

## Comprehension Builders

### Targeted Intervention Group to support SLCN

#### **Bi-Borough SLT Levels of Support**

The Bi-Borough School Aged Speech, Language and Communication Local Offer is provided through Central London Community Healthcare (CLCH) NHS Trust and the Bi-Borough Inclusion Service. The Whole System Approach works at a universal, targeted and specialist level, providing training and guidance to professionals and parents at all levels to identify and meet the needs of school aged children.

A child/young person may receive several packages from different levels at the same time, with specialist level interventions based on their need at a given moment in time.

#### **Comprehension Builders Overview**

Comprehension Builders is a targeted intervention designed to help children to develop their understanding of instructions increasing in length and complexity.

**Comprehension Builders comprises of 6, 30-minute sessions to be delivered weekly over a 6-week period.**

The group should be run by a consistent member of the class team with between 3-5 students.

#### **What age range of students is comprehension builders for?**

Comprehension Builders is appropriate for children in EYFS and KS1.

#### **What skills do students need to have to take part in comprehension builders?**

To be able to access the group children should have the ability to attend and listen to an adult for around 10 minutes (with adult support to refocus on the task).

**Which students would benefit from comprehension builders?**

Children and Young People who:

- Require frequent repetition of instructions.
- Complete part of an instruction.
- Forget tasks.
- Can only follow single steps.

**How will comprehension builders support the students in the classroom and/or playground?**

- ✓ Helping children follow longer instructions.
- ✓ Identifying key vocabulary
- ✓ Developing the understanding of nouns, verbs, prepositions, and adjectives

Weekly Overview

Week	Aims	Resources
Week 1	<ul style="list-style-type: none"> <li>To be able to listen out for key information/items.</li> <li>To be able to follow instructions of increasing complexity containing a noun.</li> </ul>	<ul style="list-style-type: none"> <li>From this Pack               <ul style="list-style-type: none"> <li>Visual Timetable</li> <li>Story 1 – Who and What</li> <li>Story 1 – Characters and Items</li> <li>Story 1 – Prompt Cards</li> <li>Noun Instructions</li> <li>Dolly</li> <li>Teddy</li> <li>Noun Items</li> <li>Comprehension Builders Outcomes and Goal Monitoring Sheet</li> </ul> </li> <li>From School               <ul style="list-style-type: none"> <li>Barriers (<i>Optional</i>)</li> <li>Pen/Pencil (<i>1 per student</i>)</li> </ul> </li> </ul>
Week 2	<ul style="list-style-type: none"> <li>To be able to listen out for key information/items.</li> <li>To be able to follow instructions of increasing complexity containing a verb.</li> </ul>	<ul style="list-style-type: none"> <li>From this Pack               <ul style="list-style-type: none"> <li>Visual Timetable</li> <li>Simon Says Instructions</li> <li>Simon Says Visual Cues</li> <li>Verb Instructions</li> <li>Verb Instruction Pictures</li> </ul> </li> <li>From School               <ul style="list-style-type: none"> <li>Barriers (<i>Optional</i>)</li> <li>Pen/Pencil (<i>1 per student</i>)</li> </ul> </li> </ul>
Week 3	<ul style="list-style-type: none"> <li>To be able to listen out for key information/items.</li> <li>To be able to follow instructions of increasing complexity containing a verb and adjective.</li> </ul>	<ul style="list-style-type: none"> <li>From this Pack               <ul style="list-style-type: none"> <li>Visual Timetable</li> <li>Story 2 – Who, What Doing, What and Where</li> <li>Story 1 – Characters, Actions, Items and Locations</li> <li>Story 2 – Prompt Cards</li> <li>Verb and Adjective Instructions</li> <li>Verb and Adjective Instruction Pictures</li> </ul> </li> <li>From School               <ul style="list-style-type: none"> <li>Barriers (<i>Optional</i>)</li> </ul> </li> </ul>

**Comprehension Builders**  
**Targeted Intervention Group to Support SLCN**  
**RESOURCE: Verb Instructions**

		<ul style="list-style-type: none"> <li>- Pen/Pencil (1 per student)</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• To be able to listen out for key information/items.</li> <li>• To be able to follow instructions of increasing complexity containing a preposition / concept.</li> </ul>	<ul style="list-style-type: none"> <li>• From this Pack <ul style="list-style-type: none"> <li>- Visual Timetable</li> <li>- 'I went to the market and I bought...' sentence starter</li> <li>- 'I went to the market and I bought...' shopping items</li> <li>- Preposition / Concept Instructions</li> <li>- Preposition / Concept Instruction Pictures</li> </ul> </li> <li>• From School <ul style="list-style-type: none"> <li>- Barriers (Optional)</li> <li>- Pen/Pencil (1 per student)</li> </ul> </li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• To be able to listen out for key information/items.</li> <li>• To be able to follow instructions of increasing complexity containing a location.</li> </ul>	<ul style="list-style-type: none"> <li>• From this Pack <ul style="list-style-type: none"> <li>- Visual Timetable</li> <li>- Monster</li> <li>- Monster Instructions</li> <li>- Monster Food</li> <li>- Location Instructions</li> <li>- Location Instruction Pictures</li> </ul> </li> <li>• From School <ul style="list-style-type: none"> <li>- Barriers (Optional)</li> <li>- Pen/Pencil (1 per student)</li> </ul> </li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• To be able to listen out for key information/items.</li> <li>• To be able to follow instructions of increasing complexity containing an adjective.</li> </ul>	<ul style="list-style-type: none"> <li>• From this Pack <ul style="list-style-type: none"> <li>- Visual Timetable</li> <li>- Gingerbread</li> <li>- Alien</li> <li>- Dress Up Clothes</li> <li>- Dress Up Instructions</li> <li>- Adjective Instructions</li> <li>- Adjective Instruction Pictures</li> <li>- Comprehension Builders Outcomes and Goal Monitoring Sheet (as completed in week 1)</li> </ul> </li> <li>• From School <ul style="list-style-type: none"> <li>- Barriers (Optional)</li> <li>- Pen/Pencil (1 per student)</li> </ul> </li> </ul>

## Week 1

### Week 1 Overview

The focus of the activities this week is:

- To be able to listen out for key information/items.
- To be able to follow instructions of increasing complexity containing a noun.

These skills will support the children/young people's ability to:

- To be able to listen out for key information/items.
- To be able to follow instructions of increasing complexity.
- To name items and follow concrete instructions.

### Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Story 1 – Who and What
- Story 1 – Characters and Items
- Story 1 – Prompt Cards
- Noun Instructions
- Dolly
- Teddy
- Noun Items
- Comprehension Builders Outcomes and Goal Monitoring Sheet

For the group this week, you will need the following items from School:

- Barriers (*Optional*)
- Pen/Pencil (*1 per student*)

**Week 1 Session Plan**

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p><b>Introduction</b></p> <p><i>Aim: To introduce the session</i></p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>Visual Timetable</li> </ul>		<p>Introduce the group: <i>“Today we are going to have a think about and practise following instructions.”</i></p> <p>Go through the visual timetable.</p> <p><i>“We all have to follow instructions every day of our lives”.</i></p> <p><i>“Who can tell me a time when we have to follow instructions?”</i></p> <p>Pause and go round the group asking each student the question above.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask students to share why it is important to follow instructions at the time they said.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give examples e.g. “we have to follow instructions to cook food”</li> <li>Give options of when we might follow instructions e.g. “do we follow instructions when cooking or walking?”</li> </ul>
<p><b>Activity 1: Story Comprehension</b></p> <p><i>Aim: To support students to listen out for key information/items.</i></p>	<ul style="list-style-type: none"> <li>Story 1 – who and what</li> <li>Story 1 Characters and Items</li> <li>Story 1 Prompt Cards</li> </ul>	<p>Give each student in the group a story character and/or item to listen out for.</p>	<p>Introduce the activity and first area for discussion.</p> <p><i>“To start us off we are going to read a story.”</i></p> <p><i>“I am going to give each of you a character and/or an item from the story</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Provide multiple items / characters for each student to listen out for.</li> <li>Vary your voice to: <ul style="list-style-type: none"> <li>Be quiet</li> <li>Be fast</li> </ul> </li> </ul>

<p>(10 minutes)</p>			<p><i>and I want you to hold this in the air, when you hear this in the story.</i></p> <p><i>“So, if you are holding an apple and I said: ‘the little girl ate an apple’ then you would hold your apple sign in the air.”</i></p> <p>Read the story and support the students to hold up their item when they hear it.</p> <p>Use the story prompt cards if required.</p>	<p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Use the prompt cards and point to these when a key word is said.</li> <li>• Emphasise the key items (underlined) in the text.</li> <li>• Look towards the students if you know they have the item said.</li> <li>• Prompt student’s e.g. I said apple, who has apple.</li> </ul>
<p><b>Activity 1: Noun Instructions</b></p> <p><i>Aim: To develop student’s abilities to follow instructions (with 1-4 information carrying words) containing nouns.</i></p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> <li>• Barriers (OPTIONAL)</li> <li>• Noun Instructions</li> <li>• Dolly (1 per student)</li> <li>• Teddy (1 per student)</li> <li>• Noun Items (1 per student)</li> </ul>	<p>Cut each item out individually – ensure there is one copy per child in the group.</p> <p>Give each child a picture of a dolly and a teddy, as well as all the items listed.</p>	<p>Introduce the activity:</p> <p>Place the barriers between each student so that they can only see the space directly in front of them (if using) – this will allow you to monitor each student’s ability as they will be unable to copy their peers.</p> <p><i>“Now, I’m going to give you an instruction and I want you to follow what I say.”</i></p> <p>Go through the ‘Noun instructions’ reading each instruction out in order.</p> <p>Wait for the group to have time to process and respond to the instruction. Then move onto the next instruction.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the students to provide a similar instruction to you.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Remove the barrier and complete the activity as a group.</li> </ul>

			<p>At the end, remove the barriers, allowing everyone to check their ability to follow the instructions provided.</p> <p><i>“How did we all do?”</i> <i>“Has anyone done anything differently to the rest of the group?”</i></p>	
<p><b>Review: Reflection</b></p> <p><i>Aim:</i> <i>To recap on what has been covered and for each student to reflect on their current abilities and.</i></p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>Comprehension Builders Outcome / Goal Sheet (1 per student)</li> </ul>	<p>Ensure you have printed one goal sheet for each student prior to the session.</p>	<p>Introduce the activity and reflections. <i>“Today we have spent some time starting to think about and practising our ability to follow instructions containing a noun.”</i></p> <p><i>“Who can tell me something they have learnt today?”</i> Go around the group and ask each student to identify something they have learnt in the session.</p> <p>Complete the Comprehension Builders Outcome / Goal Sheet for each student to see their baseline.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the group to tell a peer something they thought they did well.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give the group options to choose from.</li> </ul>



## Week 2

### Week 2 Overview

The focus of the activities this week is:

- To be able to listen out for key information/items.
- To be able to follow instructions of increasing complexity containing a verb.

These skills will support the children/young people's ability to:

- To be able to listen out for key information/items.
- To be able to follow instructions of increasing complexity.
- To name action words and follow action instructions.

### Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Simon Says Instructions
- Simon Says Visual Cues
- Verb Instructions
- Verb Instruction Pictures

For the group this week, you will need the following items from School:

- Barriers (*Optional*)
- Pen/Pencil (*1 per student*)

**Week 2 Session Plan**

Activity <i>Aims</i>	Resources	Setting Up	Plan	Adapting the Activity
<p><b>Introduction</b></p> <p><i>Aim:</i> To introduce the session</p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>Visual Timetable</li> </ul>		<p>Introduce the group: <i>“Today we are going to continuing thinking about and practising following instructions.”</i></p> <p>Go through the visual timetable.</p> <p><i>“Who can tell me what we were doing last week in our group together?”</i></p> <p>Pause to allow time for the students to respond.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the students to identify a time they used this skill in the last week.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give reminders, e.g. first we listened to a story, what did we have to do when we were listening?</li> </ul>
<p><b>Activity 1: Simon Says</b></p> <p><i>Aim:</i> To support students to listen out for key terms.</p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> <li>Simon Says Instructions</li> <li>Simon Says Visual Cues</li> </ul>		<p>Introduce the activity and first area for discussion: <i>“To start us off we are going to play Simon Says.”</i></p> <p><i>“I think you might have played this before, but I will explain to make sure we all understand.”</i></p> <p><i>“I’m going to give you an instruction with a verb (doing word) in it. If I say, ‘Simon Says...’ they you should follow the instruction, but if I say the instruction without ‘Simon’ then stay as still as you can.”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Vary your voice to:                             <ul style="list-style-type: none"> <li>Be quiet</li> <li>Be fast</li> </ul> </li> <li>Students could have a go at giving each other instructions.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Emphasise the verbs / doing words.</li> <li>Model the action required.</li> <li>Use the visual cues.</li> </ul>

		<p>Play Simon Says and support the students to achieve success.</p>	<ul style="list-style-type: none"> <li>Prompt student's e.g. Did I say 'Simon'?</li> </ul>
<p><b>Activity 2: Verb Instructions</b></p> <p><i>Aim: To develop student's abilities to follow instructions (with 1-4 information carrying words) containing verbs.</i></p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> <li>Barriers (OPTIONAL)</li> <li>Verb Instructions</li> <li>Verb Instruction Pictures</li> </ul>	<p>Introduce the activity.  <i>"As we said last week, we all have to follow instructions every day of our lives".</i></p> <p><i>"Last week, we focused on nouns (items or people) and today we are going to focus on verbs which are doing words or actions."</i></p> <p>Place the barriers between each student so that they can only see the space directly in front of them (if using) – this will allow you to monitor each student's ability as they will be unable to copy their peers.</p> <p><i>"Now, I'm going to give you an instruction and I want you to follow what I say."</i></p> <p>Go through the 'verb instructions' reading each instruction out in order.</p> <p>Wait for the group to have time to process and respond to the instruction.          Then move onto the next instruction.</p> <p>At the end, remove the barriers, allowing everyone to check their ability to follow the instructions provided.</p> <p><i>"How did we all do?"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the students to provide a similar instruction to you.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Remove the barrier and complete the activity as a group.</li> </ul>

			<p><i>“Has anyone done anything differently to the rest of the group?”</i></p>	
<p><b>Review: Reflection</b></p> <p><i>Aim: To recap on what has been covered and for each student to reflect on their current abilities and.</i></p> <p>(5 minutes)</p>			<p>Introduce the activity and reflections. <i>“Today we have spent some time starting to think about and practising our ability to follow instructions containing a verb.”</i></p> <p><i>“Who can tell me something they have learnt today”</i> Go around the group and ask each student to identify something they have learnt in the session.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the group to tell a peer something they thought they did well.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give the group options to choose from.</li> </ul>

### Week 3

#### Week 3 Overview

The focus of the activities this week is:

- To be able to listen out for key information/items.
- To be able to follow instructions of increasing complexity containing a verb and adjective.

These skills will support the children/young people's ability to:

- To be able to listen out for key information/items.
- To be able to follow instructions of increasing complexity.
- To name action and describing words.
- To follow instructions containing action and description words.

#### Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Story 2 – Who, What Doing, What and Where
- Story 1 – Characters, Actions, Items and Locations
- Story 2 – Prompt Cards
- Verb and Adjective Instructions
- Verb and Adjective Instruction Pictures

For the group this week, you will need the following items from School:

- Barriers (*Optional*)
- Pen/Pencil (*1 per student*)

**Week 3 Session Plan**

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p><b>Introduction</b></p> <p><i>Aim:</i> To introduce the session</p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>Visual Timetable</li> </ul>		<p>Introduce the group: <i>“Today we are going to continuing thinking about and practising following instructions.”</i></p> <p>Go through the visual timetable.</p> <p><i>“Who can tell me what we were doing last week in our group together?”</i></p> <p>Pause to allow time for the students to respond.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the students to identify a time they used this skill in the last week.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give reminders, e.g. first we played a game, what did we have to do?</li> </ul>
<p><b>Activity 1: Story Comprehension</b></p> <p><i>Aim:</i> To support students to listen out for key information.</p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> <li>Story 2 – who, what doing, what, where</li> <li>Story 2 – Characters and Items</li> <li>Story 2 – Prompt Cards</li> </ul>	<p>Give each student in the group a story character, action, item and/or location to listen out for.</p>	<p>Introduce the activity and first area for discussion.</p> <p><i>“To start us off we are going to read a story. You were so great at this two weeks ago, so I thought we would do it again, but this time it’ll be harder”.</i></p> <p><i>“I am going to give each of you a character, an action, and item and a location (place) from the story and I want you to hold this in the air, when you hear your item said.”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Provide multiple items / characters for each student to listen out for.</li> <li>Vary your voice to: <ul style="list-style-type: none"> <li>Be quiet</li> <li>Be fast</li> </ul> </li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Reduce the components each student has e.g. just giving them a ‘where’, rather than all three.</li> </ul>

			<p><i>“So, if you are holding a pig and I said: ‘the pig went into the shed’ then you would hold your pig sign in the air.”</i></p> <p>Read the story and support the students to hold up their pictured person/item/place when they hear it.</p> <p>Use the story prompt cards if required.</p>	<ul style="list-style-type: none"> <li>• Use the prompt cards and point to these when a key word is said.</li> <li>• Emphasise the key items (underlined) in the text.</li> <li>• Look towards the students if you know they have the item said.</li> <li>• Prompt student’s e.g. I said pig, who has pig.</li> </ul>
<p><b>Activity 2: Adjective Instructions</b></p> <p><i>Aim:</i> To develop student’s abilities to follow instructions (with 1-4 information carrying words) containing adjectives.</p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> <li>• Barriers (OPTIONAL)</li> <li>• Verb and Adjective Instructions</li> <li>• Verb and Adjective Instruction Pictures</li> </ul>		<p>Introduce the activity.</p> <p><i>“As we said last week, we all have to follow instructions every day of our lives”.</i></p> <p><i>“Last week, we focused on verbs (doing words) and today we are going to focus on adjectives which are describing words.”</i></p> <p>Place the barriers between each student so that they can only see the space directly in front of them (if using) – this will allow you to monitor each student’s ability as they will be unable to copy their peers.</p> <p><i>“Now, I’m going to give you an instruction and I want you to follow what I say.”</i></p> <p>Go through the ‘Verb and Adjective instructions’ reading each instruction out in order.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the students to provide a similar instruction to you.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Remove the barrier and complete the activity as a group.</li> </ul>

			<p>Wait for the group to have time to process and respond to the instruction. Then move onto the next instruction.</p> <p>At the end, remove the barriers, allowing everyone to check their ability to follow the instructions provided.</p> <p><i>“How did we all do?”</i>  <i>“Has anyone done anything differently to the rest of the group?”</i></p>	
<p><b>Review: Reflection</b></p> <p><i>Aim:</i>  <i>To recap on what has been covered and for each student to reflect on their current abilities.</i></p> <p>(5 minutes)</p>			<p>Introduce the activity and reflections.  <i>“Today we have spent some time starting to think about and practising our ability to follow instructions containing an adjective.”</i></p> <p><i>“Who can tell me something they have learnt today?”</i>                  Go around the group and ask each student to identify something they have learnt in the session.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the group to tell a peer something they thought they did well.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give the group options to choose from.</li> </ul>



## Week 4

### Week 4 Overview

The focus of the activities this week is:

- To be able to listen out for key information/items.
- To be able to follow instructions of increasing complexity containing a preposition / concept.

These skills will support the children/young people's ability to:

- To be able to listen out for key information/positions.
- To be able to follow instructions of increasing complexity.
- To name prepositions and concept words.
- To follow instructions containing preposition and concept words.

### Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- 'I went to the market and I bought...' sentence starter
- 'I went to the market and I bought...' shopping items
- Preposition / Concept Instructions
- Preposition / Concept Instruction Pictures

For the group this week, you will need the following items from School:

- Barriers (*Optional*)
- Pen/Pencil (*1 per student*)

**Week 4 Session Plan**

Activity <i>Aims</i>	Resources	Setting Up	Plan	Adapting the Activity
<p><b>Introduction</b></p> <p><i>Aim:</i> To introduce the session</p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>Visual Timetable</li> </ul>		<p>Introduce the group: <i>“Today we are going to continuing thinking about and practising following instructions.”</i></p> <p>Go through the visual timetable.</p> <p><i>“Who can tell me what we were doing last week in our group together?”</i></p> <p>Pause to allow time for the students to respond.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the students to identify a time they used this skill in the last week.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give reminders, e.g. first we listened to a story, what did we have to do when we were listening?</li> </ul>
<p><b>Activity 1: I went to the market, and I bought...</b></p> <p><i>Aim:</i></p>	<ul style="list-style-type: none"> <li>‘I went to the market, and I bought...’ sentence starter.</li> <li>Market shopping items visual</li> </ul>	<p>Ensure that you have the ‘I went to the market, and I bought...’ sentence starter visual</p>	<p>Introduce the activity. <i>“To start us off we are going to play I went to the market, and I bought...”</i></p> <p><i>“We are each going to think of an item we could buy at the market. When it is your turn,</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the group to think of abstract items that might be bought at the market – use their imagination.</li> </ul>

<p><i>To support students to listen out for key information/items.</i></p> <p>(10 minutes)</p>		<p>and that it is visible by the group.</p>	<p><i>you will add this to the list of items bought at the market.”</i></p> <p><i>“So, I might say ‘I went to the market, and I bought some milk’, then the next person would say, ‘I went to the market, and I bought some milk and an apple’ so they have added to the list.”</i></p> <p><i>“We will keep adding to our list until we forget an item”</i></p> <p>Go round the group adding to the list as the next person has a turn.</p>	<p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Ask the group to help their peers.</li> <li>• Use the market shopping items visual to support the group to think of and remember items bought at the market.</li> </ul>
<p><b>Activity 2: Preposition/Concept Instructions</b></p> <p><i>Aim: To develop student’s abilities to follow instructions (with 1-4 information carrying words) containing prepositions/concepts.</i></p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> <li>• Barriers (OPTIONAL)</li> <li>• Preposition/Concept Instructions</li> <li>• Preposition/Concept Instruction Pictures</li> </ul>		<p>Introduce the activity <i>“You’ve been doing so well with following instructions, so today we will make them even harder again”</i></p> <p>Place the barriers between each student so that they can only see the space directly in front of them (if using) – this will allow you to monitor each student’s ability as they will be unable to copy their peers.</p> <p><i>“Now, I’m going to give you an instruction and I want you to follow what I say.”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the students to provide a similar instruction to you.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Remove the barrier and complete the activity as a group.</li> </ul>

			<p>Go through the 'Preposition/Concept Instructions' reading each instruction out in order.</p> <p>Wait for the group to have time to process and respond to the instruction. Then move onto the next instruction.</p> <p>At the end, remove the barriers, allowing everyone to check their ability to follow the instructions provided.</p> <p><i>"How did we all do?"</i> <i>"Has anyone done anything differently to the rest of the group?"</i></p>	
<p><b>Review: Reflection</b></p> <p><i>Aim:</i> <i>To recap on what has been covered and for each student to reflect on their current abilities and.</i></p> <p>(5 minutes)</p>			<p>Introduce the activity and reflections. <i>"Today we have spent some time starting to think about and practising our ability to follow instructions containing a verb."</i></p> <p><i>"Who can tell me something they have learnt today"</i></p> <p>Go around the group and ask each student to identify something they have learnt in the session.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the group to tell a peer something they thought they did well.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give the group options to choose from.</li> </ul>

## Week 5

### Week 5 Overview

The focus of the activities this week is:

- To be able to listen out for key information/items.
- To be able to follow instructions of increasing complexity containing a location.

These skills will support the children/young people's ability to:

- To be able to listen out for key information/items.
- To be able to follow instructions of increasing complexity.
- To name location words.
- To follow instructions containing location words.

### Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Monster
- Monster Instructions
- Monster Food
- Location Instructions
- Location Instruction Pictures

For the group this week, you will need the following items from School:

- Barriers (*Optional*)
- Pen/Pencil (*1 per student*)

**Week 5 Session Plan**

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p><b>Introduction</b></p> <p><i>Aim:</i> To introduce the session</p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>Visual Timetable</li> </ul>		<p>Introduce the group: <i>“Today we are going to continuing thinking about and practising following instructions.”</i></p> <p>Go through the visual timetable.</p> <p><i>“Who can tell me what we were doing last week in our group together?”</i></p> <p>Pause to allow time for the students to respond.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the students to identify a time they used this skill in the last week.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give reminders, e.g. first we played a game, what did we have to do when playing the game?</li> </ul>
<p><b>Activity 1: Feed the Monster</b></p> <p><i>Aim:</i> To support students to listen out for key information/items.</p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> <li>Monster</li> <li>Monster Instructions</li> <li>Monster Food</li> </ul>	<p>Ensure you have cut out the monster, including its mouth and all the items in advance of the session.</p>	<p>Introduce the activity and first area for discussion.</p> <p><i>“To start us off we are going to play a game.”</i></p> <p><i>“I am going to give each of you some items and I want you to feed these to the monster, when you hear the item, you have in front of you said.”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Vary your voice to: <ul style="list-style-type: none"> <li>Be quiet</li> <li>Be fast</li> </ul> </li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Emphasise the items.</li> <li>Look towards the students if you</li> </ul>

			<p><i>“So, if you are holding an apple and I said: ‘the monster ate an apple’ then you would feed your apple to the monster.”</i></p> <p>Read the instructions and support the students to feed their items to the monster as they hear their item.</p>	<p>know they have the item said.</p> <ul style="list-style-type: none"> <li>Prompt student’s e.g. I said apple, who has apple.</li> </ul>
<p><b>Activity 2: Location Instructions</b></p> <p><i>Aim:</i>                  To develop student’s abilities to follow instructions (with 1-4 information carrying words) containing locations.</p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> <li>Barriers (OPTIONAL)</li> <li>Locations Instructions</li> <li>Locations Instruction Pictures</li> </ul>		<p>Introduce the activity.  <i>“You’ve been doing so well with following instructions, so today we will make them even harder again.”</i></p> <p>Place the barriers between each student so that they can only see the space directly in front of them (if using) – this will allow you to monitor each student’s ability as they will be unable to copy their peers.</p> <p><i>“Now, I’m going to give you an instruction and I want you to follow what I say.”</i></p> <p>Go through the ‘locations instructions’ reading each instruction out in order.</p> <p>Wait for the group to have time to process and respond to the instruction.                  Then move onto the next instruction.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the students to provide a similar instruction to you.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Remove the barrier and complete the activity as a group.</li> </ul>

			<p>At the end, remove the barriers, allowing everyone to check their ability to follow the instructions provided.</p> <p><i>“How did we all do?”</i> <i>“Has anyone done anything differently to the rest of the group?”</i></p>	
<p><b>Review: Reflection</b></p> <p><i>Aim: To recap on what has been covered and for each student to reflect on their current abilities and.</i></p> <p>(5 minutes)</p>			<p>Introduce the activity and reflections.</p> <p><i>“Today we have spent some time starting to think about and practising our ability to follow instructions containing a verb.”</i></p> <p><i>“Who can tell me something they have learnt today”</i> Go around the group and ask each student to identify something they have learnt in the session.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the group to tell a peer something they thought they did well.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give the group options to choose from.</li> </ul>



## Week 6

### Week 6 Overview

The focus of the activities this week is:

- To be able to listen out for key information/items.
- To be able to follow instructions of increasing complexity containing an adjective.

These skills will support the children/young people's ability to:

- To be able to listen out for key information/items.
- To be able to follow instructions of increasing complexity.
- To name describing words.
- To follow instructions containing description words.

### Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Gingerbread
- Alien
- Dress Up Clothes
- Dress Up Instructions
- Adjective Instructions
- Adjective Instruction Pictures
- Comprehension Builders Outcomes and Goal Monitoring Sheet (*as completed in week 1*)

For the group this week, you will need the following items from School:

- Barriers (*Optional*)
- Pen/Pencil (*1 per student*)

**Week 6 Session Plan**

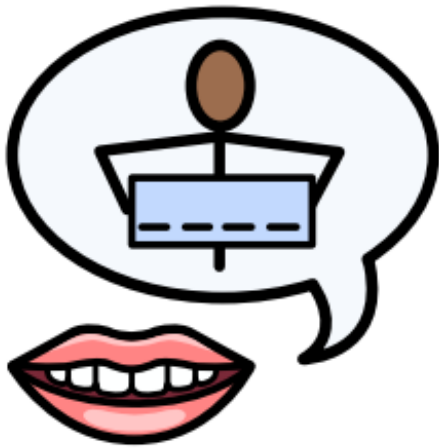
Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p><b>Introduction</b></p> <p><i>Aim:</i> To introduce the session</p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>Visual Timetable</li> </ul>		<p>Introduce the group: <i>“Today we are going to continuing thinking about and practising following instructions.”</i></p> <p>Go through the visual timetable.</p> <p><i>“Who can tell me what we were doing last week in our group together?”</i></p> <p>Pause to allow time for the students to respond.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the students to identify a time they used this skill in the last week.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give reminders, e.g. first we played a game, what did we have to do when playing the game?</li> </ul>
<p><b>Activity 1: Story Comprehension</b></p> <p><i>Aim:</i> To support students to listen out for key information/items.</p>	<ul style="list-style-type: none"> <li>Gingerbread</li> <li>Alien</li> <li>Dress Up Clothes</li> <li>Dress Up Instructions</li> </ul>		<p>Introduce the activity and first area for discussion.</p> <p><i>“To start us off we are going to play a dressing up game.”</i></p> <p>Place the barriers between each student so that they can only see the space directly in front of them (if using) – this will allow you to monitor each student’s ability as they will be unable to copy their peers.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Vary your voice to: <ul style="list-style-type: none"> <li>Be quiet</li> <li>Be fast</li> </ul> </li> <li>Student’s could have a go at giving each other instructions.</li> </ul>

(10 minutes)		<p><i>"I'm going to give you some characters and some clothes, you then need to listen carefully to my instructions to select the right character and item of clothing."</i></p> <p>Play dressing up and support the students to achieve success.</p>	<p>Too Hard?</p> <ul style="list-style-type: none"> <li>Emphasise the adjective / describing words (underlined).</li> </ul>
<p><b>Activity 2: Adjective Instructions</b></p> <p><i>Aim: To develop student's abilities to follow instructions (with 1-4 information carrying words) containing adjectives.</i></p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> <li>Barriers (OPTIONAL)</li> <li>Adjective Instructions</li> <li>Adjective Instruction Pictures</li> </ul>	<p>Introduce the activity.  <i>"You've been doing so well with following instructions, so today we will make them even harder again."</i></p> <p>Place the barriers between each student so that they can only see the space directly in front of them (if using) – this will allow you to monitor each student's ability as they will be unable to copy their peers.</p> <p><i>"Now, I'm going to give you an instruction and I want you to follow what I say."</i></p> <p>Go through the 'adjective instructions' reading each instruction out in order.</p> <p>Wait for the group to have time to process and respond to the instruction.          Then move onto the next instruction.</p> <p>At the end, remove the barriers, allowing everyone to check their ability to follow the instructions provided.</p> <p><i>"How did we all do?"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the students to provide a similar instruction to you.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Remove the barrier and complete the activity as a group.</li> </ul>

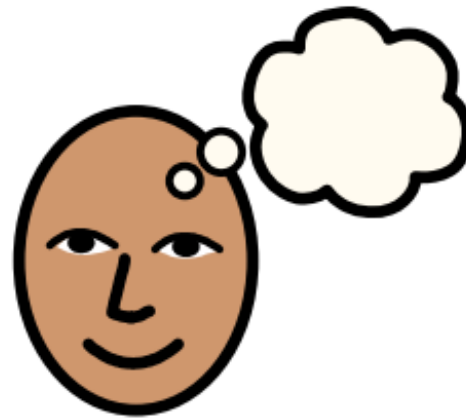
<p><b>Review: Reflection</b></p> <p><i>Aim: For each student to reflect on and identify what they have learnt over the last six weeks.</i></p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>Comprehension Builders Outcome / Goal Sheet (1 per student)</li> </ul>	<p><i>“Has anyone done anything differently to the rest of the group?”</i></p> <p>Introduce the activity and reflections.  <i>“Over the last six weeks, we have been thinking about our ability to follow instructions.”.</i></p> <p><i>“Who can tell me something they have learnt or improved at in our group sessions?”</i>        Go around the group and ask each student the above question.</p> <p><i>“Who can tell me something they will now think about and include in their written work in the classroom?”</i>        Go around the group and ask each student the above question.</p> <p>Complete the Comprehension Builders Outcome / Goal Sheet for each student to see their progress.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the group for multiple examples.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give the group options to choose from e.g., ‘what have you learnt about following instructions?’.</li> </ul>
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# Comprehension Builders

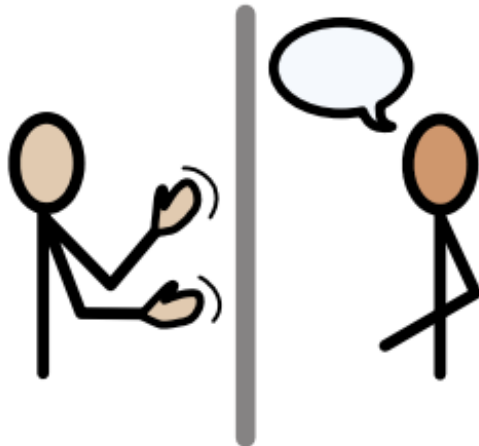
## Visual Timetable



Introduction



Activity 1



Activity 2



Review

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## The Story of Goldilocks and the three bears



Once upon a time there were three **bears** that lived in a house in the woods. There was a Daddy **bear**, Mummy **bear** and Baby **bear**. They went out for the day and left the house empty.

There was a little girl called **Goldilocks** and she decided to go for a long walk in the woods and found a little house. She knocked on the door but no one answered, so she decided to step inside and have a look.

**Goldilocks** saw three **bowls** of **porridge** on the table and her stomach growled. She was very hungry, so she tasted the first **bowl** but it was too hot! she tried the second **bowl** but it was too cold! there was one more **bowl** left. She tasted the last **bowl** of **porridge** and it was just right!

**Goldilocks** was very full after trying all the **bowls** of **porridge** so she wanted to sit down for a while. She saw three **chairs**. The first **chair** she sat on was too hard, so she tried the second **chair** but that was too soft. The last **chair** she sat on was just right but **Goldilocks** was too heavy for the **chair** and it broke!

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Goldilocks



Bear



porridge



bowl



chair

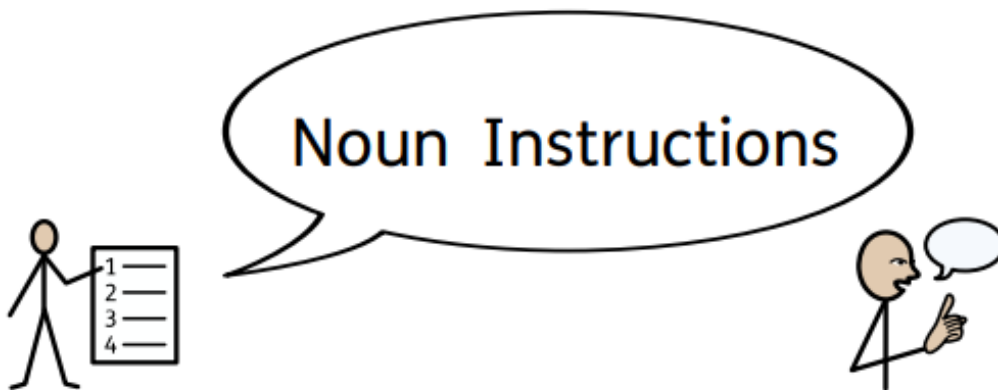


bed



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- Give dolly the apple
- Give teddy the book
- Give dolly the water
- Give teddy the eggs and milk
- Give dolly the milk and the biscuit
- Give teddy the water and apple
- Give dolly the bread, eggs and water
- Give teddy the book, milk and bread
- Give teddy the basket and give dolly the book

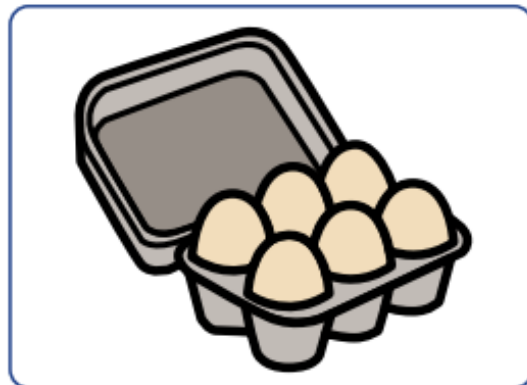
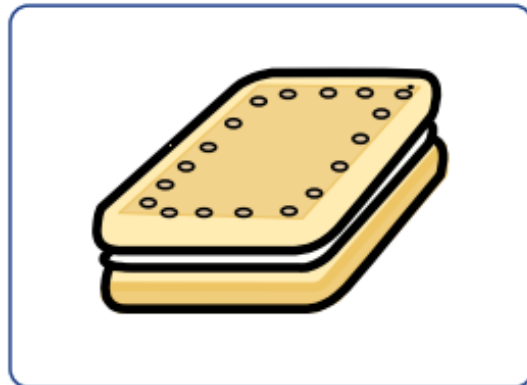
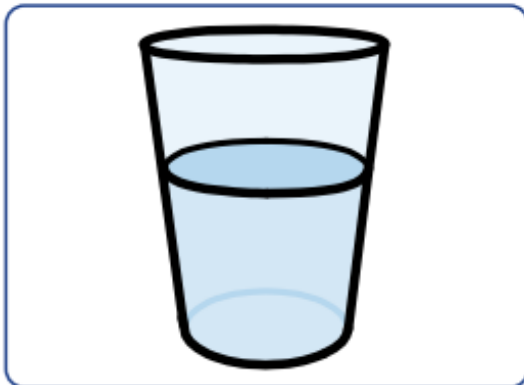


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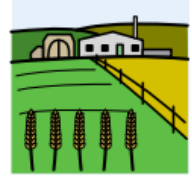
**Outcome/Goals Sheet for Comprehension Builders**

<b>Child's Name:</b>							<b>DOB:</b>					
<b>Date of initial Rating:</b>							<b>Date of Final Rating:</b>					
<b>Goal/Outcome</b> <i>(To be edited/deleted to meet the child/young person's needs)</i>							<b>Strategies to meet goal</b>					
1. To follow instructions containing 1-4 information carrying words (ICW). 2. To follow instructions containing nouns (people/items). 3. To follow instructions containing verbs (actions). 4. To follow instructions containing adjectives (descriptions). 5. To follow instructions containing prepositions / concepts. 6. To follow instructions containing locations.							A member of the class team will: <ul style="list-style-type: none"> <li>- Attend the Comprehension Builders learning workshop prior to setting up and running a group.</li> <li>- Run the Comprehension Builders Group with 3-5 children/young people for 30-minutes weekly over a 6-week period.</li> <li>- Complete a pre and post goal rating using the scale below.</li> </ul>					
<b>My Goal Progress</b>												
<b>Goal not met at all</b>	0	1	2	3	4	5	6	7	8	9	10	<b>Goal reached</b>

Copies shared with: Parents, Class teacher, SENCo, LSA

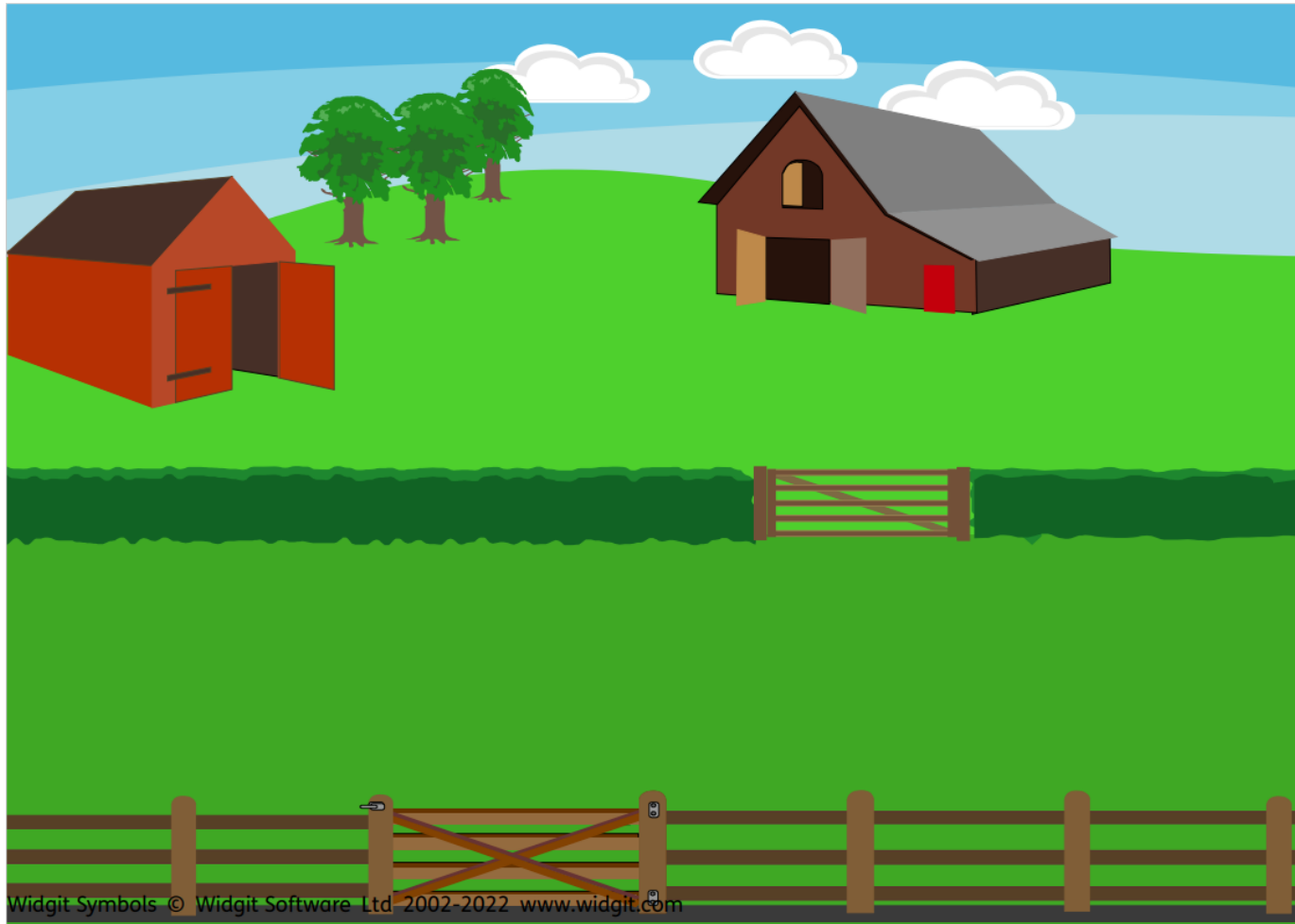


## Location Instructions

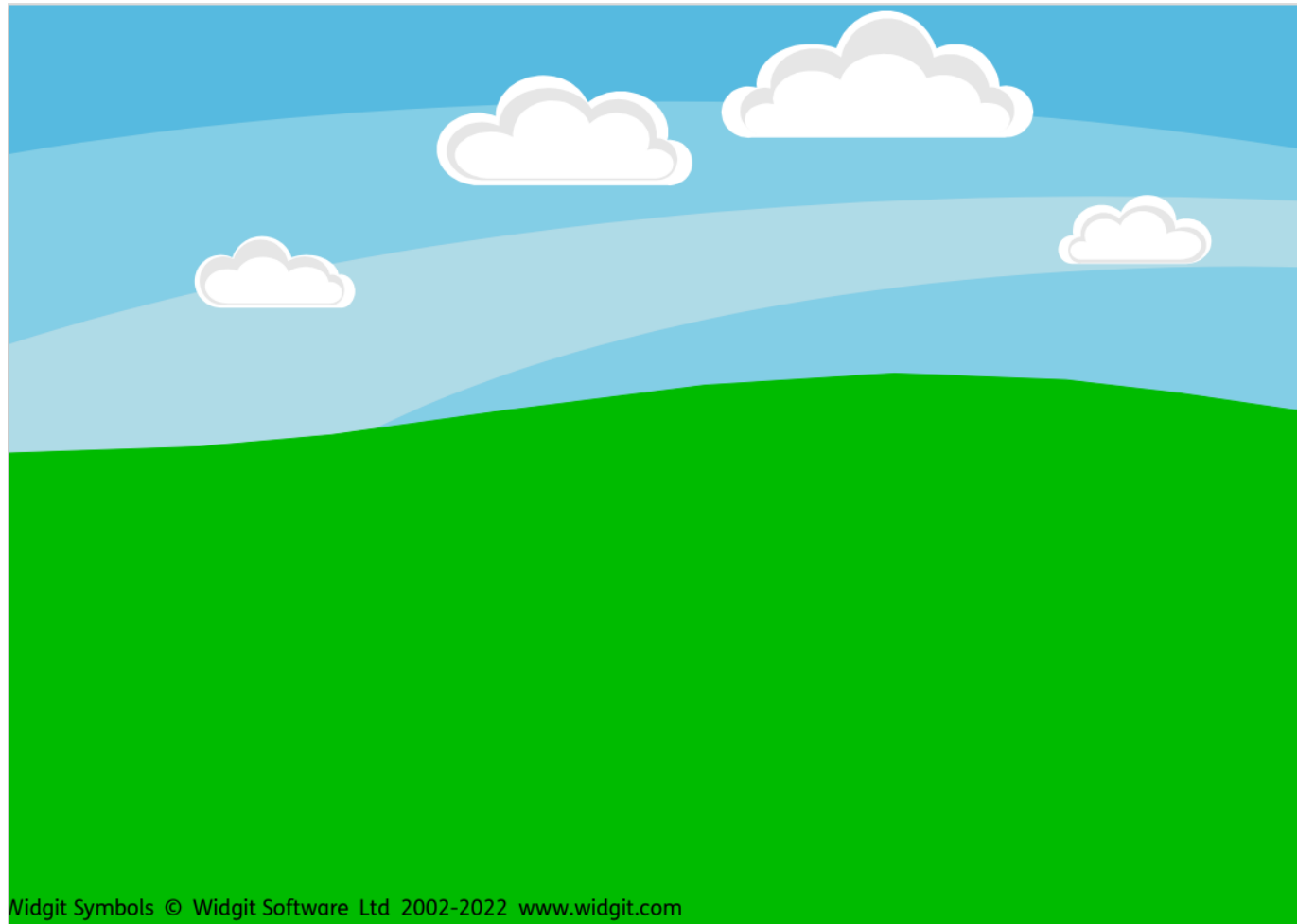


1. Put the cow in the field on the tractor
2. Put the Sheep on the barn in the farm
3. Put the log next to the pond on the field
4. Put the flower on the hay in the farm
5. Put the pig under the tree in the farm
6. Put the duck in the pond in the field
7. Put the scarecrow next to the fence in the farm
8. Put the horse under the tree in the field

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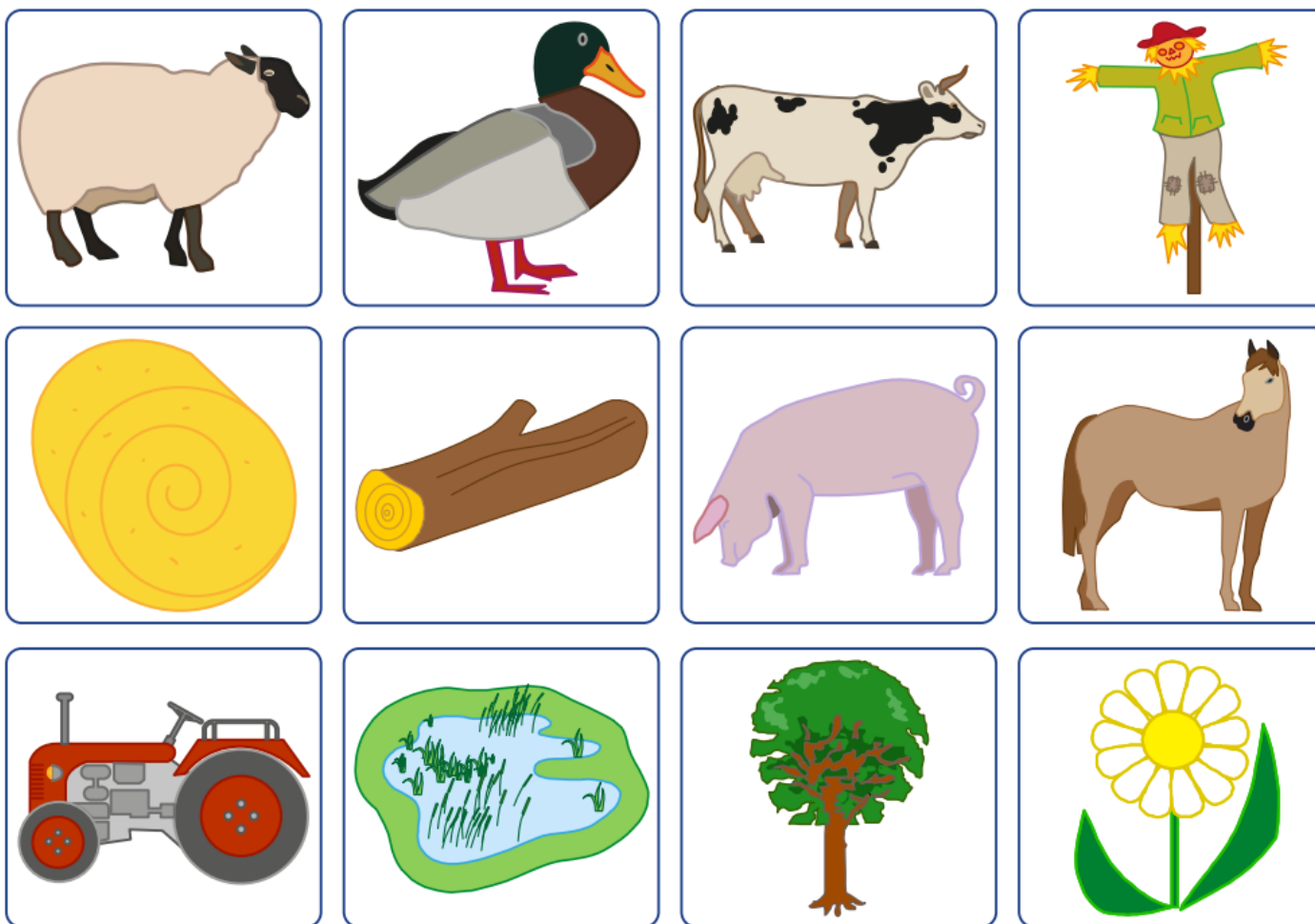
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Comprehension Builders  
Targeted Intervention Group to Support SLCN  
RESOURCE: Location Visual Supports



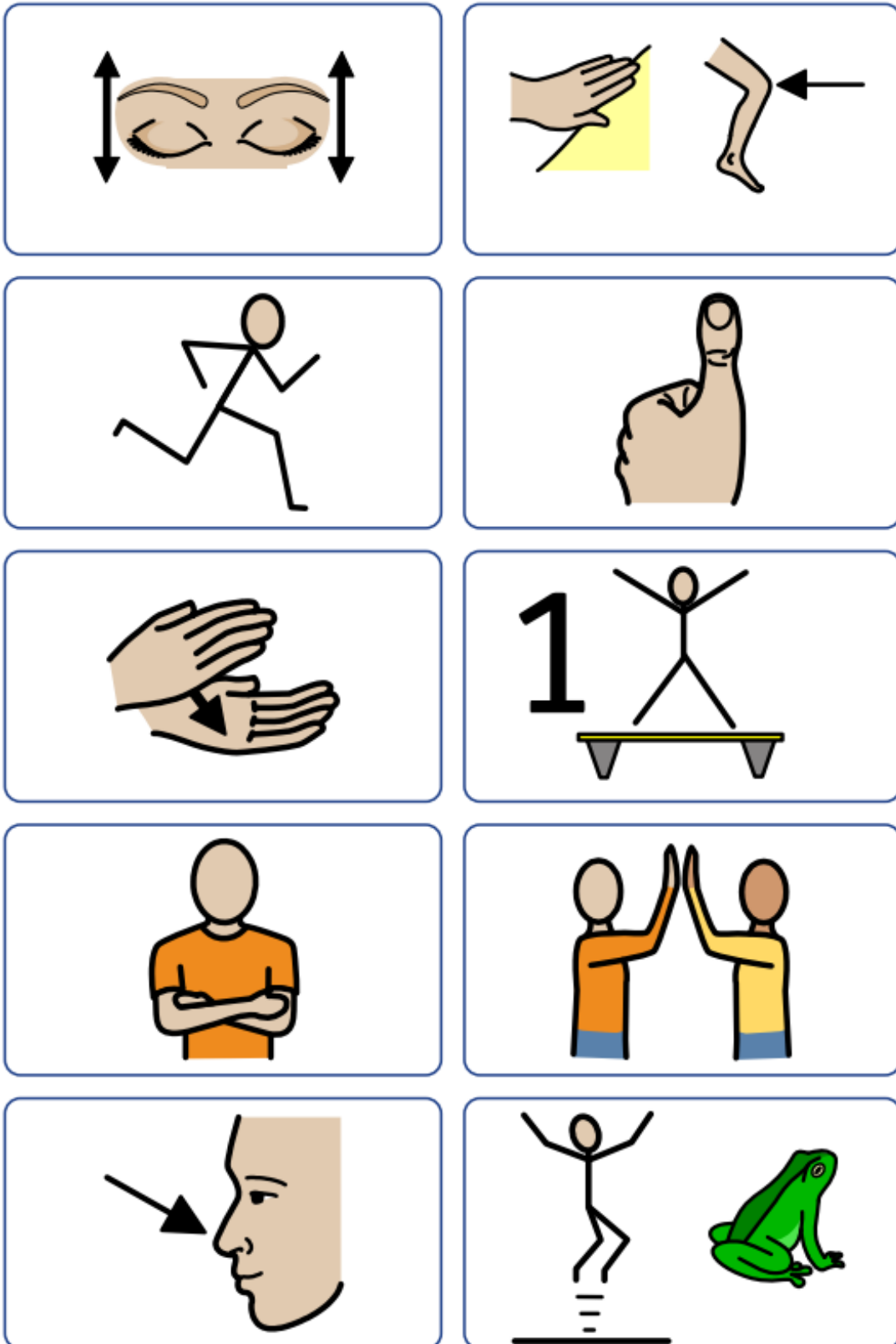
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## Simon Says Instructions



Lets play simon says, read the statements out loud and see if they can follow the verb instructions.

- Simon says blink your eyes
- Simon says touch your knee
- Simon says run on the spot
- Give a thumbs up
- Simon says clap your hands
- Do one star jump
- Fold your arms
- Simon says high five the person next to you
- Wiggle your nose
- Simon says jump like a frog



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## Verb Instructions



1. Point to the dog sleeping
2. Point to the dog eating
3. Point to the dog sitting
4. Point to the man drinking
5. Point to the lady walking
6. Point to the baby crying

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## Verb Instructions



7. Point to the lady kissing
8. Point to the person washing the car
9. Point to the boy reading
10. Point to the man falling
11. Point to the boy throwing a ball
12. Point to the boy laughing

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## Verb Instructions



13. Point to the girl cycling
14. Point to the baby clapping
15. Point to the boy painting a house
16. Point to the boy running
17. Point to the girl cutting
18. Point to the boy digging
19. Point to the boy climbing

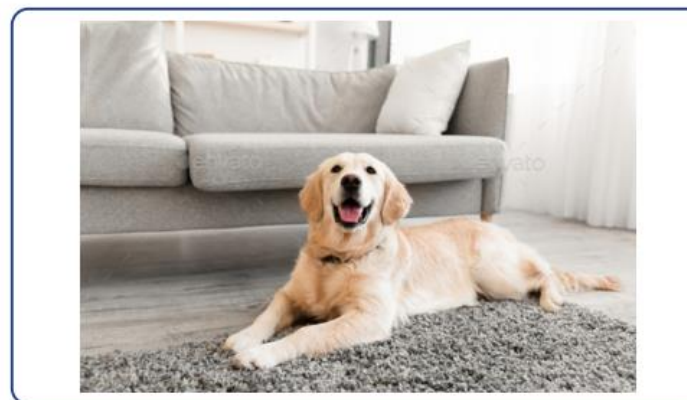
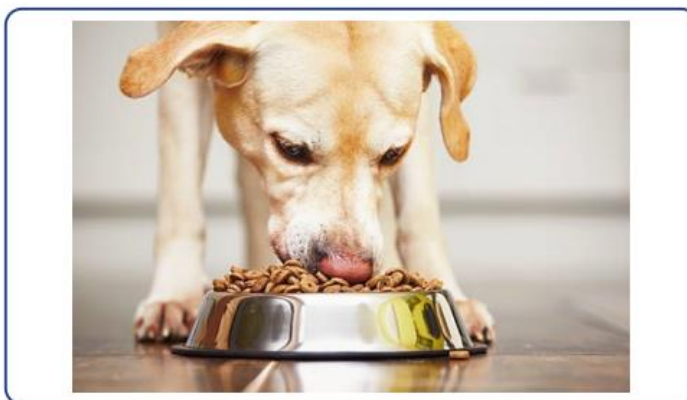
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# sleep



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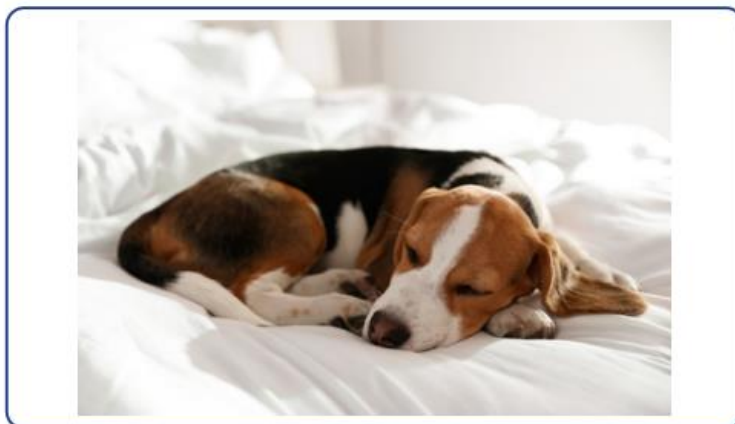
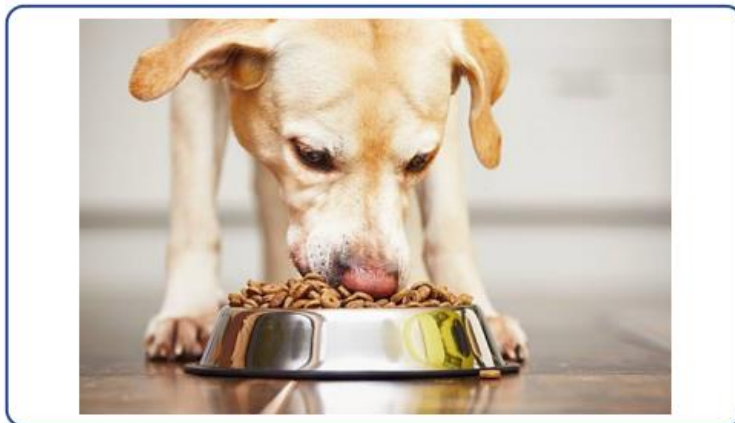
eat



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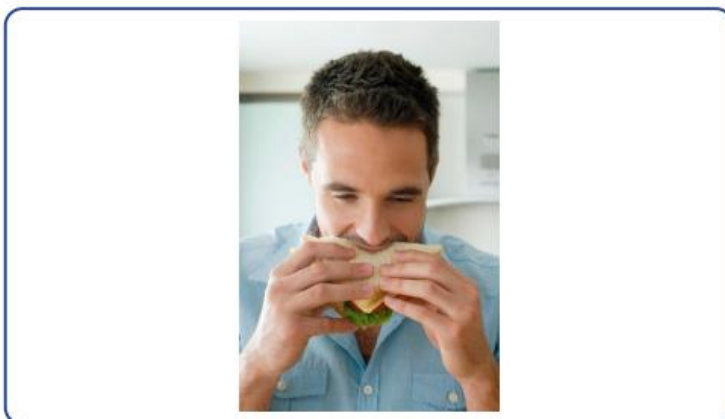
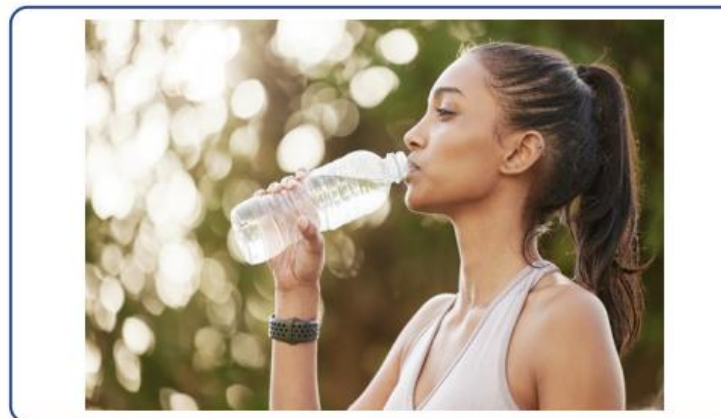
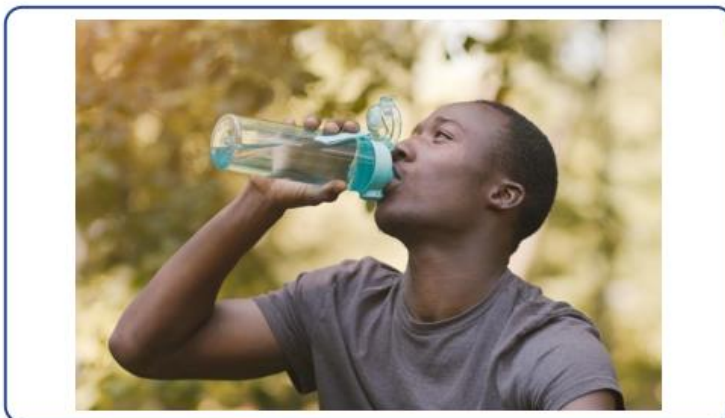


sit



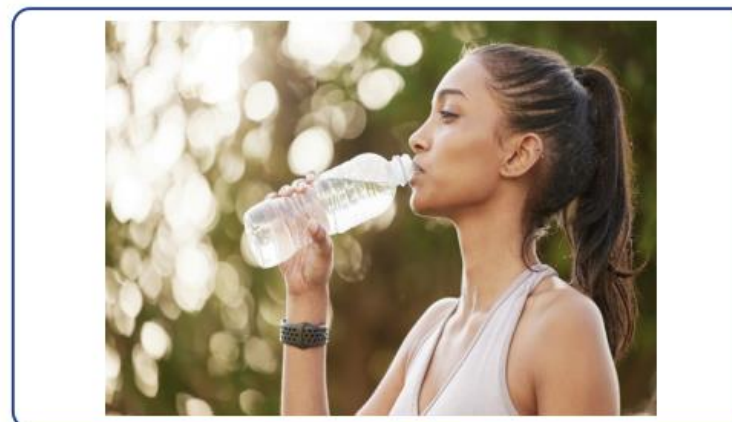
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# drink



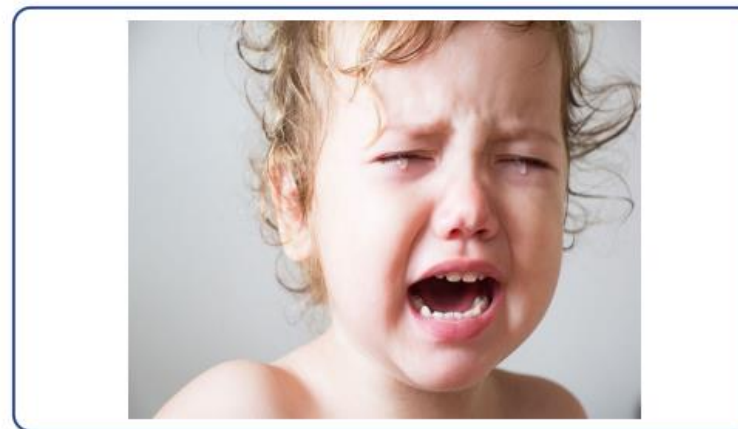
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walk



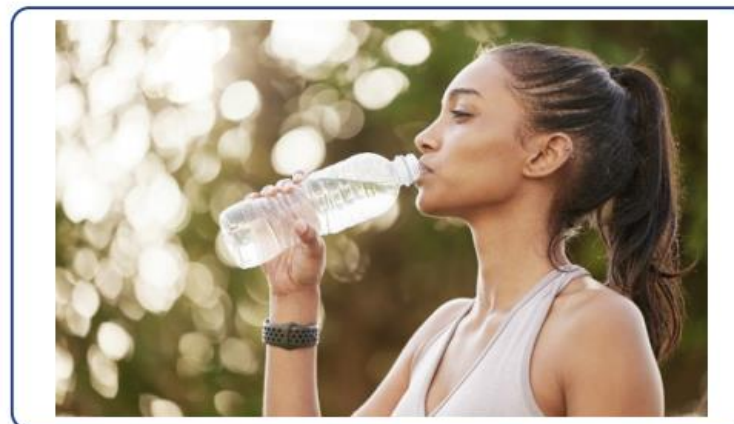
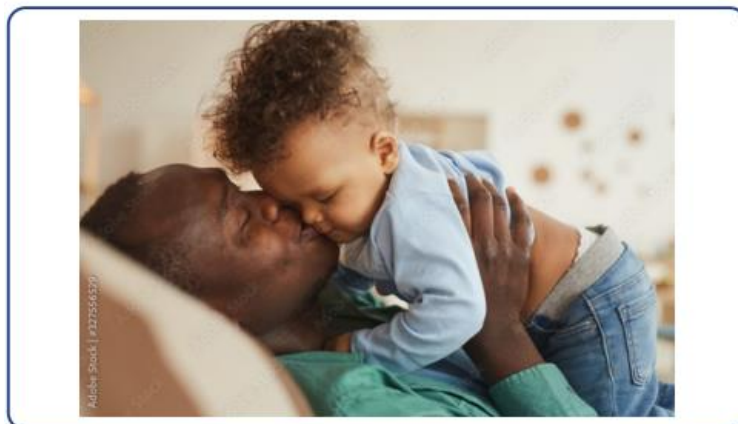
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cry



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# kiss



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# wash



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read



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# Fall



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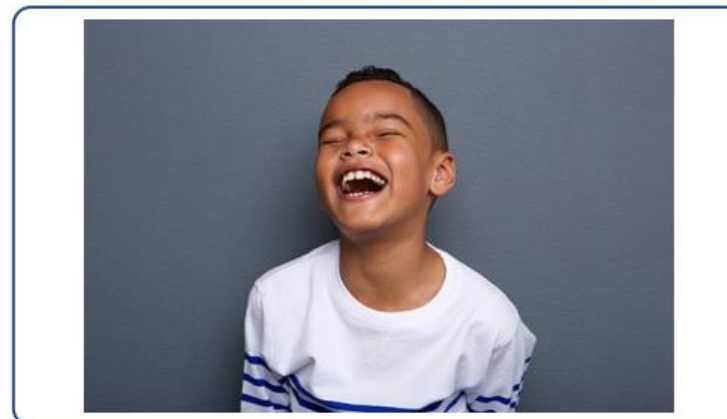
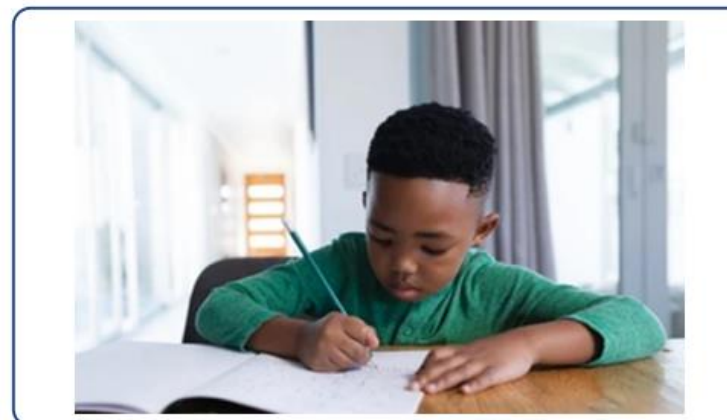
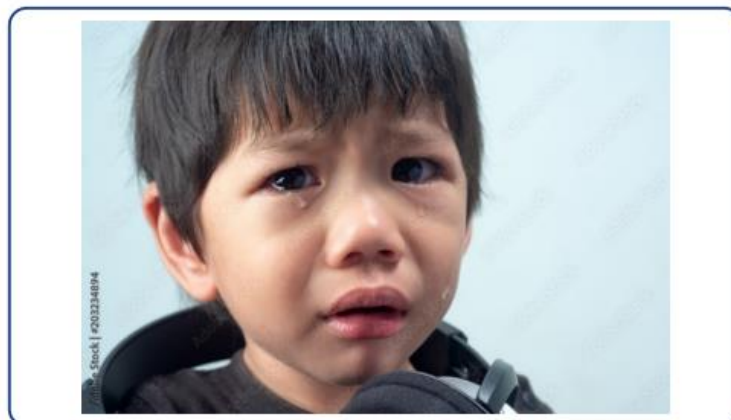


# throw



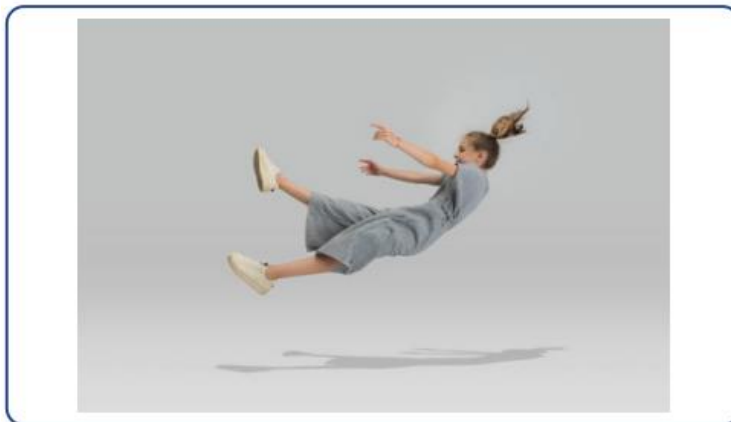
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# laugh



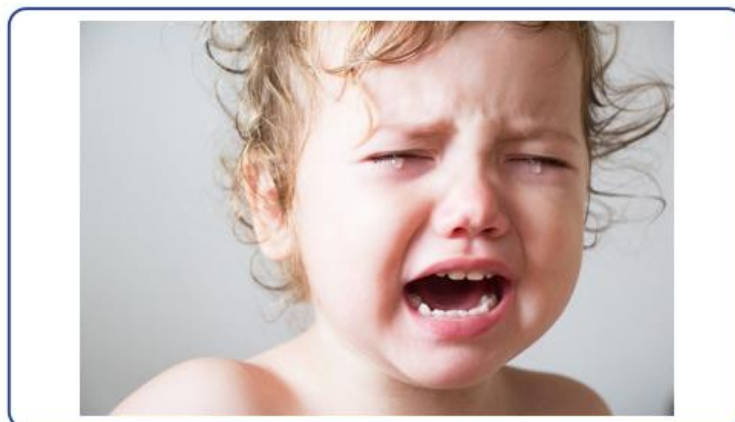
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# cycle



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clap



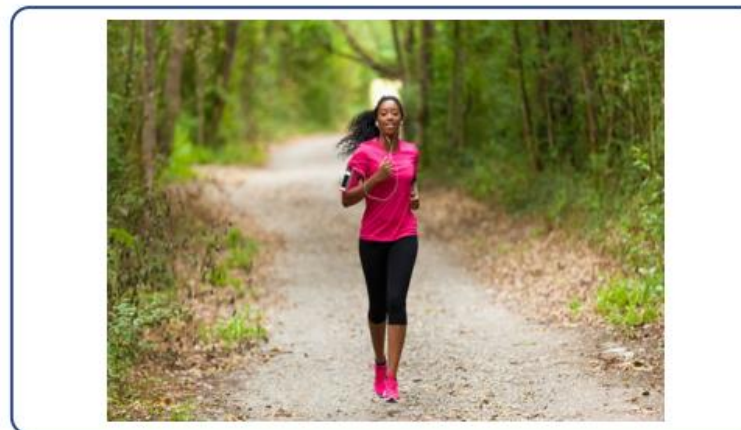
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# paint



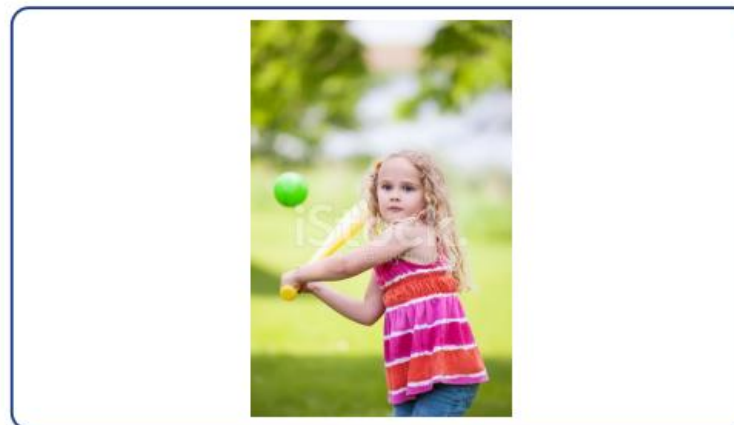
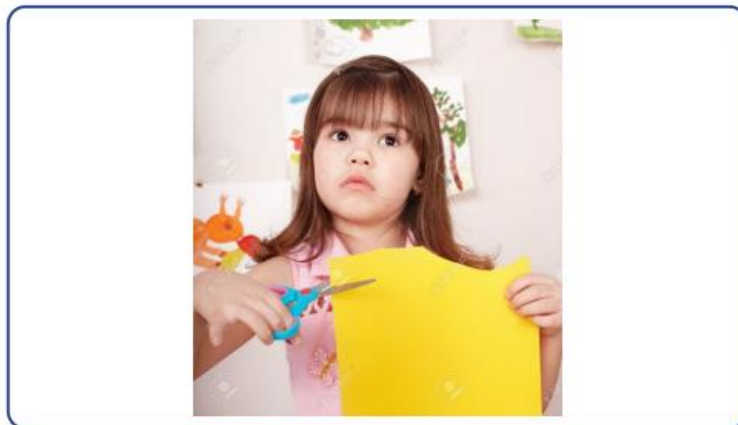
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run



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cut



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dig



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# climb



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## The Story of Goldilocks and the three bears



Once upon a time there were three **bears** that lived in a **house** in the **woods**. There was a Daddy **bear**, Mummy **bear** and Baby **bear**. They went the **shops** for the day and left the **house** empty.

There was a little girl called **Goldilocks** and she decided to go for a long **walk** in the **woods** and found a little **house**. She **knocked** on the **door** but no one answered, so she decided to **step** inside and have a **look**.

**Goldilocks** saw three **bowls** of **porridge** on the **table** and her stomach growled. She was very hungry, so she **tasted** the first **bowl** but it was too hot! she **tasted** the second **bowl** but it was too cold! There was one more **bowl** left. She **tasted** the last **bowl** of **porridge** and it was just right!

**Goldilocks** was very full after trying all the **bowls** of **porridge** so she wanted to **sit** down for a while. She saw three **chairs**. The first **chair** she **sat** on was too hard, so she tried the second **chair** but that was too soft. The last **chair** she sat on was just right but **Goldilocks** was too heavy for the **chair** and it **broke**!

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**Goldilocks** was still very **tired** so she went to the **bedroom** to see if she could **find** a **bed**.

She found three **beds**. The first **bed** was too big, the second **bed** was too lumpy but the last **bed** was just right! It was so comfortable that **Goldilocks** fell **asleep** and didn't hear the **bears** come back **home**.

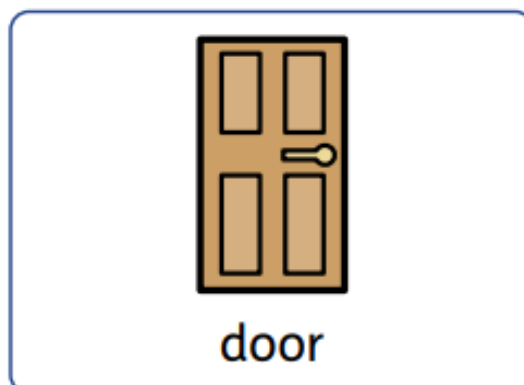
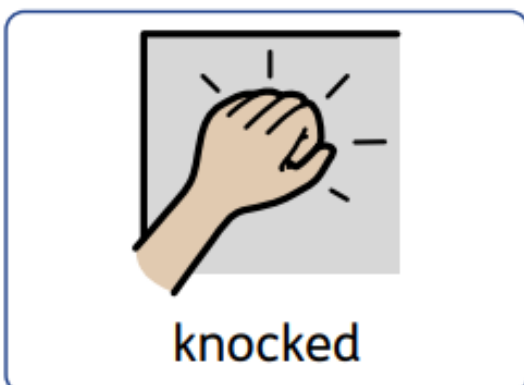
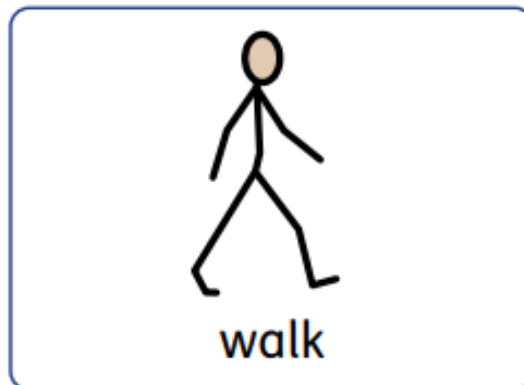
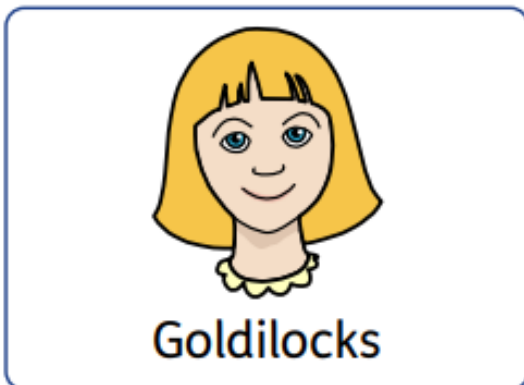
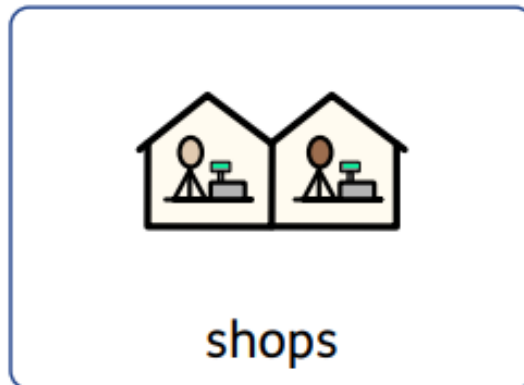
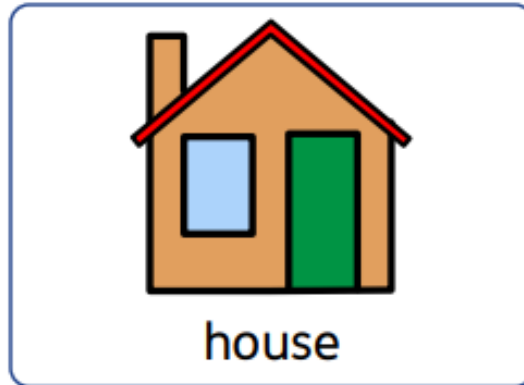
Daddy **bear** saw the **bowls** on the table and said "somebody has been **eating** my **porridge!**".

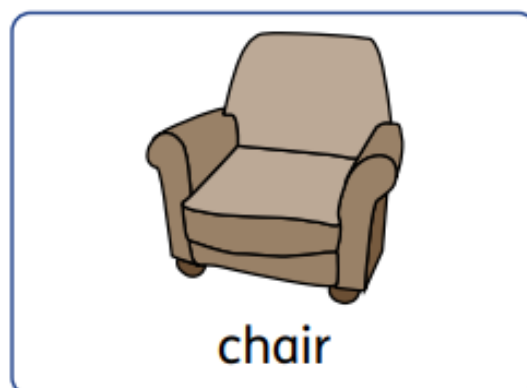
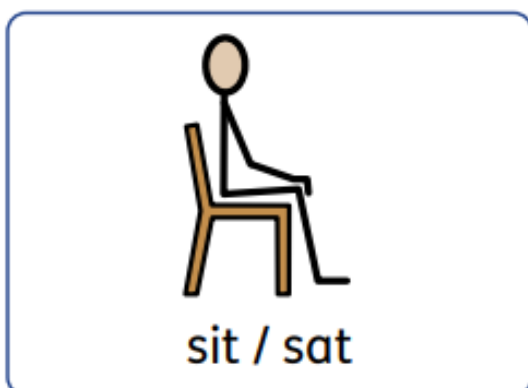
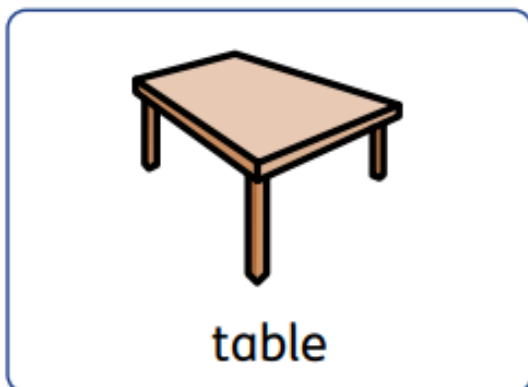
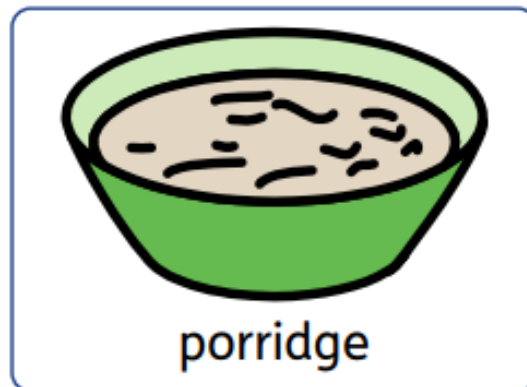
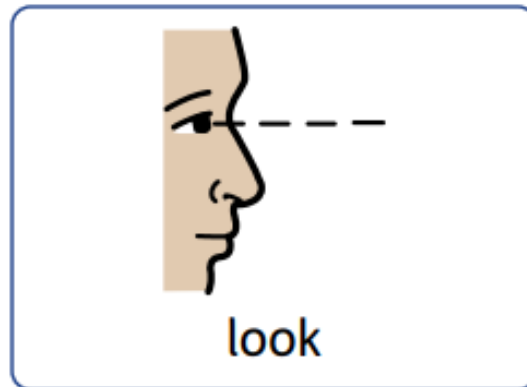
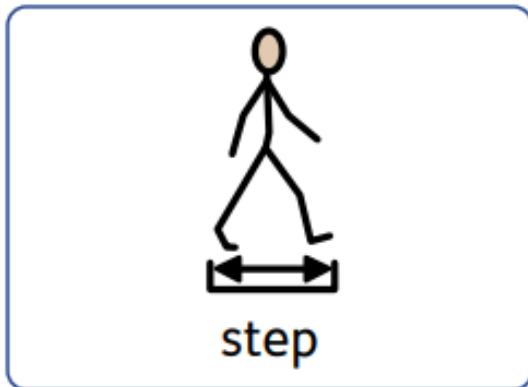
Mummy **bear** saw the **chairs** and has said "somebody has been **sitting** our **chairs**" Baby **bear** said "somebody has been **sitting** in my **chair** and has **broken** it!".

The three **bears** went to the **bedroom** to see if anybody is in the **house** and they hear **snoring** coming from their bedroom.

Daddy **bear** said "someone has been **sleeping** in my **bed**", Mummy **bear** says "somebody has been **sleeping** in my **bed** too!" and Baby **bear** squeaked "somebody IS **sleeping** in my **bed!**".

Baby **bear** squeaked so loud that it **woke Goldilocks** up and she **ran** out of the **house** and was never seen again.





Comprehension Builders

Targeted Intervention Group to Support SLCN

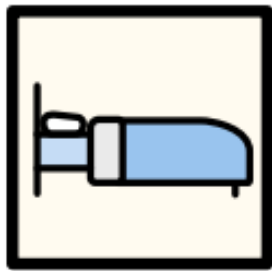
RESOURCE: RESOURCE: Story 2 – who, what doing, what, where



broken / broke



tired



bedroom



find / found



bed



sleeping / asleep



hear



snoring



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## Verb and Adjective Instructions



1. Point to the dog sleeping on the white bed
2. Point to the dog eating from the green bowl
3. Point to the dog sitting on the grey chair
4. Point to the man drinking from the blue bottle
5. Point to the lady walking in the pink top
6. Point to the blonde baby crying

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Verb and Adjective Instructions



7. Point to the dad in the white top kissing
8. Point to the person washing the red car
9. Point to the boy reading the green book
10. Point to the girl falling on the grass
11. Point to the boy throwing the donut
12. Point to the baby laughing in the blue top
13. Point to the girl cycling with the green helmet

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## Verb and Adjective Instructions



14. Point to the baby clapping in the red clothes
15. Point to the person painting red nails
16. Point to the lady running in a pink top
17. Point to the girl cutting the yellow paper
18. Point to the dog digging the big hole
19. Point to the boy climbing the white rope

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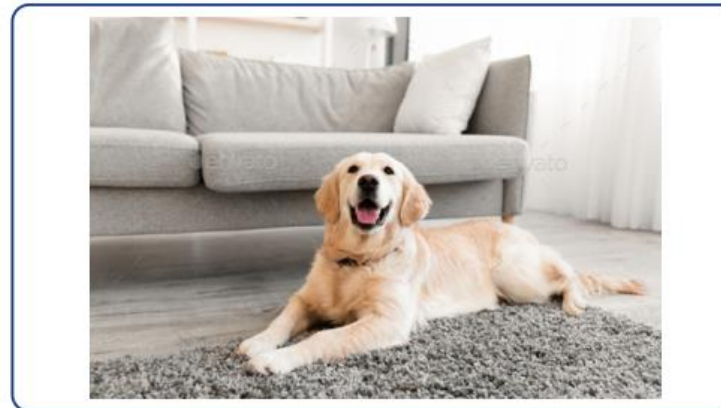
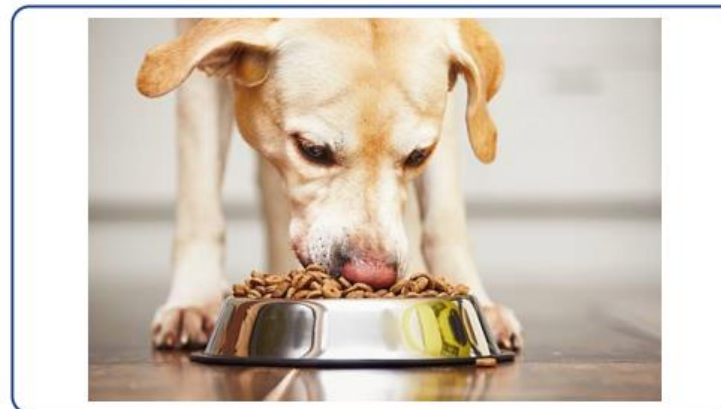
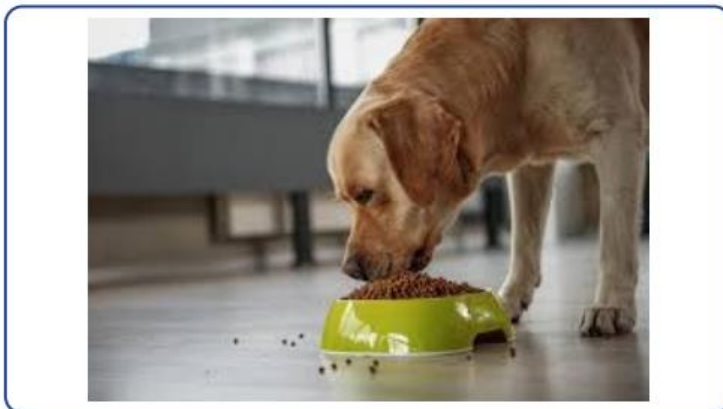
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# sleep



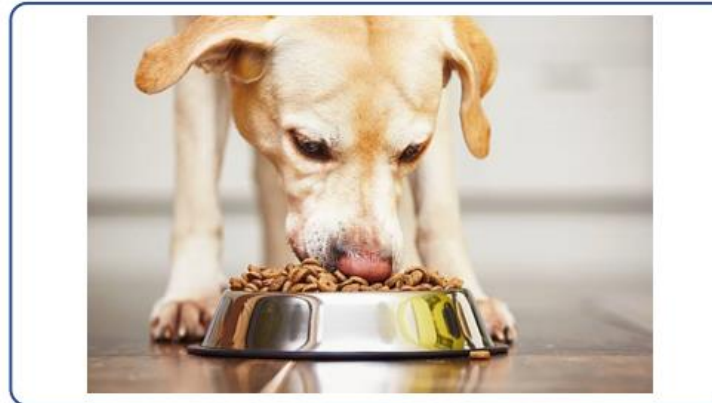
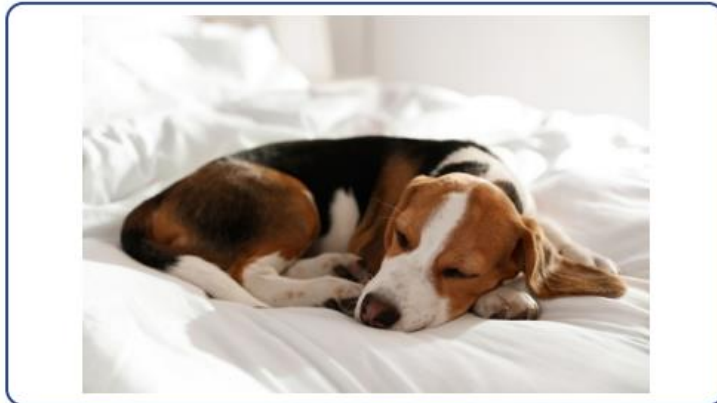
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eat



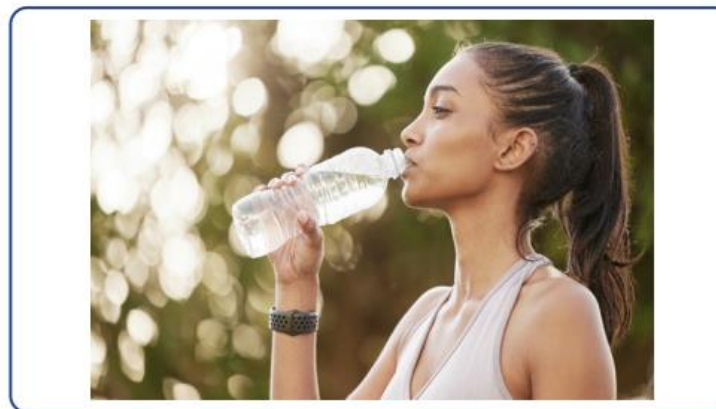
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sit



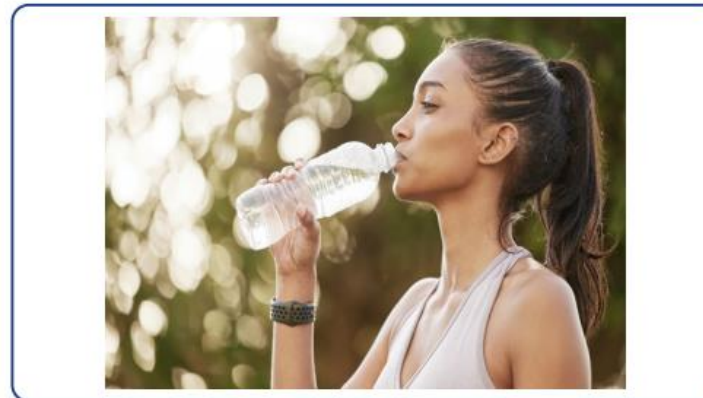
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# drink



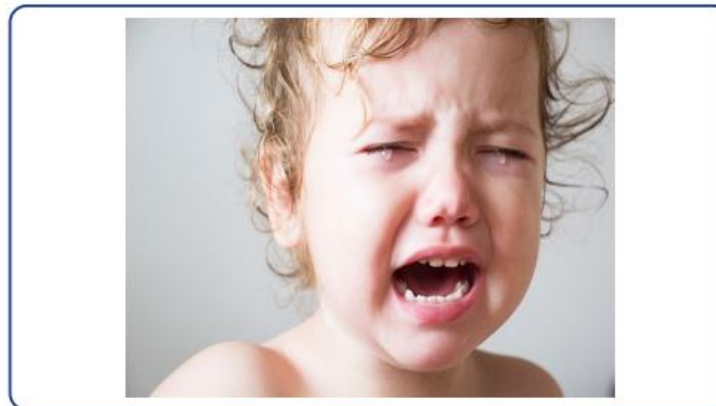
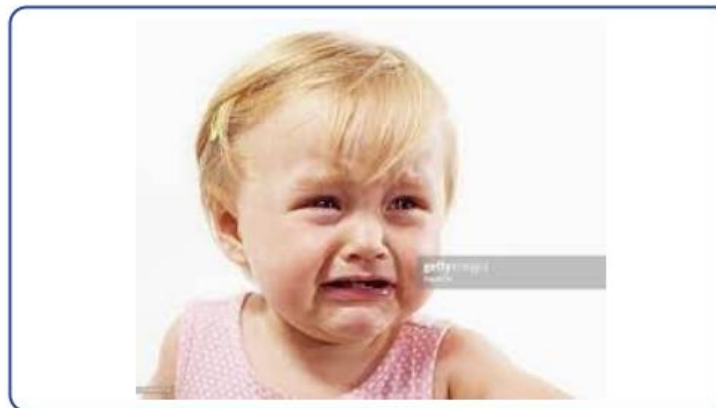
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# walk



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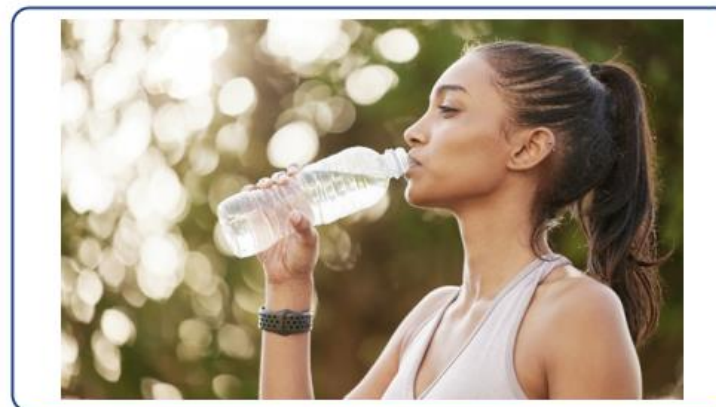
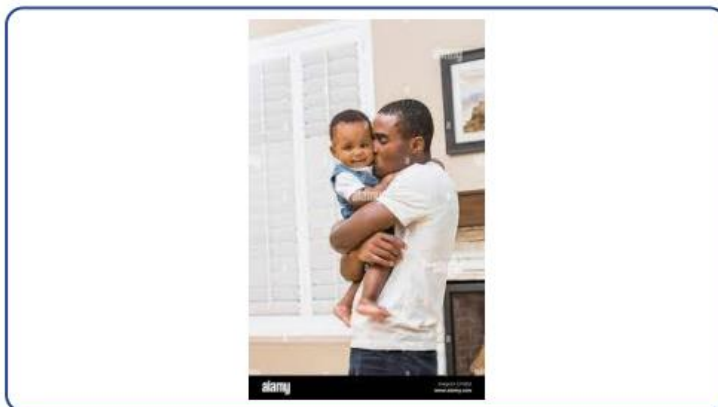
cry



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# kiss



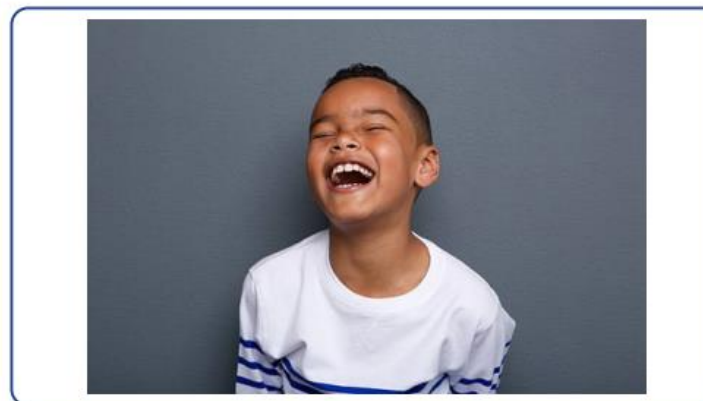
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# wash



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read



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fall



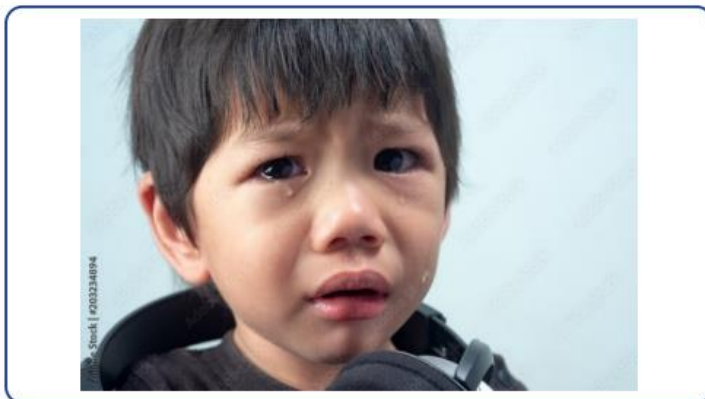
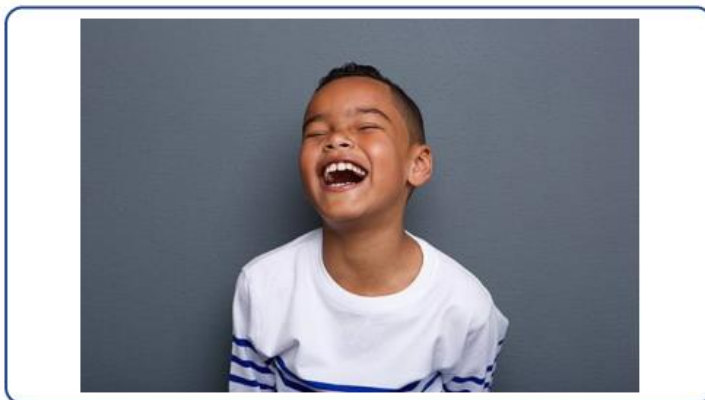
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# throw



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# laugh



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# cycle



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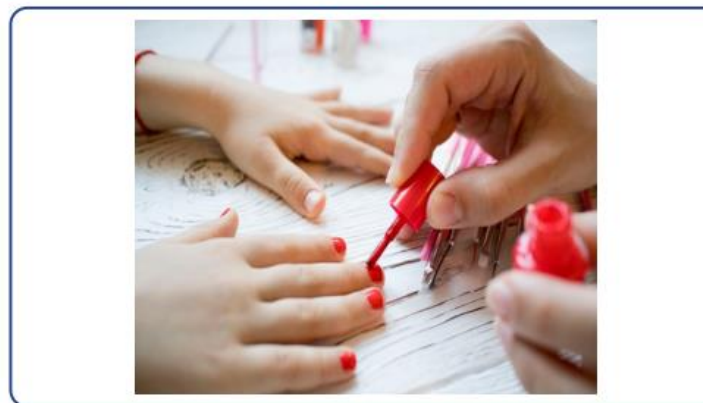
clap



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# paint



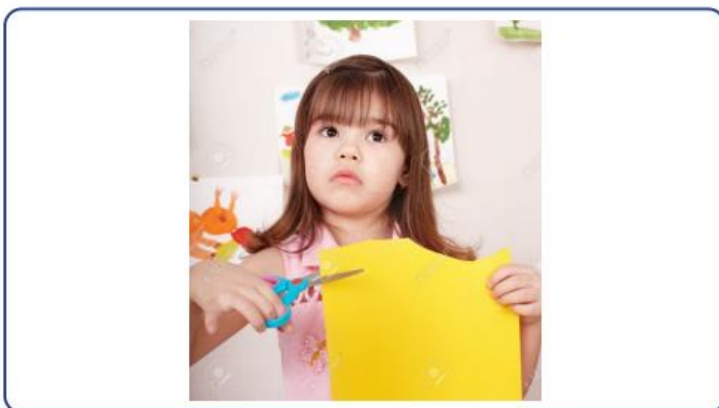
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# run



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cut



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dig



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# climb

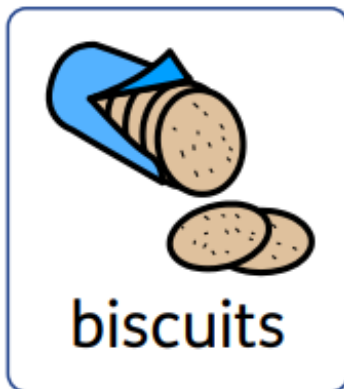
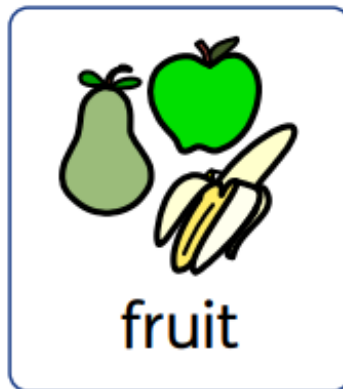
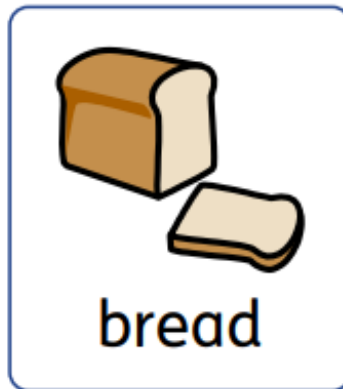


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I went to the market and I bought ....

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Preposition / Concept  
Instructions



1. Show me the dog on chair
2. Show me the boy on bed
3. Show me the dinosaur under table
4. Show me the bee under flower
5. Show me the car next to house
6. Show me the sandwich next to plate

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Preposition / Concept  
Instructions



7. Show me the dog next to the chair and the cat under the chair
8. Show me the boy on the bed and the girl next to the bed
9. Show me the dinosaur under the table and the bird on the table
10. Show me the bee on the flower and the snail on the leaf
11. Show me the car on the house and the bike next to the house
12. Show me the sandwich under the plate and the milk on the plate

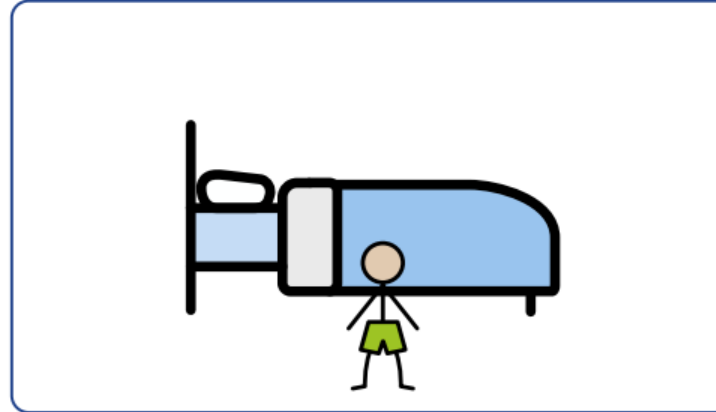
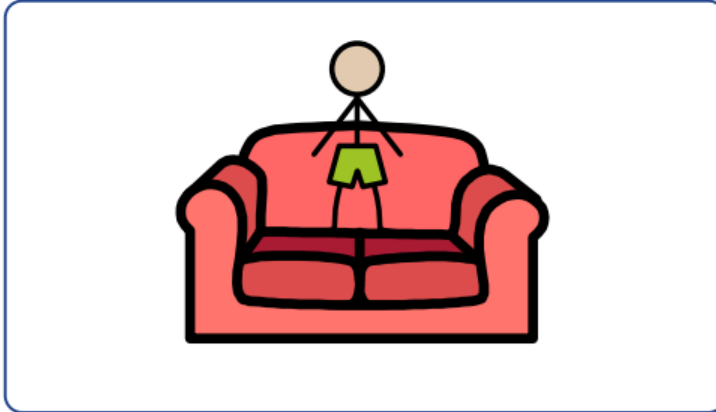
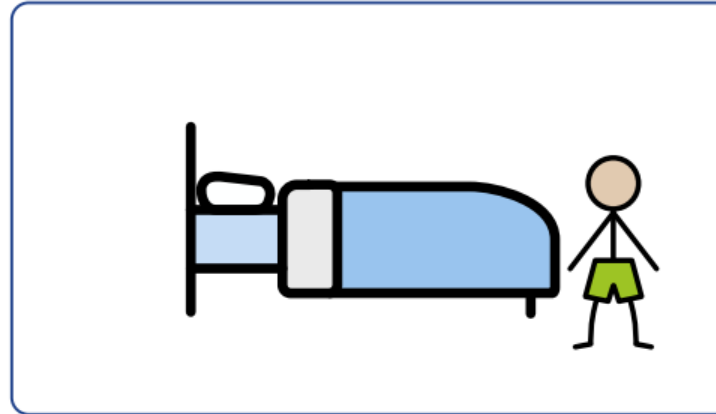
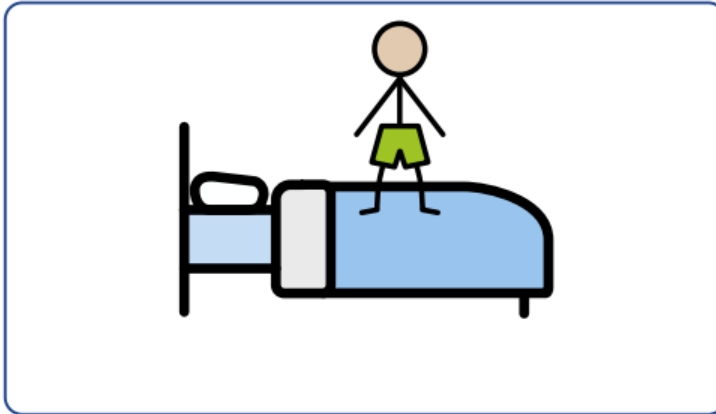
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# Dog on chair



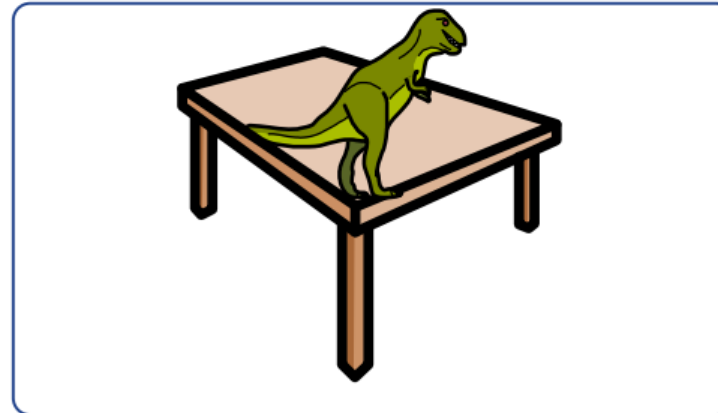
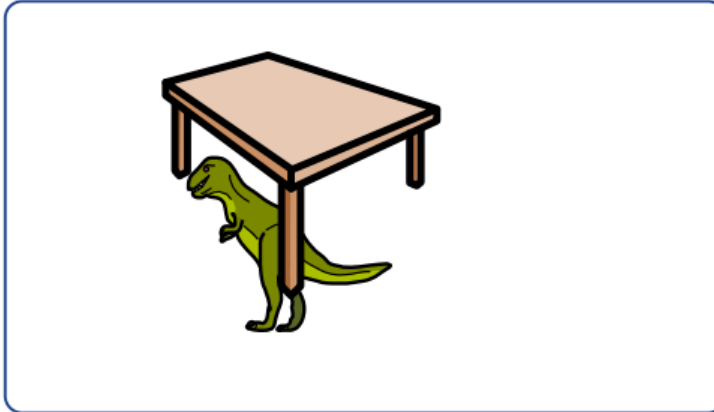
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# Boy on bed



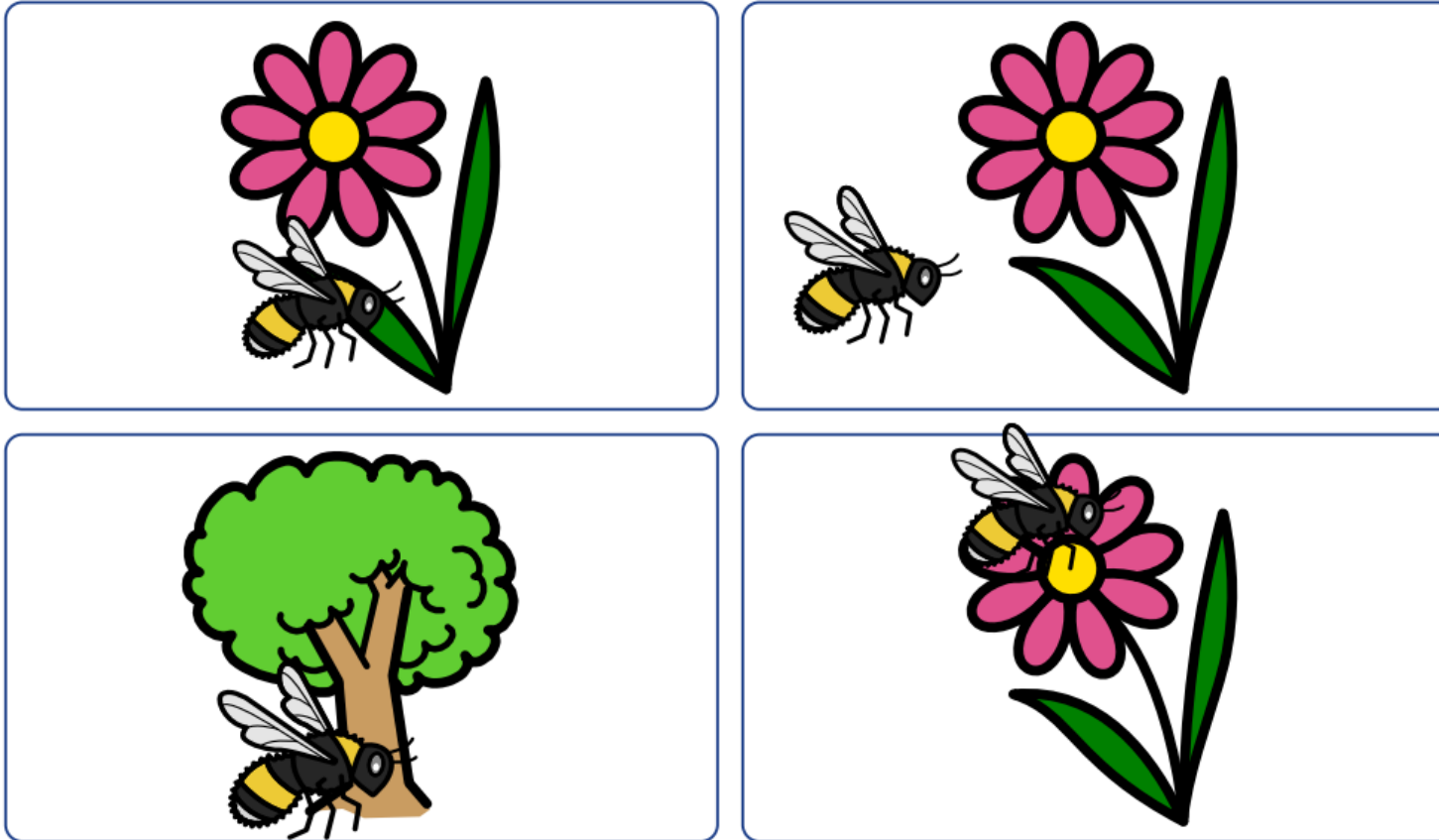
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## Dinosaur under table



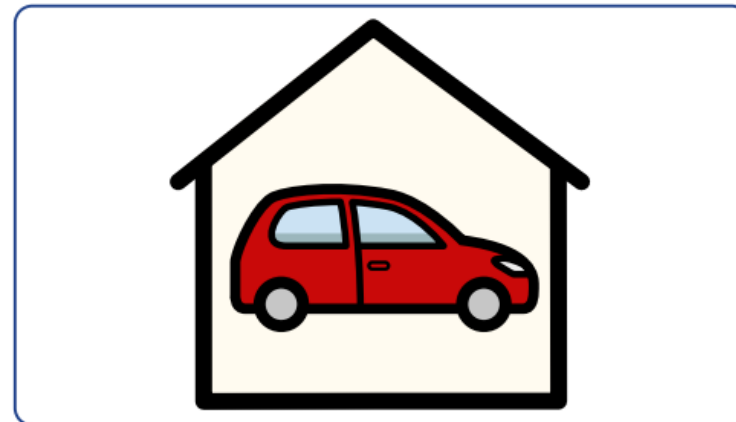
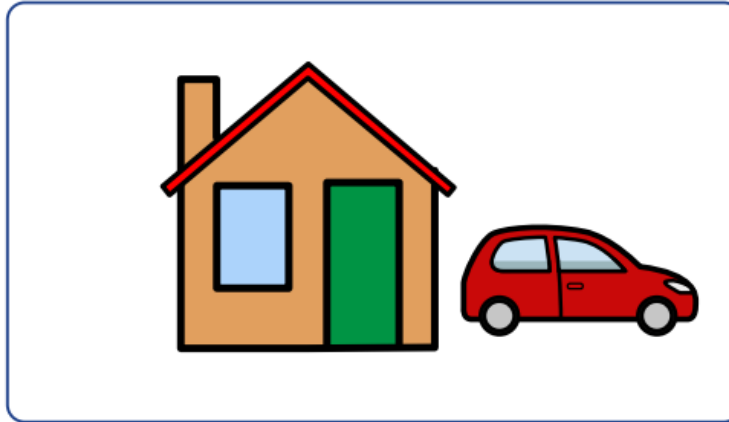
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# Bee under flower



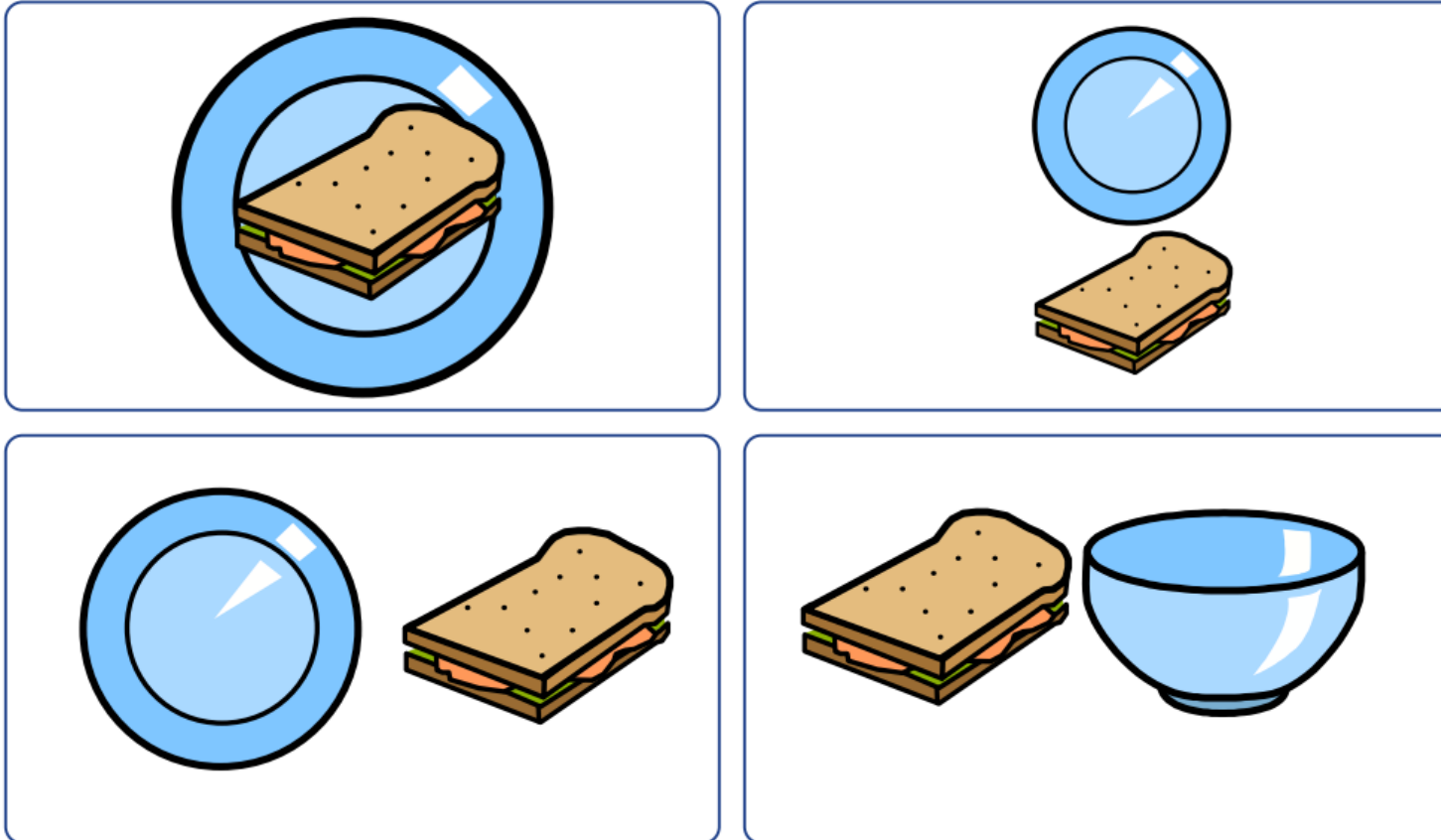
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# Car next to house



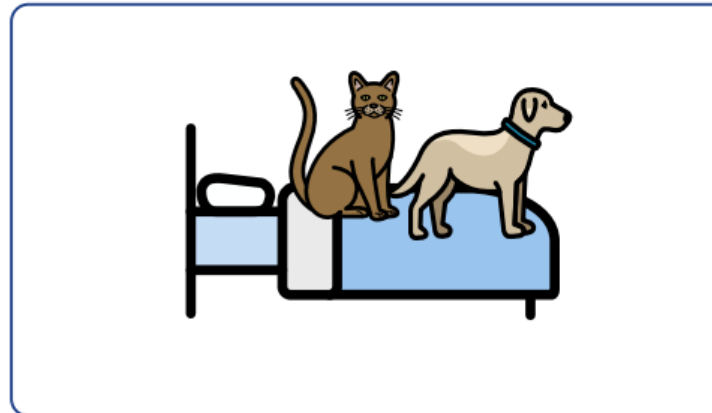
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# Sandwich next to plate



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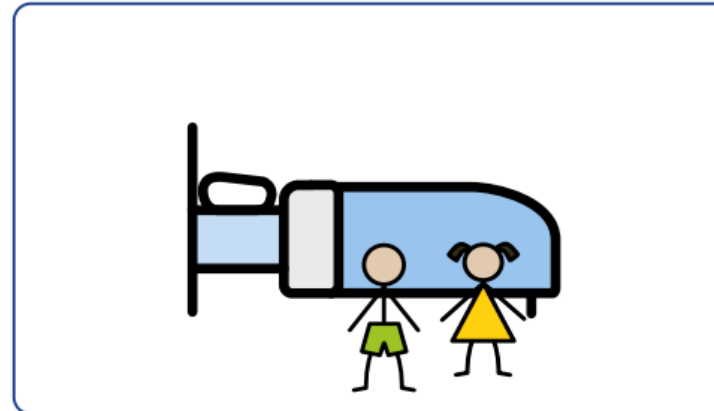
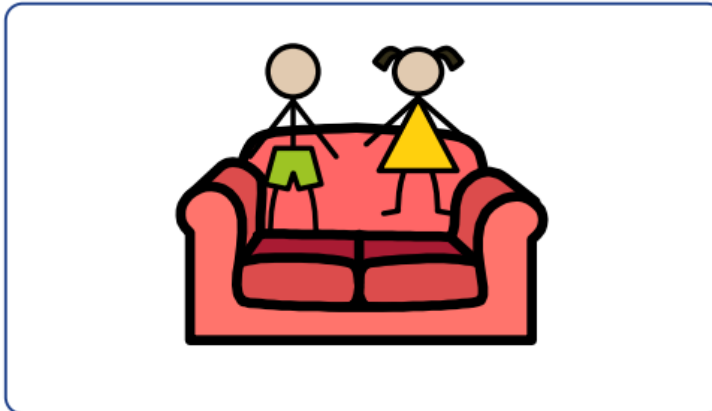
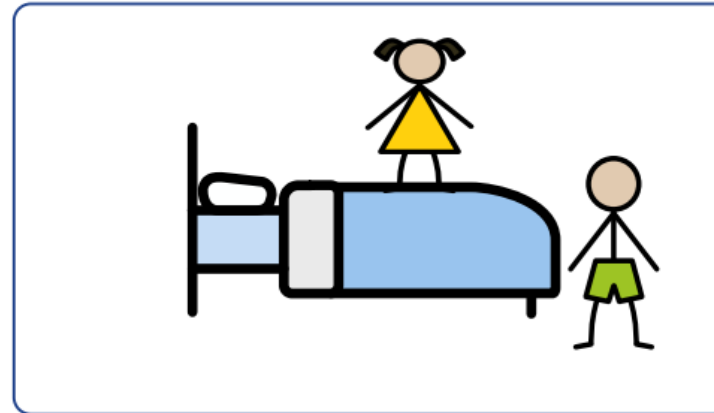
# Dog next to chair and cat under chair



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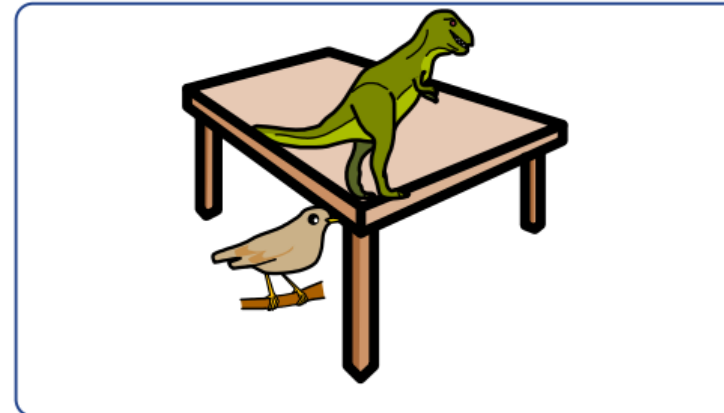
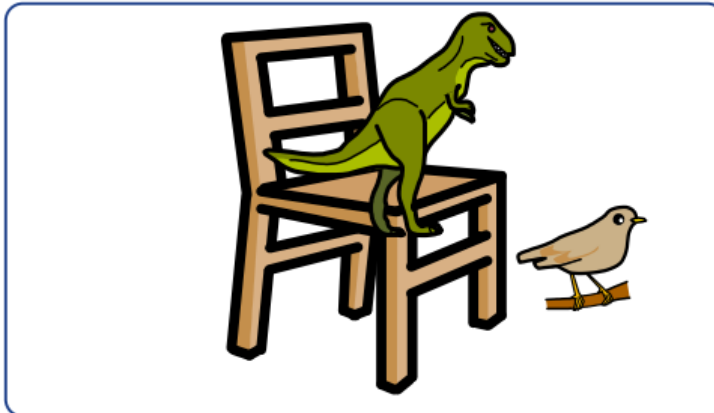
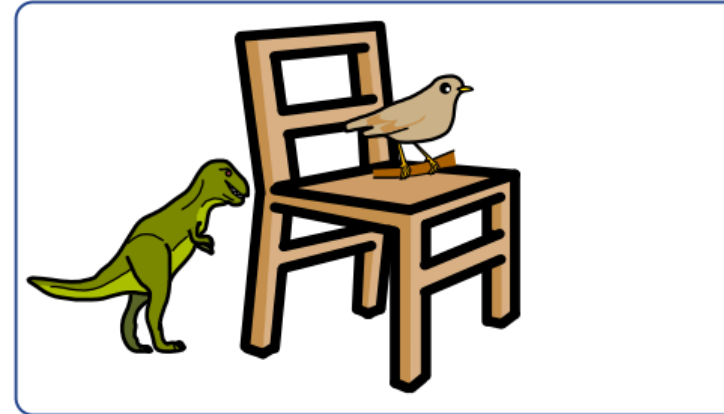
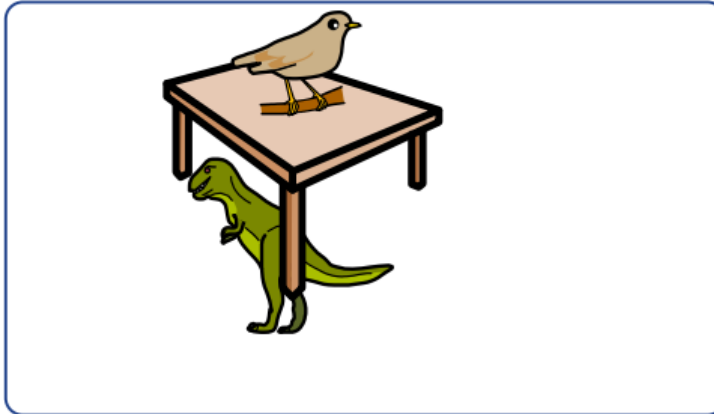


# Boy on bed and girl next to bed



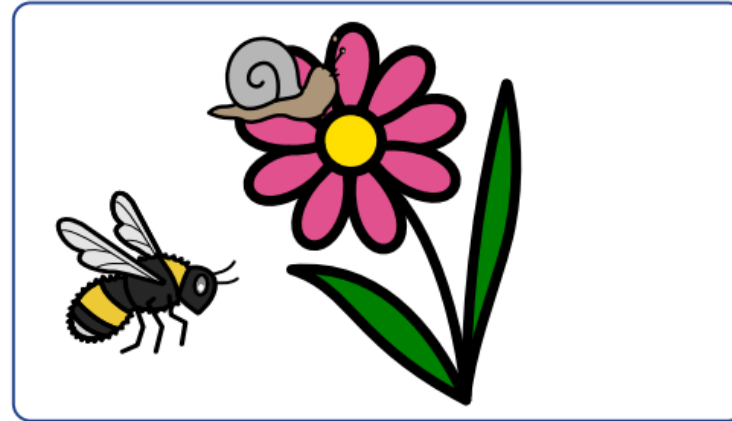
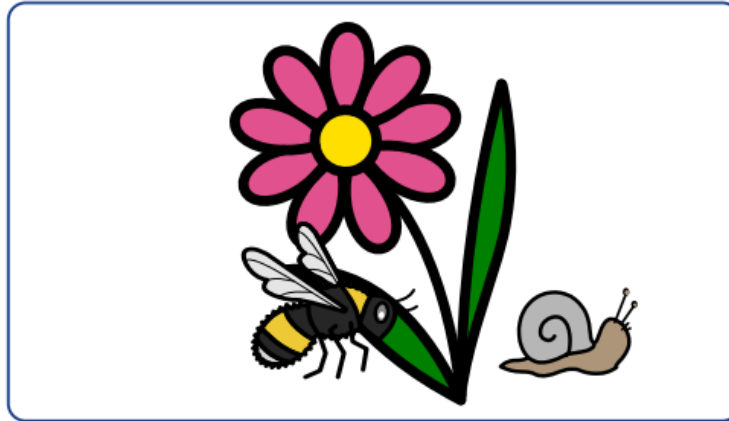
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# Dinosaur under table and bird on table



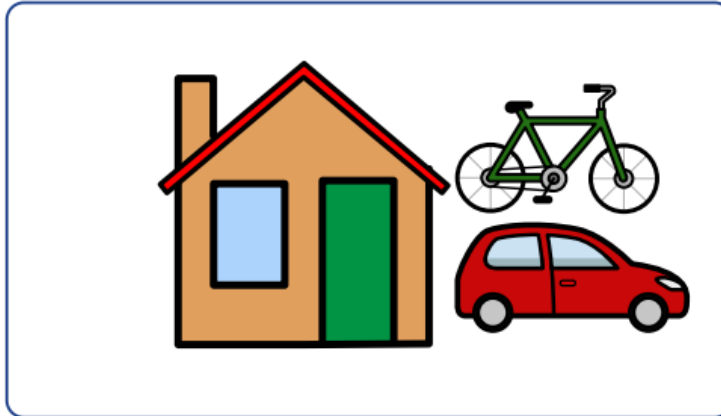
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# Bee on flower and snail on leaf



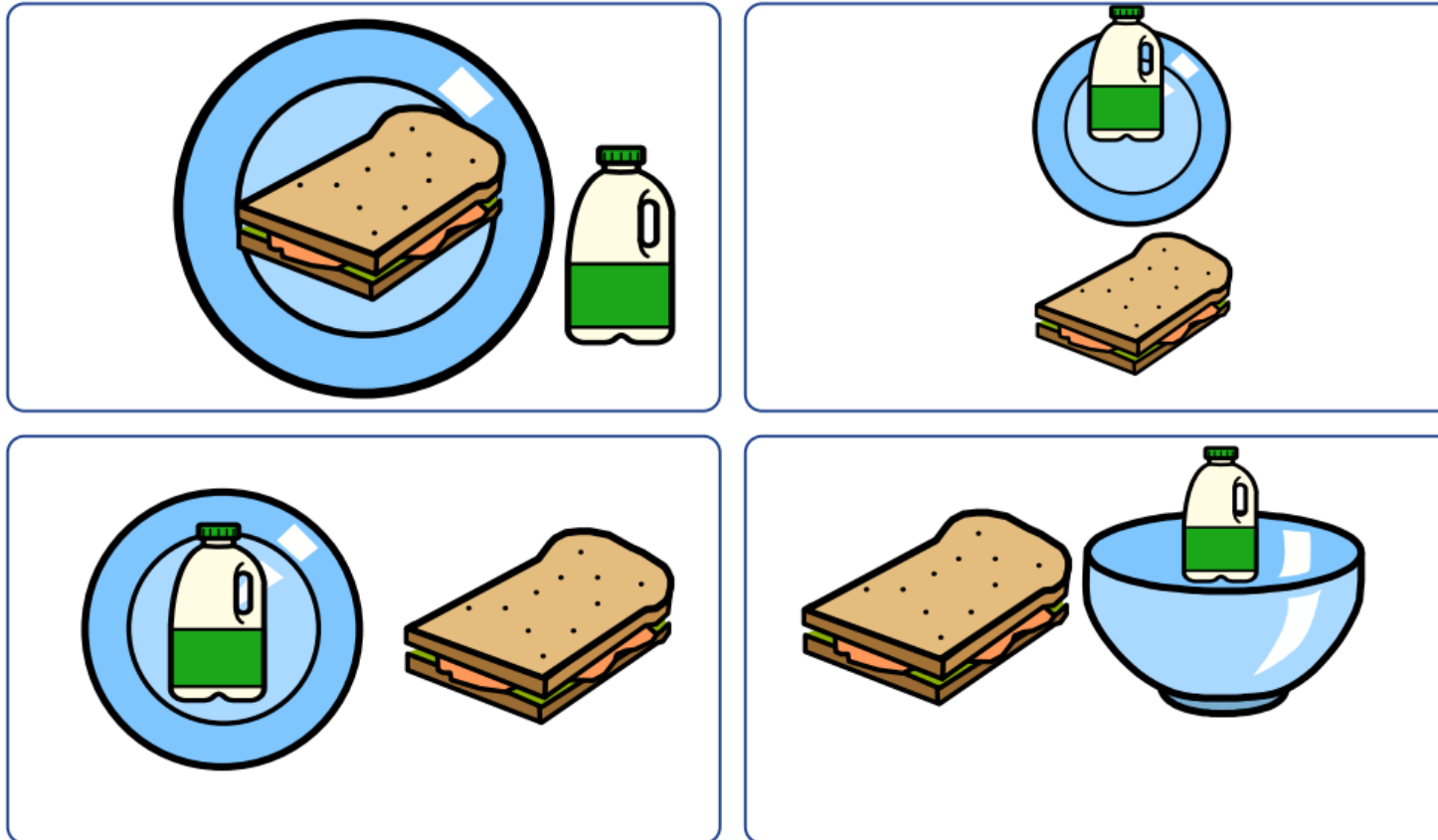
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# Car on house and bike next to house



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# Sandwich under plate and milk on plate



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Feed the monster -  
 Story Comprehension



**Read the story below and get the group to post food through the monsters mouth.**

Once upon a time there was a very grumpy monster. He is pink and fluffy with horns on the top of his head. He was so grumpy because he is very very hungry monster.

No one in the village wanted to invite him to their house for dinner because he would eat all their food! He got so hungry one day that he tried to eat his **TONGUE**, this hurt the monster a lot and he realised that he better go out and find some food for dinner.

The monster put his coat on and went for a walk to find some food. He walked down the river and found **FOUR ROCKS**. These were very crunchy and the monster did not like the taste of them at all! He kept walking past the river towards the forest and found some **FIVE SLUGS**. he chewed and chewed but spat them back out! he did not like the taste of these slimy creatures at all!

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He kept walking until he found the village, he followed the sweet smell of freshly baked **CAKES** and ended up in someone's garden. They had just hung up **TWO SOCKS** on the washing-line. The monster took a bite of them but spat them back out. The monster liked the taste of real food like **CAKES** and sweet treats not **SLUGS** or **ROCKS** and **SOCKS!**

The monster was very sad because he just wanted to eat some nice tasty food, the monster sat down on the wet grass and cried. Then a little old lady came out of her house carrying **THREE TEA'S** and **TWO CAKES**, the monster raised his head at the smell and his tummy grumbled. The little old lady sat down on her picnic rug and jumped when she noticed the monster at the end of her garden.

She heard his tummy grumble too, she smiled at him and said "do you want to share my tea and cakes with me, I do hate eating on my own". So the little old lady and the pink fuzzy monster sat on the picnic rug together eating **TEA** and **CAKE**. The monster thought finally some real food, much better than **SOCKS!**





rocks



rocks



rocks



rocks



slugs



slugs



slugs



slugs



slugs



socks



socks



tongue



tea



tea



tea



cake



cake



rocks



socks



slugs



tongue



cake

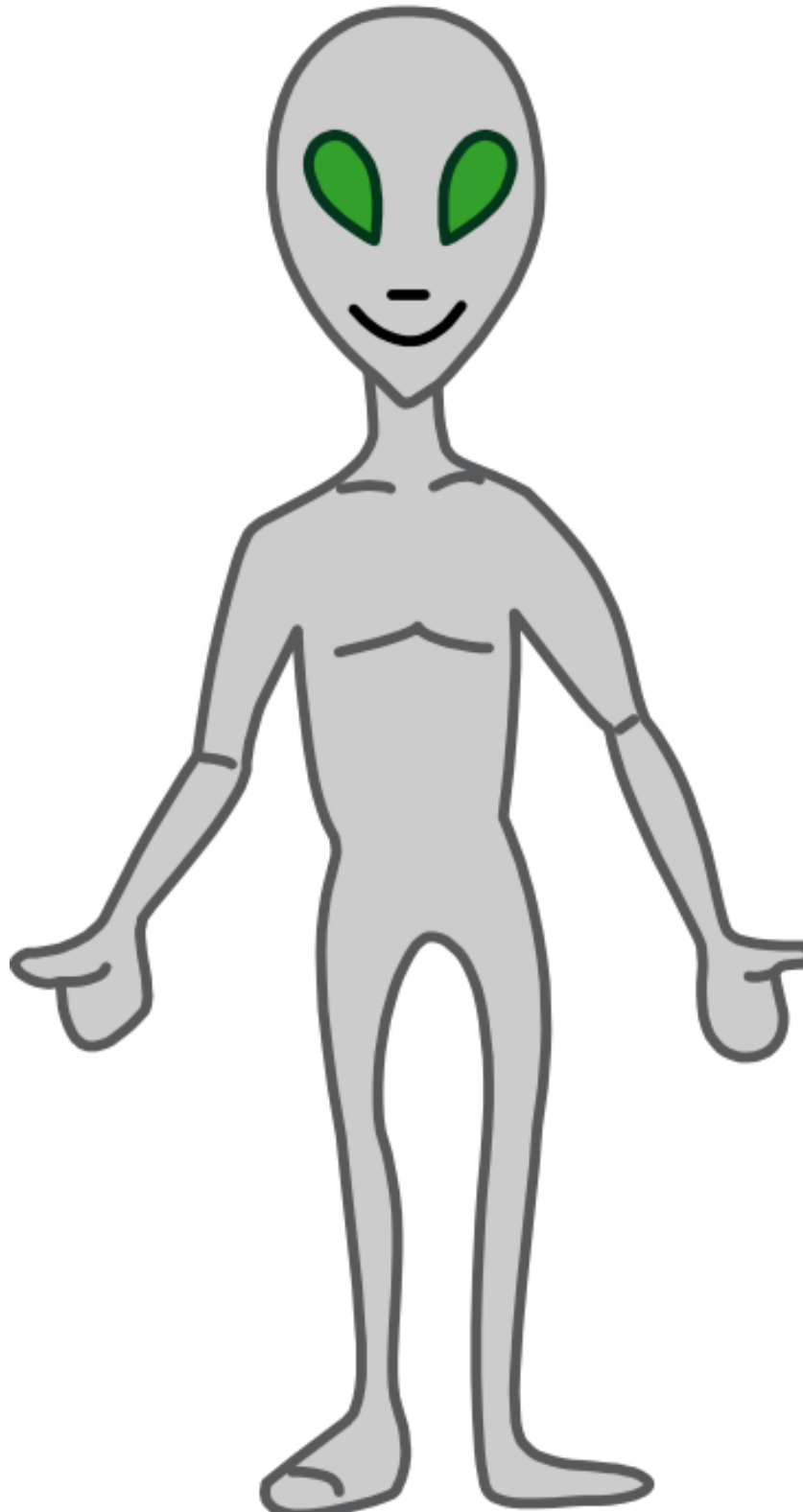


tea

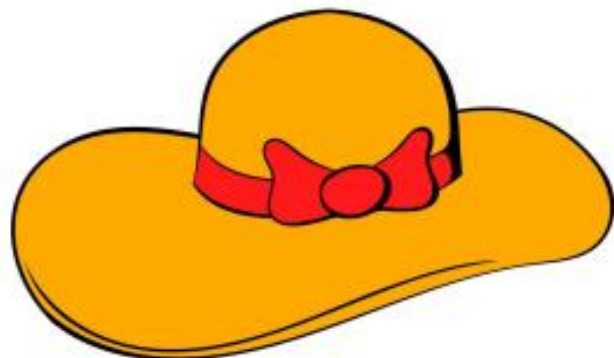
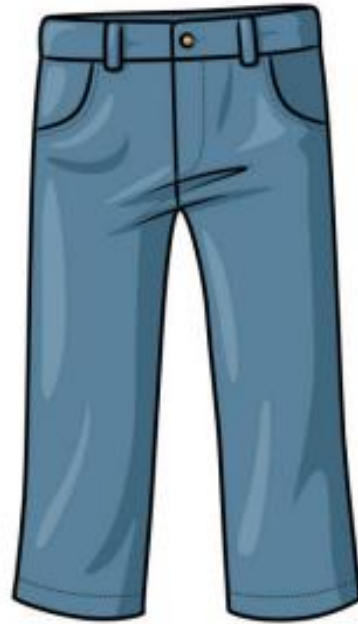


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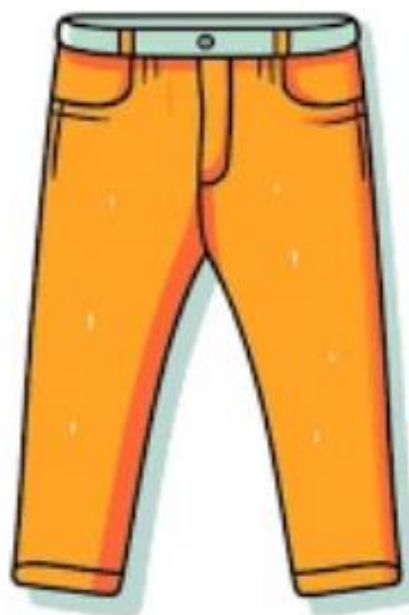


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## Dress Up Activity Instructions



1. Put the pink top with the red heart on the alien
2. Put the blue trousers on the gingerbread man
3. Put the blue skirt with frills on the alien
4. Put the yellow hat with a red bow on the gingerbread man
5. Put the pink dress with blue dots on the alien
6. Put the green top with short sleeves on the gingerbread man



## Adjective Instructions



1. Put the little cat on the hard chair
2. Give the big book to the blonde man
3. Put the yellow car on the long road
4. Put the glasses on the long haired girl
5. Give the hot drink to the old man
6. Put the dirty trousers in the big washing machine

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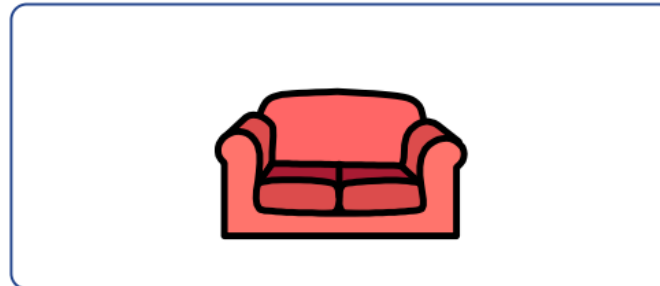
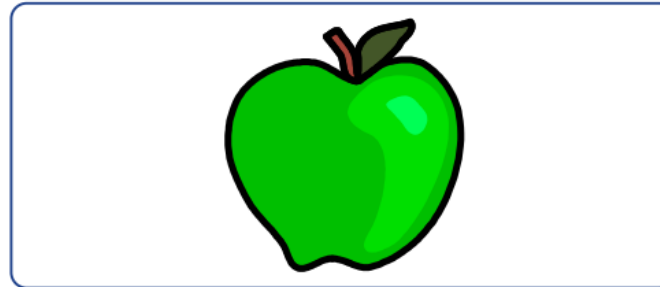
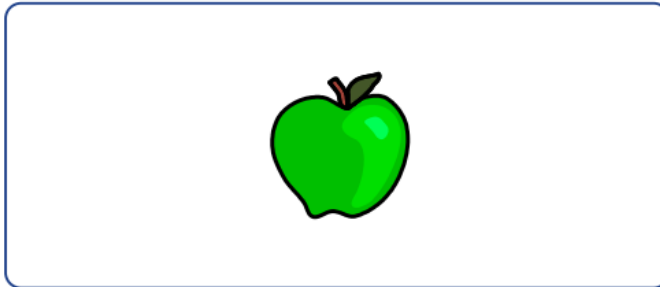
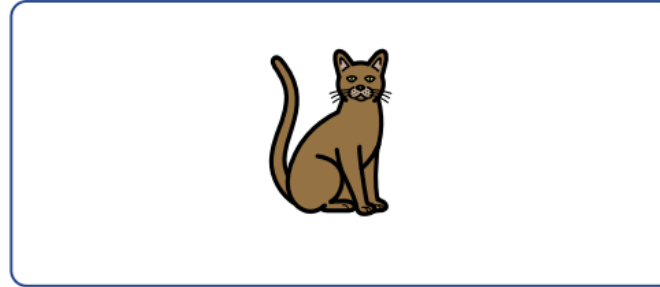
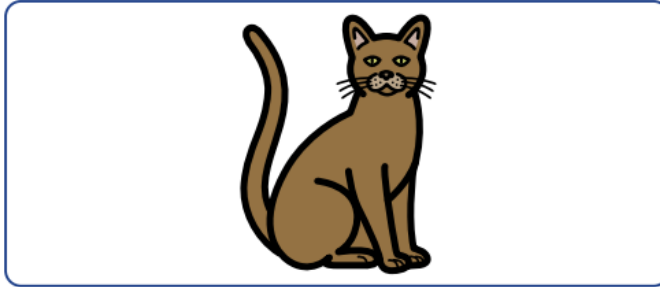
## Adjective Instructions



7. Put the big spoon in the hot soup
8. Give the pink teddy to the sad girl
9. Put the cracked egg in the blue frying pan
10. Give the birthday cake with one candle to the boy in the blue top
11. Give the red dummy to the baby on the green blanket
12. Put the brown bread in the silver toaster

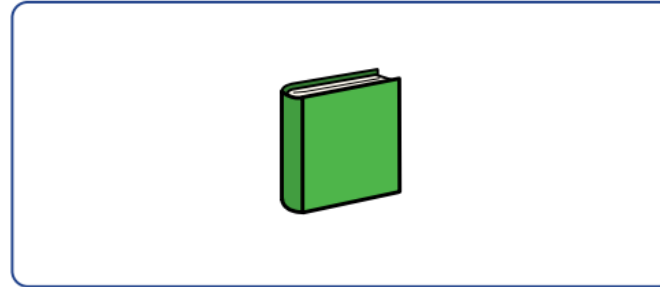
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Put the little cat on the hard chair



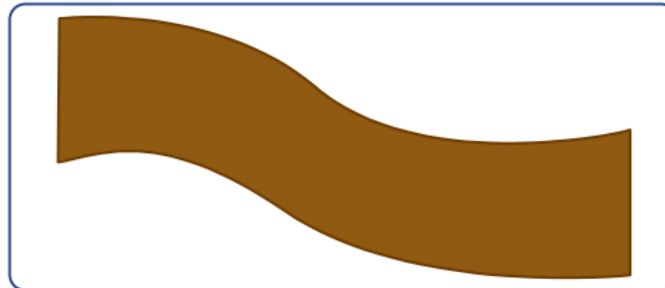
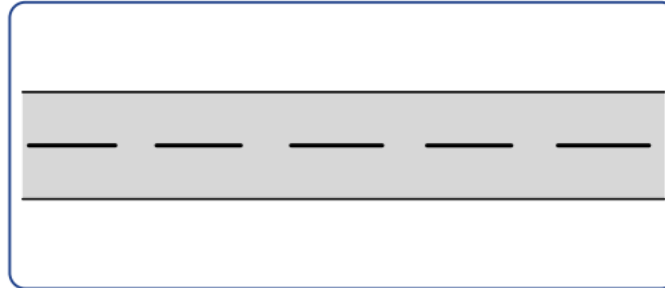
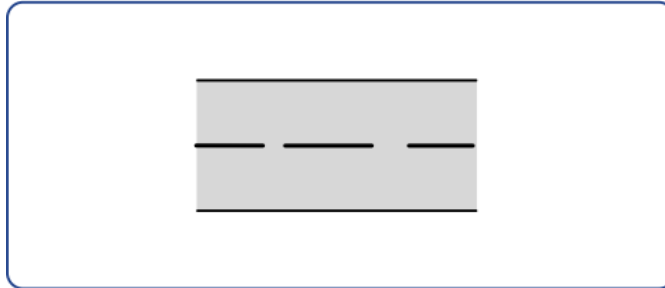
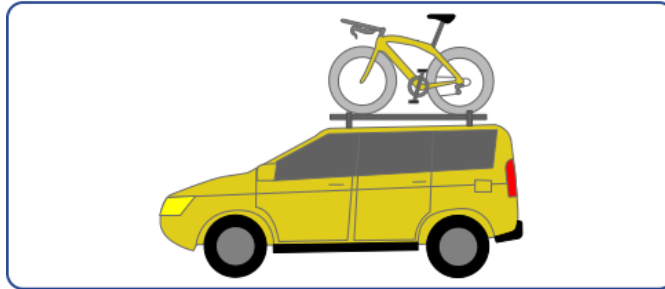
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Give the big book to the blonde man



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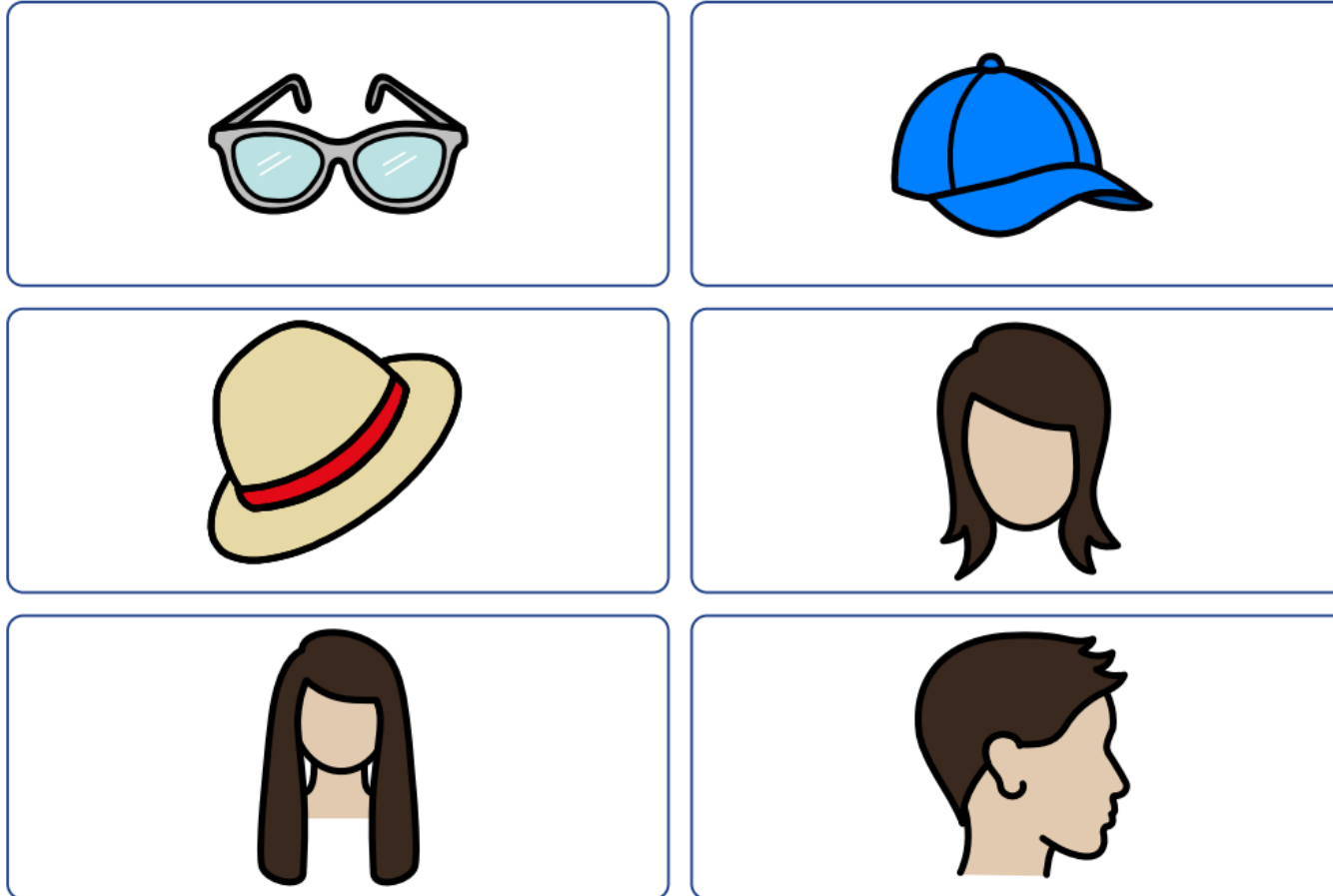
Put the yellow car on the long road



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Put the glasses on the long haired girl



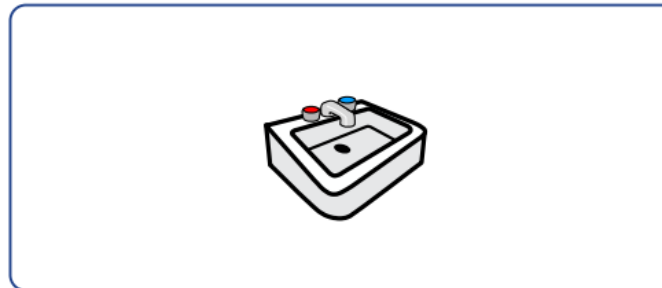
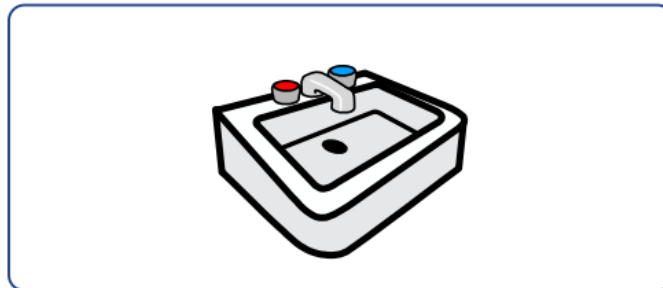
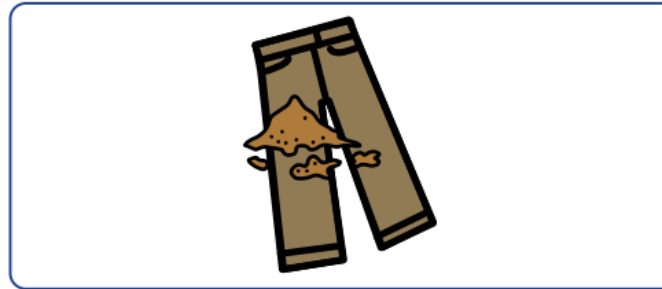
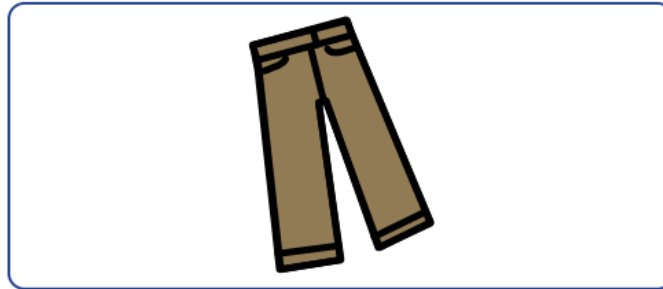
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Give the hot drink to the old man



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Put the dirty trousers in the big washing machine



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Put the big spoon in the hot soup



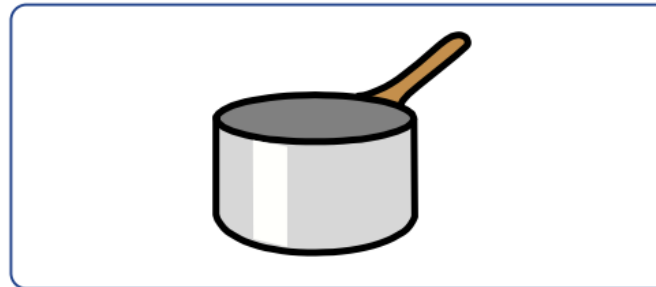
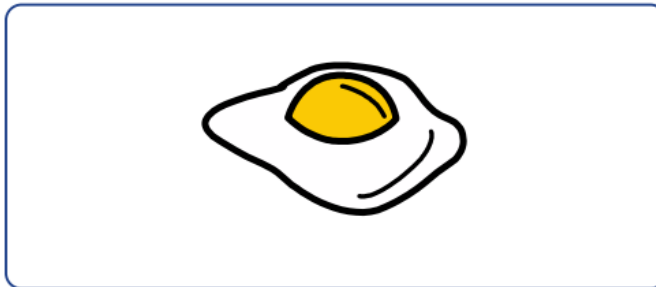
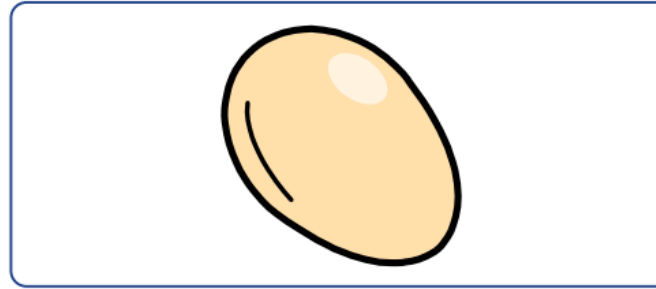
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Give the pink teddy to the sad girl



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Put the cracked egg in the blue frying pan



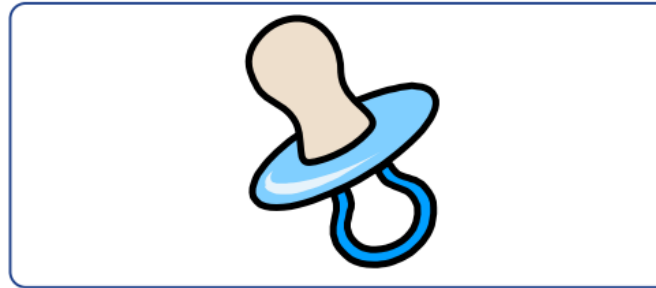
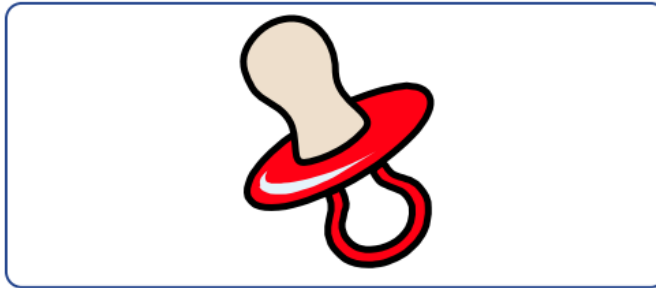
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Give the birthday cake with one candle to the boy in the blue top



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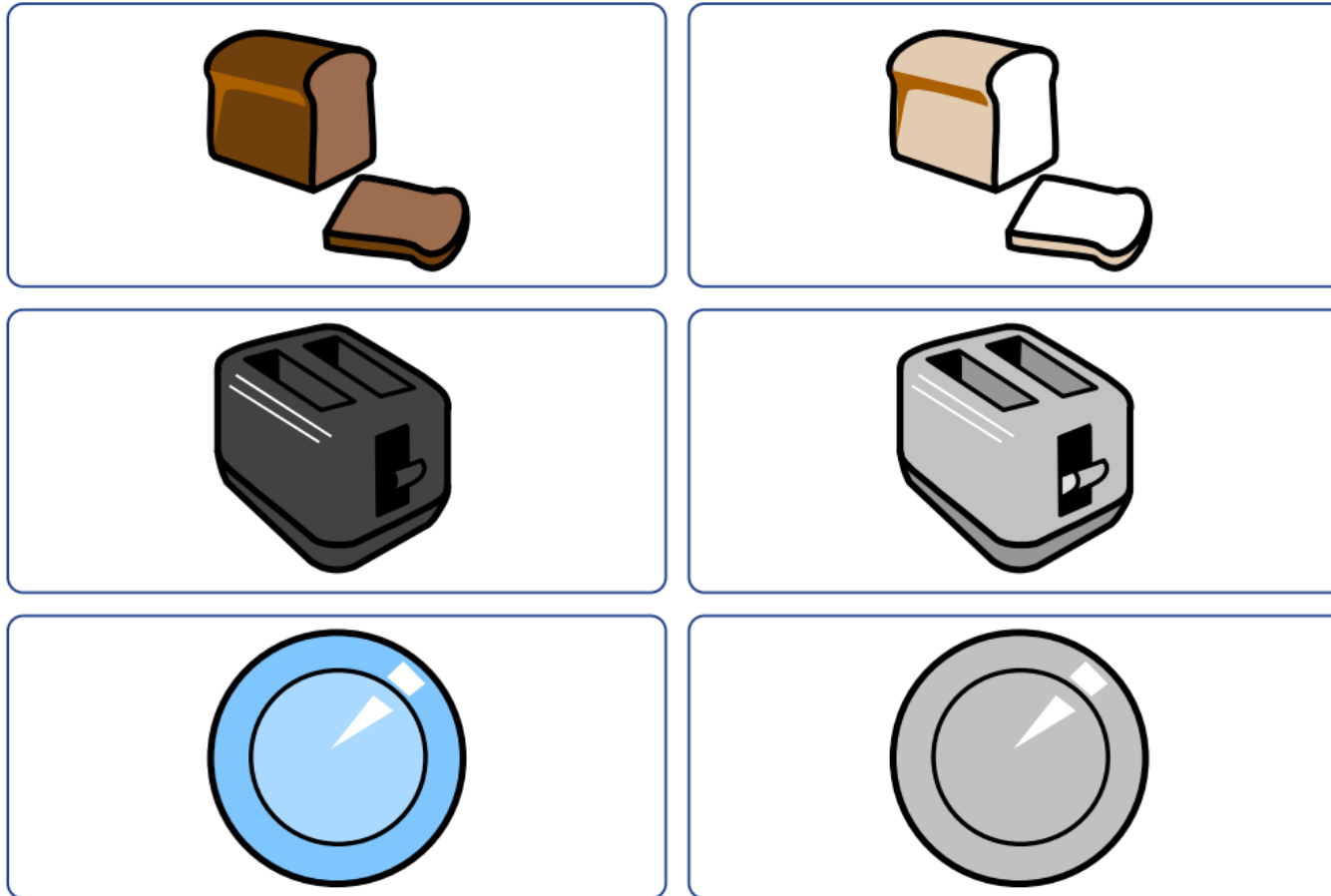
Give the red dummy to the baby on the green blanket



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Put the brown bread in the silver toaster



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