



School and home information sheet

Date: _____

Dear _____,

Child's name: _____ will be included in **Language Enrichment Group level 6**.

This group will be run 2-3 times a week for 30-45 minutes. After 20 sessions, the progress of each child will be monitored by: _____

The following goals will be targeted during the group:

- 1: To show improved **self-reflection** skills, by accurately knowing how well they completed a task
- 2: To be able to provide word definitions and understand key **instructional vocabulary** e.g. predict, summarise, evaluate
- 3: To show an understanding of **synonyms** e.g. scared, frightened and to be able to define the word and provide two examples.
- 4: To show an understanding of **homonyms** e.g. spring, bat, march and to be able define the word and provide two examples.
- 5: To develop an ability to detect and understand **idioms**

If you have any questions about this group, please contact the school or therapist.

If you have any questions about this group please contact: _____



Carryover Activity Sheet

Language Enrichment Programme - Level 5

This programme works on understanding abstract language, double meanings and the differences in instructional vocabulary used in school e.g. predict, explain, describe. It also targets developing self-awareness and pupil's ability to reflect on their ability to complete an activity.

Activities

- ☺ Self-Reflection: Ask the pupil e.g. how did you do? Talk about what was easy and difficult after they have completed something. Use phrases such as 'I noticed you finished that without any help, so I think that was easy for you.'



- ☺ Instructional Vocabulary: Pick out instructional vocabulary that is used often at home and at school e.g. compare, back it up, question, explain. These will be especially useful when making a decision about e.g. what to wear, what to buy or what to eat. Talk together about how to give reasons for their decision and how they might convince someone else to agree.



- ☺ Spot the double meaning: Play games listening out for double meanings. If the young person can find any, congratulate them. Tell them 'Good! That's a Homonym!' Talk together about what it can mean.

- ☺ Idioms: Play with more idioms that you know. Ask teachers, friends and family members to share their favourites.

e.g

'It cost me an arm and a leg!' => It was very expensive

'Steal my thunder.' => To take credit for something someone else did

'Once in a blue moon.' => Something that doesn't happen very often

'Don't count your chickens before they hatch' => Don't settle on something happen before it actually does

If you would like some more activities, then please contact the school SENCO.