Children look at different pictures from the book which have been photocopied. In partners, children discuss what is happening in each picture. Pictures are taken away, children have to recall everything they can about the story in 'order.' The child who can recall the most events and characters in 'order' wins.
Reflection 5 minutes	Children share what they have learnt from the lesson.

# A Good Listener:

Looks

Listens

Thinks

Sits nicely