Explicit teaching of the language of position vocabulary and sentence structure will improve listening comprehension in Prep children.

ABSTRACT

Oral language competency is imperative to success in literacy and reading. Oral language refers to the expressive and receptive language skills of the child. A young child needs to be able to understand and process the spoken language before any formal literacy learning can occur. They need to become effective communicators and active listeners if they are to achieve success in Literacy.

This study investigated the effectiveness of explicit teaching of the language of position vocabulary and modelling correct sentence structure in a whole class context to Prep children, and assessed its influence on listening comprehension. One Prep class was used as the intervention group and the other Prep class as the control group. Ten lessons were conducted during their regular daily one hour Maths class over a three week period. These children learnt this language through actions, directed play and written tasks.

These results have demonstrated that with explicit teaching of vocabulary (language of position) and with a focus on sentence structure, young children can make significant progress in their listening comprehension, as compared to the control group. This strategy of explicitly focusing on and developing and enriching oral language should therefore by explicitly taught by all Prep teachers in the first few months of a child's education in order to provide a strong base to teach literacy and reading skills.

INTRODUCTION

Success in the 21st century relies heavily on a child's competence in Literacy. Many students experiencing a difficulty with literacy learning have a pre existing difficulty with oral language. Oral language development underpins all literacy learning. If a child entering school has limited vocabulary knowledge, poor auditory processing capacity and poor communication skills they are immediately at a disadvantage in their learning.

Encouraging young children to talk should be our priority. Kalmar (2008) acknowledges the direct link between oral language development, verbal fluency and subsequent reading achievement. She highlights how the oral vocabulary range of a three year old, predicts reading comprehension of a 9 to 10 year old. Further more Kalmer states that by listening to adults speak in a variety of contexts and for a variety of purposes, young children are developing their listening comprehension skills. If complex sentences and multiple meanings of words are modelled to the child in the early years, they begin to develop a deeper understanding of the complexities of oral language. Kalmer concludes that oral language is the backbone of literacy learning. It is a cognitive tool used to construct meaning, understand the language used in print, and internalise thought and activity.

Sherry, Rose, and Liamputtong (2008) conducted research investigating whether a difficulty with oral language development was an early predictor of the fact that a child may experience difficulty with reading. They refer to the past research describing the 'Simple View of Reading' model by Gough & Tunmer (1986). that acknowledges the relationship between phonological processing capacity and oral language processing as underlying factors in reading comprehension. This model found that oral language ability, especially receptive language was a key requisite for reading. Furthermore they state that listening comprehension is a critical factor and contributor to reading comprehension. They conclude that difficulties with reading usually have their foundations in oral language skills. Therefore it is imperative that oral language be specifically targeted before any attempt to teach formal literacy is put in place.

Wise, Sevick, Morris, Lovett and Wolf (2008) investigated the relationship between expressive and receptive vocabulary, listening comprehension, pre reading skills,

word identification and reading. They highlighted the fact that early oral language skills are influential in reading success and reading comprehension. Their research states that a child needs to be able to process oral sentences quickly in order to achieve success at accurately processing oral information. This strategy then supports them as they begin to read text and comprehend it. They found that listening comprehension skills were directly related to reading comprehension skills. They also found that listening comprehension skills were found to significantly assist in word identification skills. Their research states that the relationship between reading comprehension and listening comprehension becomes stronger as children are exposed to more connected text structures. A young child listens to the spoken word, processes what they hear and then acts on it. If they are unable to process the message in the spoken word they are then unable to act on it, thus the sequence and the learning breaks down.

Low oral language and poor literacy skills are often connected with low socio economic areas. Schechter and Bye (2007) investigated the benefits on oral language growth of children in a low socio economic area, mixing with children from a mixed socio economic area. According to them children who mix only with other children from a low socio economic environment do not make as significant a gain in their overall literacy learning and education as those who mix with a broader economic group. Their research found that the children in their research who mixed with a broader socio economic group did make greater progress in their overall literacy learning than those who mixed with children from the same socio economic environment.

However it must be noted that they did state, that the oral language skills of the children involved in the project were actually a more important influence and consideration, than the socio economic group background, and this supports the beliefs held by teachers at our school. Conversations involving rich vocabulary, correct sentences structure and grammatical features are imperative to successful oral language development and this can occur despite the economic background.

Thus teacher judgement becomes imperative to success in education. In his case study (2004) Munro highlighted the importance of teacher knowledge, shared vision, clear goals and professional development as being the major factors in improving literacy

outcomes over a sustained period of time. This ensures that all children who receive explicit teaching at their level of need can achieve maximum success.

The children attending our school come from a varied socio economic and multi cultural background.Their home environment is the first place for developing their literacy success. However their early exposure to language is often through short 4—5 word commands—Pick that up, get in the car etc. They have limited vocabulary exposure and are not use to listening to extended sentences, processing the information and responding to it. Many of our children do not realise that they are expected to listen to a story or conversation, understand the context and the language, and reword or visualise the story in their own minds to clarify meaning.

There pre test literacy results on school entry are extremely low. These children present with limited oral language, poor sentence structure, low vocabulary and extremely poor listening comprehension skills and are not prepared for the demands of formal literacy learning

The present research aims to improve the listening skills of children by explicitly teaching the language of position vocabulary, and modelling grammatically correct sentences combining two or more connecting ideas. This vocabulary will be taught through action, play and recorded work. This strategy and teaching style will directly improve listening comprehension of all prep children in the intervention group.

My hypothesis is that explicit teaching of the language of position vocabulary and sentence structure will improve listening comprehension in Prep children.

METHOD

Design:

This research used the xox model in which the gains in listening comprehension were recorded against a pre test, a teaching sequence and a post test analysis. The children were taught as a whole class Prep group and compared to another whole class Prep group. All children were individually interviewed over a one week period to gain a pre test score. They then participated in a ten lesson program over the next three weeks and were then individually tested against the same tasks.

Participants:

The participants were Prep children attending a local primary school. This school has two Prep classes—each with 16 children. They were chosen as a whole class group and compared to the other whole class group.

Their details are displayed in Table 1

Intervention Group

NUMBER	DOB	AGE IN MONTHS (as of 31st Jan 09)	EMA 0=No 1=Yes	ESL 0=No 1-Yes	GENDER 0=Male 1=Female
1	11/08/02	74	1	0	0
2	19/1/03	72	0	0	0
3	16/3/04	57	0	0	0
4	28/11/03	61	0	0	1
5	15/3/03	69	1	0	0
6	9/6/03	66	0	1	0
7	6/9/03	63	1	0	1
8	25/11/03	61	1	1	1
9	21/3/04	57	1	0	1
10	30/04/04	56	0	1	1
11	4/10/03	62	1	1	1
12	15/02/03	70	0	0	0
13	11/03/04	57	0	1	0
14	21/04/04	56	0	1	1
15	31/01/04	60	0	1	0
16	6/09/03	63	1	1	1
TOTAL			7	8	8 Girls 8 Boys

Table 1—Intervention group personal data.

Control Group

LETTER	DOB	AGE IN MONTHS (as of the 31st Jan 09)	EMA 0=N0 1=Yes	ESL 0=No 1=Yes	GENDER 0=Male 1=Female
A	20/01/04	60	1	0	1
B	20/08/03	64	1	0	1
C	22/09/03	63	0	0	1
D	2/08/03	64	1	1	0
E	11/07/03	65	1	0	0
F	23/02/04	58	1	0	1
G	15/02/04	58	1	0	1
H	9/07/03	65	0	1	1
I	11/10/03	62	0	1	1
J	23/12/03	60	0	1	0
K	6/01/03	60	0	1	0
L	16/06/03	66	0	1	0
M	20/10/03	61	0	0	0
N	7/09/03	63	1	1	1
O	16/03/03	69	1	0	1
P	20/08/03	64	0	1	0
TOTAL			8	8	9 Girls 7 Boys

Table 2. Control Group personal data.

It must be noted that there was a difference of 11 months in age in the control group and in the intervention group there was a difference of 18 months.

The impact of ESL and EMA influences were insignificant to this study, as there were 50% of the children in both classes, who were either ESL or EMA, and one class had two children whom were both ESL and EMA and the other class had three. Thus these socio-economic and ESL influences were deemed to have equal impact on the overall results of the whole group.

Materials:

As they were Prep children in their seventh week at school all assessment tasks were required to be administered in an individual interview format.

The assessment tasks used were:

1. Record of Oral Language
   (Marie Clay's as the pre test and John Munro's as the post test.)

This task involved the student listening to sentences spoken orally to them and then they have to repeat it back exactly the same way. It examines a child's ability to process information and grammatical sentences of growing complexities.

2. Adapted tasks from The Token Test by Frank Di Simoni (1978).

This task consisted of 10 tokens—five coloured squares and five coloured circles. The child is asked to perform a given action in relation to the tokens. The complexity of commands increases as the test progresses. I chose a selection of 10 tasks from the first 20 tasks available and scored them accordingly. Each task scored one point.

3. Listening Comprehension Assessment Task—John Munro (2008)

This task establishes a child's ability to comprehend a spoken text and to retell it. The child was read a short text and then asked to spontaneously retell as much as possible of the story preferably in sequential order. After the child had finished cued questions were asked. I inserted language of position vocabulary into my story. I had 10 points to score in the task.

Procedure:

All children were tested for the pre and post test individually in three separate sessions over three consecutive days—one day for each test. The time line for administering the tasks was:

Week 1	Pre test completed.
Week 2	Lessons conducted.
Week 3	Lessons conducted.
Week 4	Lessons conducted.
Week 5	Post test completed.

The lessons were administered as whole class activities. They were conducted as 60 minute lessons each afternoon from 2.00---3.00—this was the normal Math's lesson. It took three weeks to implement the ten lessons as space was the main focus at this time, but number was also taught during this three week period.

Each lesson began with a 'Tuning In' activity involving movement and stretching of the body and balancing and coordination activities.

This was then followed by a ‘Finding Out’ teaching session where the children explored the day’s language focus through action and movement. The general playground, playground equipment, balls, beanbags, hoops and Perceptual Motor Program (PMP) equipment formed the basis of each lesson.

The teacher chose carefully constructed vocabulary and verbal instructions to support each session. Initially, directions involving one instruction were given, but then over the next few sessions this was developed to include two instructions in the one sentence and then eventually three instructions in the one sentence or an extended sentence—thus challenging their listening comprehension. Children were encouraged to repeat the instruction thus encouraging the strategy of repeating the sentence and internalising the instruction—strengthening their comprehension.

The children were then given the opportunity of ‘Going Further’ as they were required to return to the classroom situation, describe the activity in their own words and illustrate it. They were provided with the opportunity to use language of position vocabulary in carefully modelled sentences.

They were given the opportunity to ‘Make Connections’ by further exploring the concept and use the language of position through play areas set up around the room—a playground for soft toys, Lego fabuland blocks, and blocks to create their own playground.

A class book recording Spot’s adventures at school, and a Prep dictionary explaining each concept to a ‘Snoopy Puppet Dog,’ were also created. This gave the children the chance to ‘Reflect on their Learning’ whereby they were encouraged to use the language of position in both a narrative and a factual situation.

At the conclusion of each lesson the children were given the opportunity to share what they had been doing and what they had learnt. This gave the children the opportunity to use the language of position in their own conversation and begin to make it a part of their everyday language. This allowed the rest of the class to listen to what they were saying and to understand the language they were using—thus improving their listening skills.

At the conclusion of the teaching sequence of ten lessons the children were encouraged to create an 'Action' book where they reflected on their learning over the last few weeks. Here they chose six different activities and drew pictures and dictated a sentence recording their different actions. They were encouraged to use a different language of position word for each picture.

Data

The data that was collected was raw data. The results of Pre and Post test tasks were scored as raw scores and the growth of each child was analysed to ascertain if improvement in listening comprehension was achieved. Each task was then converted to a percentage score and compared against all other scores. The scores were also averaged out to find the mean, so that a general figure could be used to compare the intervention group against the control group.

The lowest five children in each group were then chosen and their individual pre and post testing scores were compared.

RESULTS

The prediction investigated by this study, that explicitly teaching the language of position vocabulary and sentence structure will improve listening skills is supported by the results. All students in the intervention group made significant gains in all areas of literacy learning as the results below demonstrate.

The overall Pre and Post Testing Results for both the Intervention and Control Groups are shown below in Tables 3 and 4.

Intervention Group

Name	Record of Oral Language Clay—Pre	Record of Oral Language Munro—Post	Token Test Pre	Token test Post	Retell Spontaneous. Pre	Retell Cued Pre	Retell Spontaneous. Post	Retell Cued Post
1	11	12	9	10	6	4	7	3
2	9	15	0	9	3	4	3	3
3	11	11	3	9	0	0	2	2
4	17	23	10	10	2	6	1	7
5	14	16	5	9	4	1	2	5
6	10	12	1	7	0	0	2	3
7	2	4	4	9	0	5	3	5
8	13	18	6	8	4	4	5	3
9	10	13	10	9	0	1	3	4
10	12	14	4	10	0	0	7	3
11	0	0	4	7	0	0	3	4
12	7	10	3	8	2	4	5	3
13	10	13	4	8	1	3	2	5
14	4	7	7	8	1	1	2	2
15	9	10	2	6	0	0	1	3
16	7	12	1	9	1	0	2	2

Table 3—Intervention Group Pre and Post Testing Results

These are the raw scores of each Pre and Post Testing Results for each task.

Control Group

Name	Record of Oral Language Clay—Pre	Record of Oral Language Munro—Post	Token Test Pre	Token test Post	Retell Spontaneous. Pre	Retell Cued Pre	Retell Spontaneous. Post	Retell Cued Post
A	22	20	4	6	1	4	4	4
B	20	23	9	8	0	0	2	3
C	14	13	8	9	0	1	2	1
D	7	8	1	0	0	1	0	0
E	0	0	0	1	0	0	3	2
F	34	35	6	8	3	3	4	2
G	0	0	0	1	0	0	1	1
H	8	10	3	6	5	7	5	3
I	8	7	1	0	0	0	1	0
J	0	0	3	0	0	0	0	0
K	8	10	1	6	0	0	2	0
L	0	0	0	0	0	0	1	0
M	18	20	7	8	0	0	2	4
N	8	11	4	5	0	0	0	3
O	21	26	6	8	2	3	3	2
P	19	20	4	4	1	4	3	6

Table 4—Control Group Pre and Post Testing Results

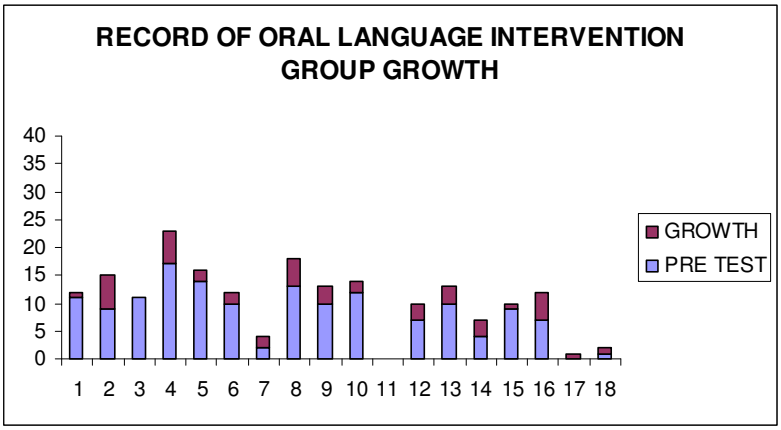
As can be seen by the data in these tables, the children in the intervention group achieved remarkable growth as compared to the control group in all areas of Literacy assessed.

This research has documented the growth experienced by each group in each task. This was done by subtracting the entry score from the exit score and determining the difference between these scores. This then determined the score for the growth of each child.

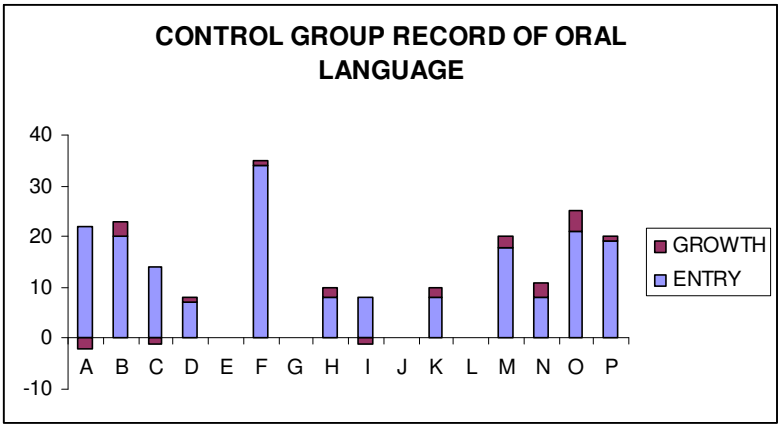
Poor oral language development and listening comprehension difficulties, were the reason for implementing the action research and as can be seen in the data below this has been significantly improved.

The impact that the explicit teaching had on the growth of each child in their Record of Oral Language Assessment is demonstrated in Graphs A and B.

Record of Oral Language



Graph A: Record of Oral Language Individual growth recorded by the Intervention group.



Graph B: Record of Oral Language Individual growth recorded by the Control group.

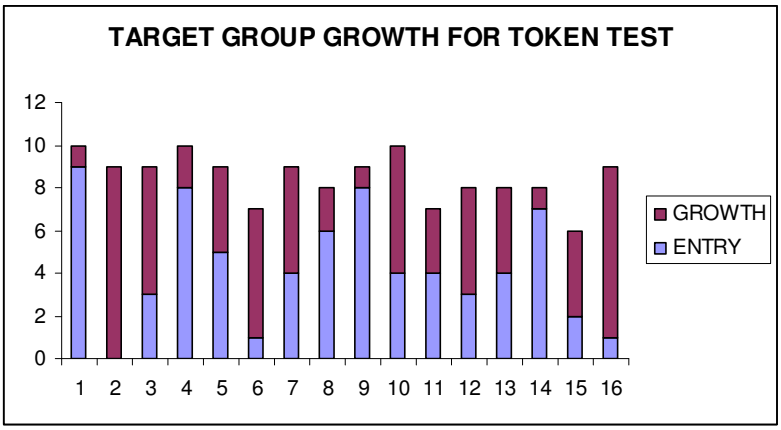
The results displayed in these graphs highlight the fact that explicit teaching of vocabulary and sentence structure has impacted on the level of language a child can process and recall. Whilst the children in the intervention group began on a lower entry score they have made significantly greater growth than those in the control group. The intervention group had only one child score 0 for both pre and post testing whereas the control group had four children score 0 for both assessments.

INTERVENTION GROUP					CONTROL GROUP			
ROL PRE		ROL POST			ROL PRE		ROL POST	
11	26%	12	29%		22	52%	20	48%
9	21%	15	36%		20	48%	23	55%
11	26%	11	26%		14	33%	13	31%
17	40%	23	55%		7	17%	8	19%
14	33%	16	38%		0	0%	0	0%
10	24%	12	29%		34	81%	35	83%
2	5%	4	10%		0	0%	0	0%
13	31%	18	43%		8	19%	10	24%
10	24%	13	31%		8	19%	7	17%
12	29%	14	33%		4	10%	0	0%
0	0%	0	0%		8	19%	10	24%
7	17%	10	24%		0	0%	0	0%
10	24%	13	31%		18	43%	20	48%
4	10%	7	17%		8	19%	11	26%
9	21%	10	24%		21	50%	26	62%
7	17%	12	29%		19	45%	20	48%
AVERAGE	22%		28%		AVERAGE	28%		30%

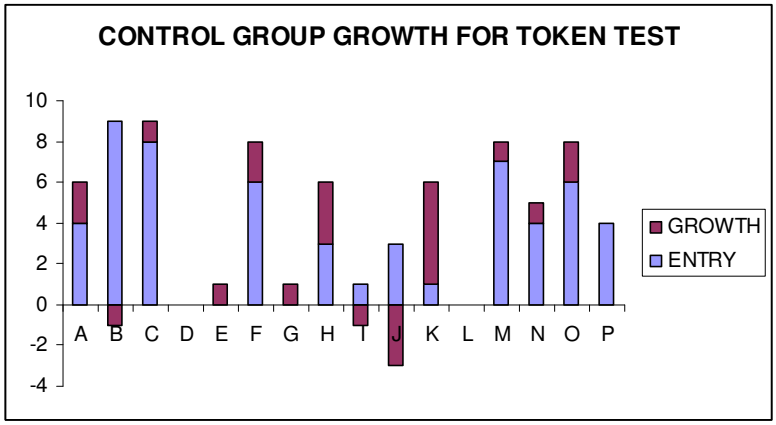
Table 5: Entry and Exit score in percentage format for each group for the Record of Oral Language.

This table shows the entry and exit score in percentage form for each group in the Record of Oral Language task and as can easily be observed the intervention group made a bigger percentage growth than the control group. At the conclusion of the 10 lesson period the intervention group had on average made 6% growth as compared to 2% by the control group. The intervention group was now just 2% behind in there achievement level.

Explicit Teaching of Vocabulary and Sentence Structure:



Graph C: The Token Task, Individual growth recorded by the intervention group.



Graph D: The token task Individual growth recorded by the control group

These results are directly related to the explicit teaching of the vocabulary and the carefully modelled sentence structures that have been occurring over the last few weeks. They demonstrate that with explicit teaching the gains can be enormous. All children in the intervention group have demonstrated significant gains with their understanding of the language of position vocabulary and with listening and following instructions successfully. Whereas in the control group there have been some gains and some loses but the overall result has been quite inconsistent.

Token Test

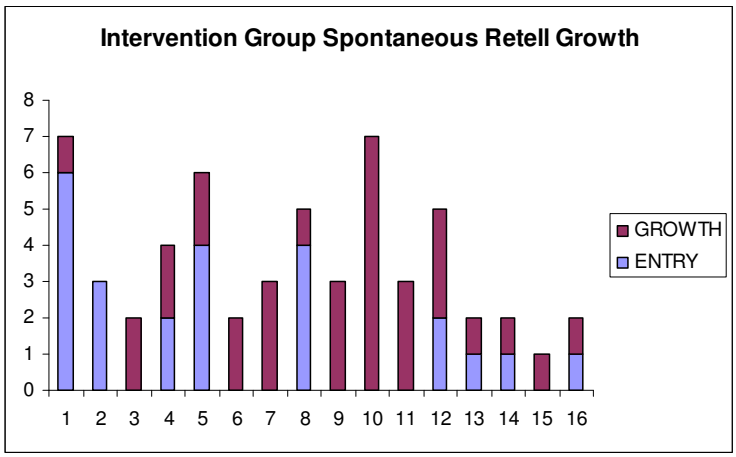
INTERVENTION GROUP					CONTROL GROUP			
TOKEN PRE		TOKEN POST			TOKEN PRE		TOKEN POST	
9	90%	10	100%		4	40%	6	60%
0	0%	9	90%		9	90%	8	80%
3	30%	9	90%		8	80%	9	90%
8	80%	10	100%		0	0%	0	0%
5	50%	9	90%		0	0%	1	10%
1	10%	7	70%		6	60%	8	80%
4	40%	9	90%		0	0%	1	10%
6	60%	8	80%		3	30%	6	60%
8	80%	9	90%		1	10%	0	0%
4	40%	10	100%		3	30%	0	0%
4	40%	7	70%		1	10%	6	60%
3	30%	8	80%		0	0%	0	0%
4	40%	8	80%		7	70%	8	80%
7	70%	8	80%		4	40%	5	50%
2	20%	6	60%		6	60%	8	80%
1	10%	9	90%		4	40%	4	40%
AVERAGE	43%		85%		AVERAGE	35%		44%

Table 6: Entry and Exit score in percentage format for each group for the Token Test.

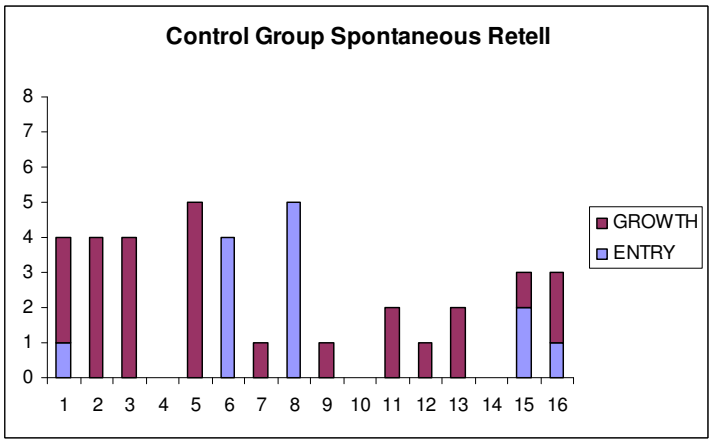
The Token Test was the assessment tool used to assess the effectiveness of the teaching focus and by the results you can see, the intervention group made significant growth. This task involved children following oral instructions involving one to two instructions or concepts in the one sentence. The Intervention group made a growth of 42% whereas the control group made a growth of 9%. The intervention group had one child receive a score of 60% accuracy and the other 15 children scored above 60%. Whereas the control group had 11 children achieve a score of 60% or less and only five children scored above 60%. This has a huge impact on classroom learning and teaching.

The hypothesis of whether explicit teaching of the language of position vocabulary and carefully modelled sentence structure would improve listening comprehension and skills is demonstrated in the graphs and charts displayed below.

Listening Comprehension:



Graph E: Spontaneous retell, Individual growth recorded by the Intervention group.



Graph F: Spontaneous retell, Individual growth recorded by the Control group.

Whilst children in both groups made some growth, the children in the intervention group made far greater progress. The children in the intervention group were more able to spontaneously retell three or more items at the conclusion of the program than those in the control group.

The tables below show the percentage growth by each child and the average overall growth made by each group.

Spontaneous Retell

INTERVENTION GROUP				CONTROL GROUP			
SPONTANEOUS		SPONTANEOUS		SPONTANEOUS		SPONTANEOUS	
LISTENING COMP.	COMP. PRE	LISTENING COMP.	COMP.POST	LISTENING COMP.	pre	LISTENING COMP.	post
6	60%	7	70%	1	10%	4	40%
3	30%	3	30%	0	0%	2	20%
0	0%	2	20%	0	0%	2	20%
2	20%	1	10%	0	0%	0	0%
4	40%	2	20%	0	0%	3	30%
0	0%	2	20%	3	30%	3	30%
0	0%	3	30%	0	0%	1	10%
4	40%	5	50%	5	50%	5	50%
0	0%	3	30%	0	0%	1	10%
0	0%	7	70%	0	0%	0	0%
0	0%	3	30%	0	0%	2	20%
2	20%	5	50%	0	0%	1	10%
1	10%	2	20%	0	0%	2	20%
1	10%	2	20%	0	0%	0	0%
0	0%	1	10%	2	20%	3	30%
1	10%	2	20%	1	10%	3	30%
AVERAGE	15%		31%	AVERAGE	8%		20%

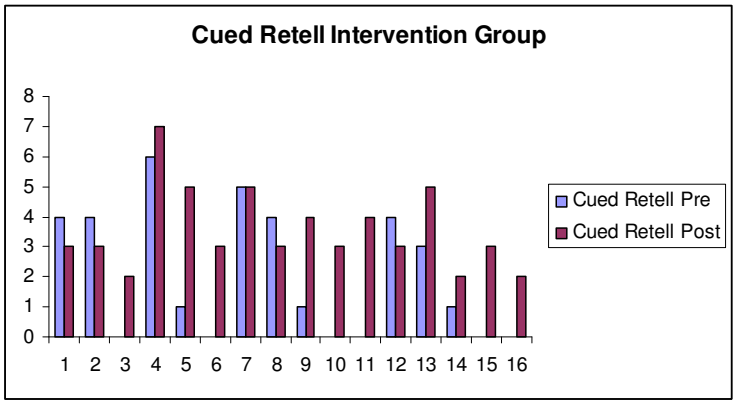
Table 7: Entry and Exit score in percentage format for each group for the Spontaneous Comprehension Retell task.

This table highlights the fact that with explicit teaching of the language of position vocabulary and carefully formulated sentences listening comprehension can be improved. The intervention group achieved an average growth of 16% in their ability to spontaneously listen, process and understand and retell information whereas the control group recorded 12 % in growth. Whilst there is not a great deal of difference in these scores when combined with the cued retell there is significant difference.

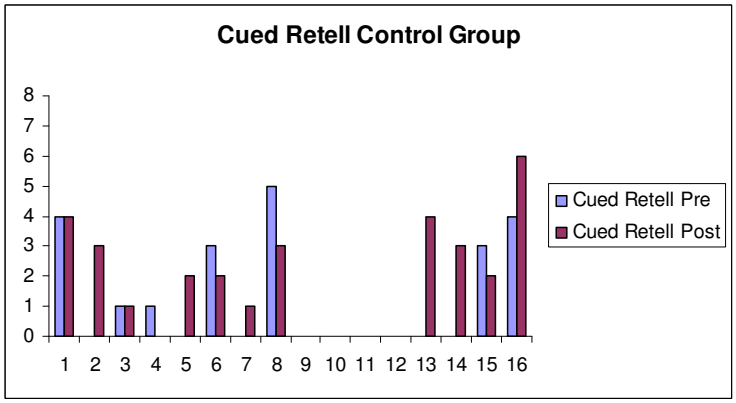
Cued Retell

INTERVENTION GROUP				CONTROL GROUP			
				CUED COMP.		CUED COMP. POST TEST	
L C CUED PRE		L C CUED POST		PRE TEST		POST	
4	40%	3	30%	4	40%	4	40%
4	40%	3	30%	0	0%	3	30%
0	0%	2	20%	1	10%	1	10%
6	60%	7	70%	1	10%	0	0%
1	10%	5	50%	0	0%	2	20%
0	0%	3	30%	3	30%	2	20%
5	50%	5	50%	0	0%	1	10%
4	40%	3	30%	7	70%	3	30%
1	10%	4	40%	0	0%	0	0%
0	0%	3	30%	0	0%	0	0%
0	0%	4	40%	0	0%	0	0%
4	40%	3	30%	0	0%	0	0%
3	30%	5	50%	0	0%	4	40%
1	10%	2	20%	0	0%	3	30%
0	0%	3	30%	3	30%	2	20%
0	0%	2	20%	4	40%	6	60%
AVERAGE	21%		36%		14%		19%

Table 8: Pre and Post score in percentage format for each group for the Cued Comprehension Retell task.



Graph H: The pre and post scores for cued retell of the intervention group



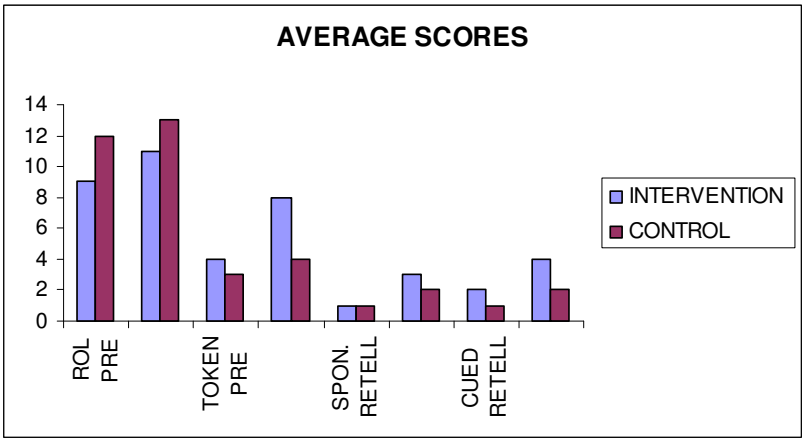
Graph I: The pre and post scores for cued retell of the control group

Here it must be noted that the difference between the entry and exit percentage scores of each group is quite outstanding. As a result of ten explicit teaching sessions the intervention group as a whole made an average percentage growth of 15% in ability to recall and process information as compared to a growth of 5% in the control group. All children in the intervention group made progress whereas four children in the control group still achieved 0 on both the pre and post testing tasks.

AVERAGE RAW SCORES OF THE INTERVENTION AND CONTROL GROUP.

	INTERVENTION	CONTROL
ROL PRE TEST	9	12
ROL POST TEST	11	13
TOKEN PRE TEST	4	3
TOKEN POST	8	4
SPON. RETELL PRE	1	1
SPON. RETELL POST	3	2
CUED RETELL PRE	2	1
CUED RETELL POST	4	2

Table 9: Average scores for all tested tasks of the Intervention and Control Groups.



Graph J: average scores for Record of Oral Language Pre and Post, the Token Test Pre and Post, Spontaneous Retell pre and Post and the Cued Retell Pre and Post of the intervention group as compared to the control group. Only the pre tests results are labelled but the graph next to each one is the post test results for each task.

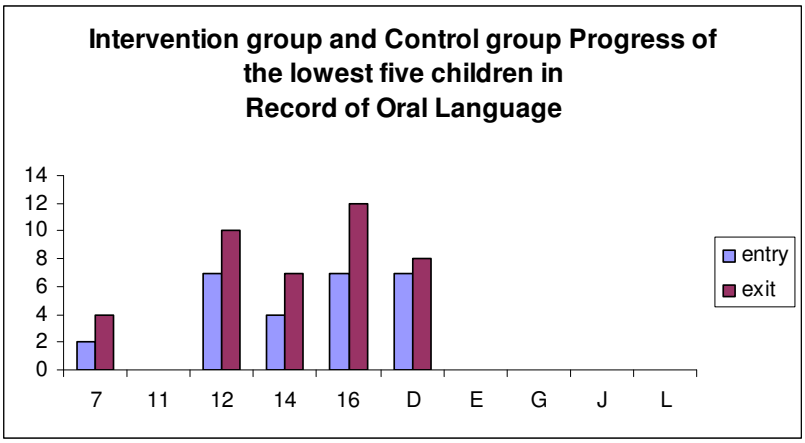
It must be noted that the children in the intervention group entered the project at a lower level than the control group in the Record of Oral Language task however by the end of the teaching program the difference in the two groups had been reduced.

Both groups entered the project in the spontaneous retell at the same level.
However after explicit teaching of the language of position vocabulary and modelling sentence structure the children in the intervention group have made considerable progress. The growth in the cued retell results, also represent a greater growth level by the intervention group than the control group.
I have summarised the growth of each group in the table below and it is quite evident as to the outstanding growth that the intervention group achieved at the conclusion of the 10 lesson sequence.

Groups	Intervention	Control
	Growth	Growth
ROL	6%	2%
Token Test	42%	9%
Spon. Comp.	16%	12%
Cued Comp.	15%	4%

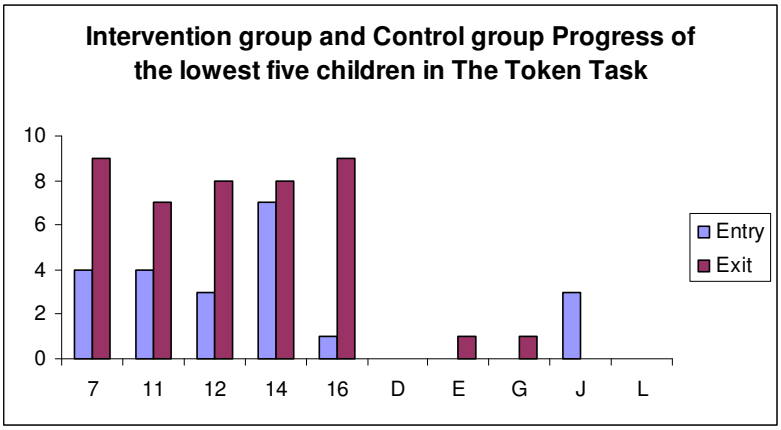
Table 10: Growth of both groups in each task.

It is interesting to document the growth made by the lowest achieving students in each group. If this research had been conducted on a small group it would have been these lowest five children in each group. I therefore chose the lowest five children and compared their Record of Oral Language and Token tasks scores to monitor the growth that explicit teaching had on raising the bar for the lowest achieving students in each group.



Graph K. Results of the Pre and Post tests in Record of Oral Language of the five lowest achieving children in each group.
Intervention group 7---16 and Control group D--L

Students 11, and E, G, J, and L scored 0 on both the pre and post testing. Student 11 has a significant speech impediment which prevents her from accurately repeating the spoken sentences. Students E, G, J, and L have no obvious disability.



Graph L. Results of the Pre and Post tests in The Token Test of the same five lowest achieving children in each group.
Intervention group 7—16 and Control group D--L

Here all children in the intervention group have made significant progress, even student 11, whereas some of the children in the control group, (E and G) have made some improvement. Child J in the control group made negative growth. Students D and E achieved 0 on both pre and post tests.

These results support the hypothesis that with explicit teaching of the language of position vocabulary, and emphasis on sentence structure significant progress can be achieved in a young child's learning. More importantly the growth of the lowest achieving student can be significantly improved even within the whole class context and if this occurs in the early years of learning then the gap in education can be greatly reduced.

Through explicit teaching, the level of all children in the intervention group has been raised, and the levels of the lowest achieving cohort in this group, has also been

raised, in all areas of literacy. We were able to reduce the spread and the gap between the lowest achieving students and the average achieving students.

DISCUSSION

The situation at this school was quite unique as the Prep Intervention class actually had two teachers who job shared their classroom teaching role and both teachers were implementing an action research study. The 16 Preps in the Intervention group were also part of another study investigating whether the explicit teaching of synonyms would improve expressive language—thus they were having explicit teaching in the morning on descriptive vocabulary and explicit teaching in the afternoon on language of position vocabulary.

It is also interesting to acknowledge that whilst the intention was for the children to dictate sentences such as 'I went up the ladder and down the slide,' due to the other action research project the children actually said 'I went up the wobbly ladder and down the yellow curvy slide.' This result was a factor that could not be controlled or anticipated at the commencement of the project.

At all times they were having carefully formulated sentence structures modelled to them. Thus the pleasing growth noted in this action research project may have been supported by the other action research project.

The control group was part of a study investigating the influence of explicit teaching of visualisation on listening skills although the pre testing, lessons taught and post testing for the intervention action research, occurred before the program commenced in the control group class, but the teacher was aware of literacy strategies the are effective.

The prediction investigated by this study, that explicitly teaching the language of position vocabulary and sentence structure will improve listening skills is supported by the results. It is evident by the results that the children in the intervention group made far greater progress during the teaching unit than those in the control group.

As a result of ten carefully structured lessons the difference in achievement levels of both groups is quite remarkable. The children had clear expectations of what was involved in each lesson and they responded to the predictable format of each lesson. As I have already shown the data in table 10 clearly highlights the difference in growth levels of each group. The results in table 10 shows the positive impact the

action research project has had on student learning. The Intervention group was taught as a whole class group and despite all of the home and outside influences they were able to achieve outstanding progress which will support them in their literacy learning.

It was interesting to note that in the post testing tasks, the children in the intervention group repeated the instruction to themselves whilst they were solving the task. This was supporting them in remembering, internalising, processing and visualising what they were asked to do. They were also able to remember sentences of longer length and growing complexities.

The results lend support to the work by Kalmer (2008).who discussed the importance of exposing young children to an enriched vocabulary and complex sentence structure from an early age in order to develop their listening comprehension skills. The students in this action research have demonstrated that this targeted exposure to vocabulary and sentences structure does have a major impact on literacy learning and listening comprehension.

Sherry, Rose, and Liamputtong (2008) discussed the simple view of reading model by Gough & Tunmer (1986). This model relied heavily on oral language and receptive language as a supporting mechanism for reading. Whilst text levels were not part of the assessment project, I have included the results in the appendix 1. It is worthy to note that as a result of the explicit teaching that occurred in the intervention group, within the ten lesson period, 13 of the 16 students were now on text, whereas only four of the 16 in the control group were on text.

The predictable sentences modelled after each maths activity incidentally led the children to be able to accurately read a level one text at an instructional level. This supports the beliefs of the researchers that by developing and enriching a young child's vocabulary, oral language and receptive language skills, we are providing them with the scaffolds for successful reading of texts. By explicitly focusing on enriching and promoting oral language development, the student has a scaffold for success in reading and comprehension of text.

Wise, Sevick, Morris, Lovett and Wolf (2008) found that listening comprehension skills was directly related to reading comprehension skills. This belief is supported in both the text level data and the improvement in the spontaneous and cued retell as well as the token task. The data presented in the results section clearly depicts the progress made by the intervention group as compared to the control group. With this explicit teaching all children made progress in the token task and comprehension, and all except one in the record of oral language but she has a medical condition attributed to her progress. The children were able to use action, talk, visualisation and rephrasing techniques to consolidate and confirm their own learning. The control group did not make the steady or pleasing results and this is directly attributed to the explicit teaching of the language of position vocabulary and modelled sentence structure.

The results in this research further support the findings by Schechter and Bye (2007) that despite the influences of low socio economics and English as a second language, if a young child is exposed to rich vocabulary and correct sentence structure and features, their oral language and listening skills will improve. Thus by teaching the research as a whole class group the children were mixing with all socio economic groups and ESL children and this had a greater impact on their learning. Despite the equal impact of ESL and EMA in both groups, the children in the intervention group made greater gains in their overall learning.

This explicit instruction model led to the children developing their listening skills, processing ability, and comprehension level. They were able to now process, understand and remember sentences that contained two or more ideas—thus providing a greater ability to process information for further education. They had developed their oral language skills and this in turn had led to an improvement in their listening comprehension skills.

Munro (2004) discusses the effect teacher judgement and knowledge has on student learning and I think this is the major influence for accelerated learning. The children in this project received ten carefully prepared, planned and implemented lessons based on teacher knowledge and student needs. All students participated in the explicitly taught lessons and all students made significant gains. The five lowest achieving students were able to participate in this project and reduce the gap between

those that were successful and those that weren't. The student whom made no progress in ROL due to articulation difficulties did make gains in all other areas of the program.

In reflecting on the results of this study there is support for the hypothesis and the research, which suggests that teaching student's explicit language of position vocabulary and sentence structure, improves listening comprehension. The results presented support the belief that this is an effective strategy and should be explicitly taught to improve listening comprehension as well as language of position vocabulary of all children.

The results also support the belief that teacher knowledge and education is paramount to student education. This was not part of the investigation, but as the research became more involved it became apparent that this was an underlying influence and determinant to the success of the project. Teachers make the difference and ongoing professional development is imperative to continued student success in learning.

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APPENDICES

Appendix 1
Intervention Group

CODE	DOB	Age in Months as of 31st Jan.	ESL 0--NO 1--YES	EMA 0--NO 1--YES	GENDER 0--MALE 1--YES	ROL Pre Test Total=42	ROL Post Test Total=42	Token Task Pre Test Total =10	Token Task Post Test Total=10	Spontaneous Retell Pre Test Total=10	Cued Retell Pre Test Total=10	Spontaneous Retell Post Test Total=10	Cued Retell Post Test Total =10	Text level Pre test Total =28	Text Level Post Test Total =28
1	11/08/02	74	0	1	0	11	12	1	10	6	4	7	3	0	1
2	19/1/03	72	0	0	0	9	15	0	9	3	4	3	3	0	0
3	16/3/04	57	0	0	0	11	11	3	9	0	0	2	2	0	1
4	28/11/03	61	0	0	1	17	23	8	10	2	6	1	7	0	1
5	15/3/03	69	0	1	0	14	16	5	9	4	1	2	5	0	1
6	9/6/03	66	1	0	0	10	12	1	7	0	0	2	3	0	1
7	6/9/03	63	0	1	1	2	4	4	9	0	5	3	5	0	1
8	25/11/03	61	1	1	1	13	18	6	8	4	4	5	3	0	1
9	21/3/04	57	0	1	1	10	13	8	9	0	1	3	4	0	1
10	30/04/04	56	1	0	1	12	14	4	10	0	0	7	3	14	14
11	4/10/03	62	1	1	1	0	0	4	7	0	0	3	4	0	1
12	15/02/03	70	0	0	0	7	10	3	8	2	4	5	3	0	1
13	11/03/04	57	1	0	0	10	13	4	8	1	3	2	5	0	1
14	21/04/04	56	1	0	1	4	7	7	8	1	1	2	2	0	0
15	31/01/04	60	1	0	0	9	10	2	6	0	0	1	3	0	1
16	6/09/03	63	1	1	1	7	12	1	9	1	0	2	2	0	0

Control Group

CODE	DOB	Age in Months as of 31st Jan	ESL 0--NO 1--YES	EMA 0--NO 1--YES	GENDER 0--MALE 1--YES	ROL Pre Test Total=42	ROL Post Test Total=42	Token Task Pre Test Total =10	Token Task Post Test Total=10	Spontaneous Retell Pre Test Total=10	Cued Retell Pre Test Total=10	Spontaneous Retell Post Test Total=10	Cued Retell Post Test Total =10	Text level Pre test Total =28	Text Level Post Test Total =28
A	20/01/04	60	0	1	1	22	20	4	6	1	4	4	4	0	0
B	20/08/03	64	0	1	1	20	23	9	8	0	0	4	3	0	0
C	22/09/03	63	1	0	1	14	13	8	9	0	1	4	1	0	0
D	2/08/03	64	1	1	0	7	8	0	0	0	1	0	0	0	0
E	11/07/03	65	0	1	0	0	0	0	1	0	0	5	2	0	0
F	23/02/04	58	0	1	1	34	35	6	8	4	3	4	2	0	0
G	15/02/04	58	0	1	1	0	0	0	1	0	0	1	1	0	1
H	9/07/03	65	1	0	1	8	10	3	6	5	5	5	3	0	0
I	11/10/03	62	1	0	1	8	7	1	0	0	0	1	0	0	0
J	23/12/03	60	1	0	0	0	0	3	0	0	0	0	0	0	1
K	6/01/03	60	1	0	0	8	10	1	6	0	0	2	0	0	0
L	16/06/03	66	1	0	0	0	0	0	0	0	0	1	0	0	0
M	20/10/03	61	0	0	0	18	20	7	8	0	0	2	4	10	10
N	7/09/03	63	1	1	1	8	11	4	5	0	0	0	3	0	0
O	16/03/03	69	0	1	1	21	26	6	8	2	3	3	2	0	0
P	20/08/03	64	1	0	0	19	20	4	4	1	4	3	6	0	1

Appendix 2

INTERVENTION GROUP

ROL PRE		ROL POST		TOKEN PRE		TOKEN POST		SPONTANEOUS LISTENING COMP.	COMP. PRE	SPONTANEOUS LISTENING COMP.	COMP.POST	L C CUED PRE		L C CUED POST	
11	26%	12	29%	9	90%	10	100%	6	60%	7	70%	4	40%	3	30%
9	21%	15	36%	0	0%	9	90%	3	30%	3	30%	4	40%	3	30%
11	26%	11	26%	3	30%	9	90%	0	0%	2	20%	0	0%	2	20%
17	40%	23	55%	8	80%	10	100%	2	20%	1	10%	6	60%	7	70%
14	33%	16	38%	5	50%	9	90%	4	40%	2	20%	1	10%	5	50%
10	24%	12	29%	1	10%	7	70%	0	0%	2	20%	0	0%	3	30%
2	5%	4	10%	4	40%	9	90%	0	0%	3	30%	5	50%	5	50%
13	31%	18	43%	6	60%	8	80%	4	40%	5	50%	4	40%	3	30%
10	24%	13	31%	8	80%	9	90%	0	0%	3	30%	1	10%	4	40%
12	29%	14	33%	4	40%	10	100%	0	0%	7	70%	0	0%	3	30%
0	0%	0	0%	4	40%	7	70%	0	0%	3	30%	0	0%	4	40%
7	17%	10	24%	3	30%	8	80%	2	20%	5	50%	4	40%	3	30%
10	24%	13	31%	4	40%	8	80%	1	10%	2	20%	3	30%	5	50%
4	10%	7	17%	7	70%	8	80%	1	10%	2	20%	1	10%	2	20%
9	21%	10	24%	2	20%	6	60%	0	0%	1	10%	0	0%	3	30%
7	17%	12	29%	1	10%	9	90%	1	10%	2	20%	0	0%	2	20%
AVERAGE	22%		28%		43%		85%		15%		31%		21%		36%

CONTROL GROUP								SPONTANEOUS		SPONTANEOUS		CUED COMP.		CUED COMP. POST TEST	
ROL PRE		ROL POST		TOKEN PRE		TOKEN POST		LISTENING COMP.		LISTENING COMP.		PRE TEST		POST	
22	52%	20	48%	4	40%	6	60%	1	10%	4	40%	4	40%	4	40%
20	48%	23	55%	9	90%	8	80%	0	0%	2	20%	0	0%	3	30%
14	33%	13	31%	8	80%	9	90%	0	0%	2	20%	1	10%	1	10%
7	17%	8	19%	0	0%	0	0%	0	0%	0	0%	1	10%	0	0%
0	0%	0	0%	0	0%	1	10%	0	0%	3	30%	0	0%	2	20%
34	81%	35	83%	6	60%	8	80%	3	30%	3	30%	3	30%	2	20%
0	0%	0	0%	0	0%	1	10%	0	0%	1	10%	0	0%	1	10%
8	19%	10	24%	3	30%	6	60%	5	50%	5	50%	7	70%	3	30%
8	19%	7	17%	1	10%	0	0%	0	0%	1	10%	0	0%	0	0%
4	10%	0	0%	3	30%	0	0%	0	0%	0	0%	0	0%	0	0%
8	19%	10	24%	1	10%	6	60%	0	0%	2	20%	0	0%	0	0%
0	0%	0	0%	0	0%	0	0%	0	0%	1	10%	0	0%	0	0%
18	43%	20	48%	7	70%	8	80%	0	0%	2	20%	0	0%	4	40%
8	19%	11	26%	4	40%	5	50%	0	0%	0	0%	0	0%	3	30%
21	50%	26	62%	6	60%	8	80%	2	20%	3	30%	3	30%	2	20%
19	45%	20	48%	4	40%	4	40%	1	10%	3	30%	4	40%	6	60%
AVERAGE	28%		30%		35%		44%		8%		20%		14%		19%

Appendix 3

Please note: *These alternative sentences are only for use for your AR assignment, NOT for data collection on student progress.*

NAME: _____ GRADE: _____ RECORDER: _____

DATE: _____ STUDENT'S AGE: _____ years _____ months

RECORD OF ORAL LANGUAGE
ALTERNATIVE LEVELLED SENTENCES

LEVEL 1 – PART 1	**LEVEL 1 – PART 2**
A. *My mother's arms are cuddly* [ ]	A. My *brother's television* is noisy. . [ ]
A. *Kitty* is eating *some food.* [ ]	B. *Mummy* is pushing *her pram.* [ ]
B. *Jessie* is playing *at school.* [ ]	C. *David* is going to *soccer*. [ ]
C. *Dad* is giving me *a book.* [ ]	D. *Sally* is making me *a cake.* [ ]
D. *I bet* she's in there. [ ]	E. I *know* she's here. [ ]
E. There's another chapter book. [ ]	F. There are some other toys. [ ]
F. *He's eating his lunch* slowly. [ ]	G. *She's riding her skateboard* very fast. [ ]

Total for Level 1 _____

RECORD OF ORAL LANGUAGE
ALTERNATIVE LEVELLED SENTENCES

LEVEL 2 – PART 1	**LEVEL 2 – PART 2**
A. *That small car over there is going to be my mother's.* [ ]	A. *The old bike in here* used to be *my sister's*. [ ]
B. *The girl near the park* was walking *her dog*. . [ ]	B. *The boy from over there* was calling *a dog*. [ ]
C. *The car drove* to the edge of the road. [ ]	C. *The cat went under* the chair in the house. [ ]
D. *For the holidays* Kerry got her *a kite* . [ ]	D. *For the wedding* Aunty gave us a vase. [ ]
E. *Will you buy what is sitting on the shelf?* [ ]	E. *The lady heard* what the man was saying *to the boy*. [ ]
F. *There goes a small animal* with feathers sticking out its tail. [ ]	F. *Here is my sister* driving in her motorcar. [ ]
G. *My sister cooked the eggs up very* slowly. [ ]	G. *The boy hit the ball* far across the field. [ ]

Total for Level 2 _____

RECORD OF ORAL LANGUAGE
ALTERNATIVE LEVELLED SENTENCES

LEVEL 3 – PART 1	**LEVEL 3 – PART 2**
A. *Be as alert as you can* when your mother's alone. [ ]	A. Be very careful diving where there's a deep pool. [ ]
B. *My nanna and pa* want to start going *to the shops.* [ ]	B. *That man and the one over there* like to read *the paper.* [ ]
C. *The three boys* ran across the park *in a fast time.* [ ]	C. Some of the people spoke quickly to each other at the football. [ ]
B. *The greengrocer* gave my daddy *some big plums.* [ ]	D. The old teacher told his class a funny story. [ ]
C. *The girl heard* who her brother *was taking the toys to.* [ ]	E. The mother knows how much milk we will need for the cake. [ ]
D. *Here are the games* that you were playing *in my class*. [ ]	*E. There goes the policeman* who caught out the thief *at the bakery.* [ ]
F. My father often puts the bike behind the shed at night. [ ]	G. *My sister* usually puts some meat outside *for the dog*. [ ]

Total for Level 3 _____
Level 2 _____
Level 1 _____

Grand Total_____

Appendix 4

TOKEN TEST

Oral Language Receptive Skills Assessment

(Adapted from the Token Test for Children—Di Simoni (1978)

1. Put the red circle on the green square
2. Put the white square behind the yellow circle
3. Touch the blue square with the red circle.
4. Pick up the blue square or the red circle
5. Put the green square away from the yellow square.
6. Put the green square beside the red circle
7. Put the white circle in front of the yellow square
8. Put the red circle between the yellow square and the green square.
9. Put the red circle underneath the yellow square
10. Put the white circle on top of the blue square

Appendix 5

Teacher tells story to children on an individual basis and then the children are asked to retell as much as they can. One correct answer receives one point in scoring.

COMPREHENSION - SPONTANEOUS AND CUED RETELLING

Jack and Billy went to the park.

They played on the equipment.

They went up the ladder, over the bridge and down they slide.

Then they went home.

Characteristic of retelling	Ideas in the story	No of ideas/ points	Student's score, Spontaneous retell	Student 's score Cued Retell
Main characters	The main characters are Jack and Billy	1 1		
Theme of story	At the park	1		
Plot of the story	They played on the equipment	1		
Events of the story	• They went up the ladder • They went over the bridge They went down the slide Then they went home	1 1 1 1		
Inferential ideas	• *How do you think they felt at the park?* • *Why do you think they went home?*	1 1		

Cued Questions—Who was in the story? Where were they? What were they doing? What happened at the end?

TOTAL_____

Appendix 6----LESSON PLANS

LESSON 1 FOCUS------On / Off

5 mins.	Tuning In	Children complete warm up activities outside. Stand up tall, crouch down low, make a wide shape, make a curvy shape, balance on one leg
10 mins	Finding Out Children learn through actions	Children pretend they are in the circus— Teacher gives verbal instructions—modelling sentence structure focus—ie. 'I want you to walk on the line' walk around netball court—balance ON the line, Use small tree stumps—balance ON each stump. Use playground equipment—Climb ON equipment. Remind children 'Don't fall OFF!'
15 mins	Going Further Sentence Structure—Simple 5 word sentence	Children return to class and recall what they have done--- Close your eyes and visualise all the things that you went ON? Did you fall OFF? Children then record their own ideas in sentence form and illustrate—I went on the …… Children cut and paste OPI Bear activity for ON / OFF.
10 mins	Making Connections Children apply their experience to another situation.	Children use miniature class playground and 'Spot the dog' to further act out ON / OFF concept. Write class story: SPOT'S ADVENTURES AT SCHOOL. (focus on positional language, grammar, sentence structure and connecting ideas)
5 mins	Reflection on Learning Paraphrase their learning.	Children create own class dictionary recording the meaning of –ON / OFF (explaining it to a 'Snoopy' puppet) (focus on children demonstrating an understanding of what we have been doing, learning— Can they paraphrase what they have learnt to create a Maths dictionary of prep language)?
5 mins	Share Time	Children verbalise what they have been doing—using the vocabulary focus for the day and modelling correct sentence structure.

LESSON 2 **FOCUS---In / Out**

5 mins.	Tuning In	Children use bean bags to throw up, catch, throw to a partner, throw and clap, throw onto a rebound net and catch
10 mins	Finding Out Children learn through actions	Children use PMP equipment---- tunnel, wooden cubes, hoops and the curly climbing frame. Move IN and OUT of each piece of equipment.
15 mins	Going Further Sentence Structure— Simple 5 word sentence	Children return to class and recall what they have done--- Close your eyes and visualise all the things that you went IN and OUT of? Children then record their own ideas in sentence form and illustrate—I went in the ……. Children cut and paste OPI Bear activity for IN and OUT.
10 mins	Making Connections Children apply their experience to another situation.	Children use miniature class playground and 'Spot the dog' and other soft toys to further act out IN and OUT concept. Write class story: SPOT'S ADVENTURES AT SCHOOL. (focus on positional language, grammar, sentence structure and connecting ideas)
5 mins	Reflection on Learning Paraphrase their learning.	Children create own class dictionary recording the meaning of –IN and OUT (explaining it to a 'Snoopy' puppet) (focus on children demonstrating an understanding of what we have been doing, learning— Can they paraphrase what they have learnt to create a Maths dictionary of prep language)?
5 mins	Share Time	Children verbalise what they have been doing—using the vocabulary focus for the day and modelling correct sentence structure.

LESSON 3 **FOCUS---Up / Down**

5 mins.	Tuning In	Children use bean bags to throw up, catch, throw to a partner, throw and clap, throw onto a rebound net and catch
10 mins	Finding Out Children learn through actions	Children use playground equipment— Teacher gives verbal instructions—modelling sentence structure focus—ie. Using 'and' in the instructions Go up the ladder and down the slide, Go up the woodchip dirt mound and down the other side Move Up and Down on various pieces of the playground equipment verbalising what they are doing.
15 mins	Going Further Sentence Structure—Introduce "and'-linking 2 related ideas together.	Children return to class and recall what they have done--- Close your eyes and visualise all the things that you went UP and DOWN? Children then record their own ideas in sentence form and illustrate—I went up the ……and down the…..… Children cut and paste OPI Bear activity for UP and DOWN
10 mins	Making Connections Children apply their experience to another situation.	Children use miniature class playground and 'Spot the dog' and other soft toys to further act out UP and DOWN concept. Write class story: SPOT'S ADVENTURES AT SCHOOL. (focus on positional language, grammar, sentence structure and connecting ideas)
5 mins	Reflection on Learning Paraphrase their learning.	Children create own class dictionary recording the meaning of –UP and DOWN (explaining it to a 'Snoopy' puppet) (focus on children demonstrating an understanding of what we have been doing, learning— Can they paraphrase what they have learnt to create a Maths dictionary of prep language)?
5 mins	Share Time	Children verbalise what they have been doing—using the vocabulary focus for the day and modelling correct sentence structure.

LESSON 4 **FOCUS---Over / Under**

5 mins.	Tuning In	Children complete warm up activities outside. Stand up tall, crouch down low, make a wide shape, make a curvy shape, balance on one leg
10 mins	Finding Out Children learn through actions	Children use PMP equipment—balance beam, tunnel, wooden cubes, mini tramp, low ladder, improvised bridge. Teacher gives verbal instructions—modelling sentence structure focus—ie. Using 'and' in the instructions Children move through this equipment in a rotating manner focusing on OVER and UNDER movements.
15 mins	Going Further Sentence Structure—Us of "and'-linking 2 related ideas together.	Children return to class and recall what they have done--- Close your eyes and visualise all the things that you went OVER and UNDER? Children then record their own ideas in sentence form and illustrate—I went over the ……and under the…… Children cut and paste OPI Bear activity for OVER and UNDER.
10 mins	Making Connections Children apply their experience to another situation.	Children use miniature class playground and 'Spot the dog' and other soft toys to further act out OVER and UNDER concept. Write class story: SPOT'S ADVENTURES AT SCHOOL. (focus on positional language, grammar, sentence structure and connecting ideas)
5 mins	Reflection on Learning Paraphrase their learning.	Children create own class dictionary recording the meaning of –OVER and UNDER (explaining it to 'Snoopy') (focus on children demonstrating an understanding of what we have been doing, learning— Can they paraphrase what they have learnt to create a Maths dictionary of prep language)?
5 mins	Share Time	Children verbalise what they have been doing—using the vocabulary focus for the day and modelling correct sentence structure.

LESSON 5 FOCUS---Between / Beside

5 mins.	Tuning In	Children move through the adventure playground equipment—up the ladder, over the bridge, up the climbing wall, over the bridge, down the slide.
10 mins	Finding Out Children learn through actions	Children participate in relay type races. They must carry the bean bag in their hand, run to the yellow line and place it between the witch's hats and then go and stand beside the netball pole. Teacher gives verbal instructions—modelling sentence structure focus—ie. 'I want you to run up, place the bean bag between the hats and then go and stand beside the netball pole.—This has three parts to the instruction
15 mins	Going Further Sentence Structure—Children are encouraged to expand their sentence structure	Children return to class and recall what they have done--- Close your eyes and visualise where you had to place the bean bag. Children then record their own ideas in sentence form and illustrate—I put the bean bag between the hats and then stood beside the pole. Children cut and paste OPI Bear activity for BETWEEN / BESIDE
10 mins	Making Connections Children apply their experience to another situation.	Children use miniature class playground and 'Spot the dog' and other soft toys to further act out BETWEEN / BESIDE concept. Write class story: SPOT'S ADVENTURES AT SCHOOL. (focus on positional language, grammar, sentence structure and connecting ideas)
5 mins	Reflection on Learning Paraphrase their learning.	Children create own class dictionary recording the meaning of –BETWEEN / BESIDE (explaining it to a 'Snoopy' puppet) (focus on children demonstrating an understanding of what we have been doing, learning— Can they paraphrase what they have learnt to create a Maths dictionary of prep language)?
5 mins	Share Time	Children verbalise what they have been doing—using the vocabulary focus for the day and modelling correct sentence structure.

LESSON 6 FOCUS---In Front Of / Behind

5 mins.	Tuning In	Children complete warm up activities outside. They make a long line and follow the leader around the netball court imitating the actions of the leader.
10 mins	Finding Out Children learn through actions	Children stay in line format and call out position they are in – first, second, third etc. They then must name the person who is in front of them. Teacher gives verbal instructions—modelling sentence structure focus—ie. Using ordinal position words to describe place in line, relationship to one another.
15 mins	Going Further Sentence Structure—Children are encouraged to expand their sentence structure	Children return to class and recall what they have done--- Close your eyes and visualise where were you standing, who was in front of you, behind you? Children then record their own ideas in sentence form and illustrate— I was first in line and …. Was last. I was in front of ….. But behind….. Children cut and paste OPI Bear activity for IN FRONT OF
10 mins	Making Connections Children apply their experience to another situation.	Children use miniature class playground and 'Spot the dog' and other soft toys to further act out IN FRONT OF / BEHIND concept. Write class story: SPOT'S ADVENTURES AT SCHOOL. (focus on positional language, grammar, sentence structure and connecting ideas)
5 mins	Reflection on Learning Paraphrase their learning.	Children create own class dictionary recording the meaning of –IN FRONT OF / BEHIND (explaining it to a 'Snoopy' puppet) (focus on children demonstrating an understanding of what we have been doing, learning— Can they paraphrase what they have learnt to create a Maths dictionary of prep language)?
5 mins	Share Time	Children verbalise what they have been doing—using the vocabulary focus for the day and modelling correct sentence structure.

**Children line up at the end of the day and verbalise who is in front of them, behind them. Call out place in order—1st, 2nd, 3rd, etc.

LESSON 7 **FOCUS---Through / Around**

5 mins.	Tuning In	Children move through the adventure playground equipment—up the ladder, over the bridge, up the climbing wall, over the bridge, down the slide.
10 mins	Finding Out Children learn through actions	Children use PMP equipment—Teacher gives verbal instructions—modelling sentence structure focus—ie. Using 'and' in the instructions Go through the hoops and around the cube. Go through the tunnel and around the witch's hats.
15 mins	Going Further Sentence Structure— Use of "and'-linking 2 related ideas together.	Children return to class and recall what they have done--- Close your eyes and visualise all the things that you went THROUGH and AROUND? Children then record their own ideas in sentence form and illustrate—I went through the ……and around the…… Children cut and paste OPI Bear activity for THROUGH / AROUND.
10 mins	Making Connections Children apply their experience to another situation.	Children use miniature class playground and 'Spot the dog' and other soft toys to further act out THROUGH and AROUND concept. Write class story: SPOT'S ADVENTURES AT SCHOOL. (focus on positional language, grammar, sentence structure and connecting ideas)
5 mins	Reflection on Learning Paraphrase their learning.	Children create own class dictionary recording the meaning of –THROUGH and AROUND (explaining it to a 'Snoopy' puppet) (focus on children demonstrating an understanding of what we have been doing, learning— Can they paraphrase what they have learnt to create a Maths dictionary of prep language)?
5 mins	Share Time	Children verbalise what they have been doing—using the vocabulary focus for the day and modelling correct sentence structure.

LESSON 8 **FOCUS---Above / Below**

5 mins.	Tuning In	Children complete warm up activities outside. Stand up tall, crouch down low, make a wide shape, make a curvy shape, balance on one leg Children use bean bags—balance on heads, on arms, on feet.
10 mins	Finding Out Children learn through actions	Children use bats and balls and hit the ball above or below the volley ball net. Record how many times they hit the ball above the net—tally and then compare to below the net.
15 mins	Going Further Sentence Structure—Children are encouraged to expand their sentence structure	Children return to class and recall what they have done--- Close your eyes and visualise what you were doing with the ball. Children then record their own ideas in sentence form and illustrate—The ball went above the net…times and below it … times. Children cut and paste OPI Bear activity for ABOVE and BELOW.
10 mins	Making Connections Children apply their experience to another situation.	Children use miniature class playground and 'Spot the dog' and other soft toys to further act out ABOVE and BELOW concept. Write class story: SPOT'S ADVENTURES AT SCHOOL. (focus on positional language, grammar, sentence structure and connecting ideas)
5 mins	Reflection on Learning Paraphrase their learning.	Children create own class dictionary recording the meaning of –ABOVE / BELOW (explaining it to a 'Snoopy' puppet) (focus on children demonstrating an understanding of what we have been doing, learning— Can they paraphrase what they have learnt to create a Maths dictionary of prep language).
5 mins	Share Time	Children verbalise what they have been doing—using the vocabulary focus for the day and modelling correct sentence structure.

LESSON 9 **FOCUS---Next To**

5 mins.	Tuning In	Children complete warm up activities outside. Stand up tall, crouch down low, make a wide shape, make a curvy shape, balance on one leg They make a tall shape, squiggly shape, round shape, pointy shape.
10 mins	Finding Out Children learn through actions	Children use plastic hockey sticks and balls. They must push the ball and get it to land next to the goal post.
15 mins	Going Further Sentence Structure—Children are encouraged to expand their sentence structure	Children return to class and recall what they have done--- Close your eyes and visualise how you moved the ball around and where it finished. Children then record their own ideas in sentence form and illustrate—I pushed the ball along the line and it went next to the goal. Children cut and paste OPI Bear activity for NEXT TO.
10 mins	Making Connections Children apply their experience to another situation.	Children use miniature class playground and 'Spot the dog' and other soft toys to further act out NEXT TO concept. Write class story: SPOT'S ADVENTURES AT SCHOOL. (focus on positional language, grammar, sentence structure and connecting ideas)
5 mins	Reflection on Learning Paraphrase their learning.	Children create own class dictionary recording the meaning of –NEXT TO (explaining it to a 'Snoopy' puppet) (focus on children demonstrating an understanding of what we have been doing, learning— Can they paraphrase what they have learnt to create a Maths dictionary of prep language).
5 mins	Share Time	Children verbalise what they have been doing—using the vocabulary focus for the day and modelling correct sentence structure.

LESSON 10 FOCUS---Top / Bottom

5 mins.	Tuning In	Children complete warm up activities outside. They make a tall shape, squiggly shape, round shape, pointy shape.
10 mins	Finding Out Children learn through actions	Children play a game where by they turn over a card and then have to place the shape in the correct position—top, middle, bottom—number of correct times they complete task wins.
15 mins	Going Further Sentence Structure—Children are encouraged to expand their sentence structure	Children return to class and recall what they have done--- Close your eyes and visualise all the things that they placed on the shelves—where were they? Children then record their own ideas in sentence form and illustrate—I put the circle on the top shelf and the square on the bottom shelf. Children cut and paste OPI Bear activity for TOP / BOTTOM.
10 mins	Making Connections Children apply their experience to another situation.	Children use miniature class playground and 'Spot the dog' and other soft toys to further act out TOP and BOTTOM concept. Write class story: SPOT'S ADVENTURES AT SCHOOL. (focus on positional language, grammar, sentence structure and connecting ideas)
5 mins	Reflection on Learning Paraphrase their learning.	Children create own class dictionary recording the meaning of –TOP / BOTTOM (explaining it to 'Snoopy') (focus on children demonstrating an understanding of what we have been doing, learning— Can they paraphrase what they have learnt to create a Maths dictionary of prep language).
5 mins	Share Time	Children verbalise what they have been doing—using the vocabulary focus for the day and modelling correct sentence structure.