



Reading Programme

A Manual for Teachers and Parents



Written by:
The POPS Development Team

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The POPS Integrated Approach to Teaching Reading

This document sets out the principles on which the [POPS Reading Programme](#) was developed with practical strategies on getting the best from the programme.

Each product is developed through a process of consultation with Primary School Teachers, Special Resource Teachers, Special Educational Needs Co-ordinators (SENCO) and Speech Therapists.

Fundamental to the POPS approach to teaching reading is an integrated resource set with complementary products offering consolidation and repetition through fun and play. The set comprises:

- Reading Books
- Educational Games
- Word Cards
- Educational Software
- Phonics Sets

The programme is designed to move the reader forward in small easy steps while also revising and consolidating words already introduced.

The [Red Elephant Series](#) introduces a useful bank of over 100 sight words. The [Blue Elephant Series](#) reuses over 85% of these words in differing contexts while introducing a controlled number of new words from the vocabulary topics used to create the programme.

The Red Elephant Series

The [Red Elephant Series](#) comprises:

- 16 reading books of 16 pages, with story lines of everyday occurrences so that children can easily relate their own experiences to those happening in the story.
- Each book contains language development exercises, written by Speech Therapists, to provide a structured and fun way to develop a child's language.

The [Red Elephant Series Word Cards, Worksheets and Games](#) on the downloadable resources includes:

- An introductory book to introduce the Pops Family to the reader.
- Worksheets of games to become familiar with the characters in the Pops Family.
- Worksheets for writing practice using the characters' names.
- Snap cards for each character in the family.
- Colouring-in sheets for each family member.
- A Word Card for every word used in the books. Matching games and a lotto game in each book use the Word Cards to support repetition and consolidation through play.
- Pops Family characters for use with the Clicker® software package.
- The printable material is provided in colour and in black and white.

The Blue Elephant Series

The [Blue Elephant Series](#) comprises:

- 16 reading books of 24 pages with story lines relating to everyday experiences, as well as social stories on issues commonly experienced by children with additional support needs, such as Kal's special helper at school and his frustration at not getting a turn to talk.
- Matching games on each page and six pages of games in each book support consolidation and revision.
- Each book contains language development exercises, written by Speech Therapists, to provide a structured and fun way to develop a child's language.

The [Blue Elephant Series Word Cards, Worksheets and Games](#) on the downloadable resources comprises:

- A complete set of Word Cards for the 16 books in the [Blue Elephant Series](#).
- The Pops Family and Friends Introduction Book.
- Writing and Phonic Worksheets, Maze and Snap Games.
- Sentence Building Kit with Word Cards and Flash Sentences.
- Pops Family and Friends characters for use in the Clicker® software package.
- The printable material is provided in colour and in black and white.

POPS Phonics

Learning phonics skills is important for children with special educational needs. This fundamental tool will help the child learn to read and look up words, and will provide them with a technique to decode unfamiliar words in generalised reading.

Teaching a sight vocabulary and teaching phonics should happen simultaneously. In this way the child will be able to use all the tools he is learning to help him become a proficient reader.

[POPS Phonics Stage 1](#) on the downloadable resources comprises four word families with:

- [Word Cards](#) for all words in the family to support matching, naming and selecting games.
- Large illustrated Word and Picture Cards designed to help your child understand the meaning of the word with the aid of a picture, and to support matching games.
- Combination Sentence Strips featuring words from a specific word family in differing sentences to practice sounding out techniques.
- Consolidation Sentence Strips featuring words from the four word families to practice and to revise.
- Elephant Word Walls Worksheets.
- High Frequency Word Cards.
- Pops Family characters for use with the Clicker® software package.

‡ Quotes in italics are taken from various courses and conferences attended by the POPS Development Team.

Background

Teaching Children with Special Educational Needs to Read

“When you learn a word it lives inside your head forever.” †

In general all children learn to read by:

1. Building a core store of whole words — a sight vocabulary
2. Understanding and gaining meaning from the text
3. Learning the sounds that printed letters represent, and that those sounds used together form words

Reading activities also help develop reasoning and understanding skills. Over time a child will build up a massive store of sight vocabulary, and as adults will read predominantly by sight, as words are recognised very quickly from years of reading practice.

Current research suggests that many children with additional needs:

1. find the printed word easier to remember than the spoken word
2. are greatly helped by the provision of visual supports such as pictures to help them learn
3. benefit from reading activities which deliver new vocabulary and new speech sounds
4. find reading aloud valuable practice in improving speech clarity
5. find reading helps their developing sound system
6. are helped in their articulation by work on phonics and spelling

Research also suggests that children who are not independent readers but enjoy supported reading activities (where they are read to or helped to read) will benefit from at least some of these gains.

For many children, their understanding can be ahead of their expressive or spoken language. Many may find grammar difficult and will need support to help improve their working memory – the area of the brain we use to store and manipulate information (e.g. where we hold a question while we formulate an answer). Many children are strong visual learners who find “learning from looking” easier than “learning from listening”.

Helping a child to build a sight vocabulary will give the child instant success with reading, motivating them to further develop their reading skills.

Learning how to use letter sounds and the rules governing their use will give a child the necessary tool kit to work out unfamiliar words by using blending techniques. It also helps with spelling and helps improve a child’s articulation.

Both approaches should be taught simultaneously so that a child may use all the skills they have learned to help them become a proficient reader.

All children are individuals, and some may find the acquisition of a sight vocabulary easier than reading using their phonic knowledge. Alternatively some children may enjoy and learn well using both their sight vocabulary and their phonic skills.

Teaching Reading to Teach Talking

For many children, learning to read will help accelerate their speech and language and improve their working memory. It is an especially beneficial skill for children with additional needs as it helps develop their language skills, closing a common gap between their verbal and non-verbal abilities.

Learning to read and understand the written word supports a child's ability to use language as a tool to communicate and to interact with others. Equipping a child with the skills to interpret the written word also offers a further means for that child to interact with and to comprehend his environment.

The ability to communicate their needs and wants or indeed vent their frustration lessens the likelihood that they may resort to inappropriate behaviour to get their message across.

The [POPS Reading Programme](#) has been developed in conjunction with Speech and Language Therapists to ensure it targets the language a child will need in their everyday life. The scheme introduces everyday functional language; every book in the programme contains language development exercises, written by Speech Therapists, to support the development of a child's communication skills.

Promoting Positive Imagery of a Differently-abled Child

In this reading programme a child with a developmental disability is seen as part of a family, enjoying everyday events and getting up to everyday mischief. Kal, who has Down Syndrome, together with his siblings are featured in story lines about everyday events; whether offering Mum the never-ending challenges of keeping the mess at bay, amusing cross children on rainy days (and other days), or trying to get to school on time.

The [POPS Reading Programme](#) makes a child with a developmental disability visible in school literature. The story lines portray everyday life with additional stories relating to Kal's disability, as he asks Mum for strategies to get a turn to talk, and his best efforts to please Mrs Pearce, his helper at school, when it is her birthday.

For many children with developmental disabilities the early years are not so very different from their peers. Children arriving at school for the first time are all learning to read, learning maths etc. The difference becomes more evident as the child with a developmental disability gets older, and more story lines that sensitively reflect this are planned for later in the programme.

The [POPS Reading Programme](#) does not seek to directly address the nature and implications of a child having a developmental disability, but rather to slowly nurture understanding by including story lines which reflect life at home and in the classroom, for both the child with development disabilities and their peers. In this way a child with a disability is shown as an individual to be valued and accepted as part of life, in a society which is inclusive and supportive.

Use of Latest Research

In the development of the programme the POPS team have been informed by the works of Patricia Logan Oelwein, who advocates the teaching of reading using a functional language-experience approach designed to meet the needs of children with additional support needs.

The POPS team have also benefited from recent research by Professor Sue Buckley, Emeritus Professor of Development Disability (Portsmouth University Dept. of Psychology) into “Teaching Reading to teach Talking”.

The POPS Reading Programme — Practical Strategies for Use

The primary objective of the POPS Reading Programme is to foster a love of reading by making the teaching experience enjoyable and successful so that the child will want to do it again. The following strategies will help you get the best from the programme:

1. Foster a love of reading

“Laughing can help you remember things.”

The programme sets out to capture the interest of your child and provide entertainment. The approach is based on the principle that if a child does not want to read a book, there is little benefit in the book delivering lots of useful repetition and an informative story line. If the child is tempted to read the book once and finds it dull, he is unlikely to pick it up again or cooperate with you in supported reading activities.

Each text page is accompanied by a brightly coloured illustration which closely corresponds to the accompanying text, giving lots of visual clues to decipher the text. Each story endeavours to provide a humorous ending. After reading the story, talk about what you found funny. Ask your child to point to anything in the illustration they think is funny, discuss it and laugh about it together.

2. Build confidence and self-esteem

“Free your child from the fear of failure.”

The **POPS Reading Programme** offers your child many opportunities to savour success. Catch and celebrate this success together! Ask him to show you again, and give lots of positive reinforcement. We all like to participate when we are successful, and this programme seeks to build the child’s self-esteem as they experience success, whatever their reading level.

Every page in the book has been designed to offer lots of opportunities for success:

- a. A little elephant, called Boo, is hidden in each illustration: a child who enjoys supported reading can independently find the elephant and be praised for this achievement.
- b. A child who is beginning to read and has a small sight vocabulary can be given one or two **Word Cards** from the set supporting the book, and be successful in matching the **Word Card** to the word when it appears in the text or in the green box at the bottom of each text page.
- c. Games are provided at the back of each book for reinforcement and revision; your child may want you to read the story to them, allowing them to play the games.
- d. Some children may be able to read the first page (the Shared Reading page), a more difficult page designed to be read together by the child and the teacher or parent.

3. Support strong visual learners

“A picture is worth a thousand words.”

Each illustration closely relates to the text to be read; also, where possible, Bella the cat is used as an additional reinforcement, mirroring the actions of the main character.

Point to what is happening in the illustration, showing your child how he can use the picture to understand the story. Read the text together and show your child that what is being said in the text is happening in the picture. Tell him that if he gets stuck on a word it is good to look at the picture to see what is happening and that this will help him to work out any word he does not know.

4. Learn strategies to work out unfamiliar words

“Unless you do something beyond what you can already do, you will not grow and develop.”

When children first start out it is important to supply words they struggle with so that the flow of the story is not lost and the experience of reading is rewarding and fun. As your child progresses with their phonic knowledge and grows in confidence in their reading ability it is important that they begin to learn how to work out words they are unfamiliar with.

It is important not to jump in too quickly with the elusive word, as your child needs to make an effort to work it out for themselves. This may take some time to develop, and be met with a certain amount of resistance, as the easy way out is often preferred!

Try the following strategies to help your child to self-correct when they are stuck with a word:

- Allow them time to think what the word might be. Say “Look at the picture to help you.”
- Say “Look at the first letter and tell me the sound,” then encourage them to try the word again.
- Say “The word starts with...” and give them time to decipher the rest.
- If they give you the wrong word say “Can we say it like that; does that make sense?”
- Help them to sound out the word.
- Tell them the word after they have had time to have a go.
- Get them to re-read the sentence with the given word.
- Get them to find the corresponding [Word Card](#) and match it in the text.

Give lots of praise to partial or full success, saying “You’ve done it, you’ve worked out the word!”, “Well done!”

5. Make reading meaningful

“Help the child see the bigger picture — what the whole story is about.”

Story lines are used that the child can easily relate to their personal experience. (*The Lost Keys* book features a topic on which most of us have spent large amounts of our personal time!) It also illustrates the key point of reading: that we read to understand a story, then think about it and finally relate it to something we ourselves know about.

Use the following strategies to help your child to understand the text.

- Use a standard question set such as:

~ Who is in the story?	~ What is the main event?
~ Where does the story take place?	~ What happens in the end?
~ What happens in the story?	~ What do you think about the story — do you like it or not?
- Try finding a key word in the story that conveys meaning, and use this word to make simple sentences relating to the illustration. For example, where the word “bath” is used in *A Big Mess*, using the word bath, say “What is in the bath?”; “Water and bubbles are in the bath.”; “Where is the bath?”; “It is in the bathroom.”; “Don’s boat is in the bath”; “Don is wet!”
- Use the **Word Cards** to record simple ideas right from the start to demonstrate that the written word is used to convey meaning. The book *Going on a Picnic* provides a good example — get your child to make the simple sentence: “I want a biscuit.”
Follow this by getting him a biscuit. This will allow him to use the written word to convey a request before he can write or spell, and demonstrates the benefit of using text to convey meaning in a simple and practical way.

6. Provide fun consolidation and revision

“Clever consolidation captivates children’s interest.”

Your child will learn to recognise whole words by their shape and pattern. Matching games on each page and games at the back of each book offer further tools for revision and assessment.

The use of **Word Cards** is an important feature of this scheme; they offer many opportunities to consolidate and revise.

The following games can be played with the **Word Cards**:

- a. Matching** — the child matches a **Word Card** to the corresponding word in a sentence, in the green box at the end of each text page or in the games at the back of each book. Sound each word out together.
- b. Selecting** — the child selects the word from a number of **Word Cards** on a verbal or signed cue. Make the initial sound and encourage the child to select words beginning with that sound.
- c. Naming** — you hold the **Word Card** up for the child to see and they sign or say the word in question.
- d. Hide and Seek** — hide the **Word Card** in the book, under their pencil case, etc., and ask the child to seek and sound out or say the word.
- e. Posting** — post the words using a letterbox (either home made or from another game) and have your child sound out or say and post the **Word Card**.
- f. Fishing** — there are many such games on the market, some with big wooden fish. Using Blu-Tack stick the **Word Cards** onto the fish and have your child fish for the **Word Card** and tell you what it says. Alternatively you can easily make your own fishing game by putting a paper clip on the **Word Cards** and using a home-made fishing rod with a magnet on the end to fish the word from either a box or bowl or whatever is to hand. (Caution — this is not safe for younger children.)

Topics and Vocabulary Used

The complete scheme covers the first 800 functional words an English-speaking child learns to say and to understand, together with the first 200 common words.

All 800 words are grouped into different topics. Each book contains a topic indicator showing the vocabulary from the topic covered by the book. One book may cover more than one topic, and many books will be used over the series to deliver the complete vocabulary under each topic heading.

Scheme Functional Topics					
Animals	Dressing	Everyday Items	Family and People	Home	Meals and Snacks
Outside	Play	The Body	Transport	Actions	Helping Verbs/ Auxiliaries
Social Words	Question Words	Quantifiers and Articles	Connecting Words	Describing Words	Personal Qualities
Quantity	Size	Colours	Personal Qualities/ Emotions	Textures	Movements
Sound	Prepositions Place	Possessives	Question Words	Time	Events
Numbers	Shapes	Play			

Red Elephant Series Topics

The following topics are covered in the **Red Elephant Series**:

Pack 1	Pack 2	Pack 3	Pack 4
Animals	Dressing	Home	Outside
Toys	Place	Size	Describing Words
The Body	Everyday Items	Animals	Meals and Snacks
	Quantity	Describing Words	Transport
	Personal Qualities	Social Words	
		Personal Qualities	

Blue Elephant Series Topics

The following topics are covered in the **Blue Elephant Series**:

Pack 1	Pack 2	Pack 3	Pack 4
Home	Meals	Play	The Body
Dressing	Describing Words	Dressing	Describing Words
Actions	Actions	Actions	Actions
Play	Play	Animals	Personal Qualities
The Body	The Body	Colours	People
People	Snacks	Size	Everyday Items
	Size		
	Animals		
	Colours		

Red Elephant Series Vocabulary

This series concentrates on establishing a sight vocabulary of useful words for making simple sentences, and words for objects that the child will have personal experience of. The following tables list the words practised in each pack; words in bold are key words revisiting in that pack.

Pack 1	
Topic Words	High Frequency Words
hands feet more hungry	put on his hers
eyes nose mouth ears	got
book balloon doll bricks toys cake	is for wants get for
cow sheep pig donkey	the said was to

Pack 2	
Topic Words	High Frequency Words
coat dress jumper baby	at like look I again on
all gone thank you sad some shop children	and in we was
off into bed cross more on	no my too was
keys cup school car telephone in here thank you	are no

Pack 3	
Topic Words	High Frequency Words
table bath sofa bed	yes you go can made we
monkey bird lion rabbit happy	she be play did made
dirty clean nice	at
please clever bath out naughty	come help is you

Pack 4	
Topic Words	High Frequency Words
apple crisps biscuit yoghurt sandwich	went stop get no
garden flowers grass house tree thank you	me stop play are get
burger juice chicken nuggets tea milk tummy	this what eat me at go
happy plane tractor train boat	come did can my me what can

Blue Elephant Series Vocabulary

The **Blue Elephant Series** reuses over 85% of the words used in the **Red Elephant Series**, and introduces a controlled number of new words from the vocabulary topics detailed above. The following tables list the new topic and high frequency words introduced in this series.

Pack 1	
Topic Words	High Frequency Words
trousers scarf chair kick snack	then found take

Pack 2	
Topic Words	High Frequency Words
cake green oven bubbles cheese soup today	there fun only new

Pack 3	
Topic Words	High Frequency Words
airport fast goodbye café mobile phone foot white black blue shoes socks presents dog	before could

Pack 4	
Topic Words	High Frequency Words
maths reading writing school sick floor brush run tired excuse me talk birthday	then after

POPS Phonics

Learning the alphabet, the names of letters and their sounds is a fundamental part of learning to read. It is also necessary for spelling and written activities.

Some children with additional needs learn letter sounds easily and can readily blend those sounds into words. Others progress well by learning individual letter sounds but struggle to blend the individual letter sounds together to form words.

Often the concept is difficult to grasp, or the child may be hampered by a hearing impairment making it harder to differentiate sounds (e.g. “p” and “t” can sound very similar to a child with low hearing and/or a speech and language impairment).

While learning phonics skills may sometimes be a longer process than the acquisition of sight words, it is an important skill for children to acquire. This fundamental tool will help the child learn to read and look up words, and will provide a tool they can use to work out unfamiliar words encountered in generalised reading.

Teaching a sight vocabulary and teaching phonics should happen together. In this way the child will be able to use all the tools he is learning to help him become a proficient reader.

Schools may use a number of approaches to teach phonics: for example, many introduce each of the individual sounds, providing each with an action to help the learner remember the sound. Once all initial sounds are learnt, children progress onto vowels/diagraphs, each again with a related action.

Many good products are available to support children learning letter sounds, offering both variety and choice. **POPS Phonics** can be used to teach initial letter sounds, as well as to help children learn decoding skills. Often this is more challenging than learning sight words, and understandably so, as it involves learning:

1. letter sounds
2. letter–sound combinations
3. the rules governing their use
4. the problem-solving skills to determine what rules to use

The POPS approach to this challenge is to break the decoding process into small easy steps, so that a child can be successful in decoding words. Each phonic set contains an illustrated set of teaching resources for teaching word families — words which share a common ending and can be changed into another word by changing the initial sound (e.g. Dan, can, man).

POPS Phonics Stage 1 supports the following four word families:

-an, -at, -en, -ig

Characters from the Pops Family feature throughout the pack with Bella and Sam making guest appearances when appropriate. The packs are also designed to stand alone so that they can be used independently of the **POPS Reading Programme**.

Each word family is supported by

- An instruction leaflet
 - ~ with suggested scripts to get started on each element in the pack
- Word Cards
 - ~ covering all words in the family and the word family ending to support matching, naming and selecting games

- Large illustrated Word and Picture Cards
 - ~ designed to help your child understand the meaning of the word with the aid of a picture and again to support matching games
 - ~ each Word and Picture Card also contains a sentence featuring the word in context to help understanding and to practice reading the word
 - ~ each sentence used is composed of a limited number of common words used in the **POPS Books** so that your child will be able to read the sentences easily
- Combination Sentence Strips
 - ~ features words from a specific word family in differing sentences, again to practice sounding-out techniques. The sentences can also be used as an assessment tool to measure progress
 - ~ allows the child to demonstrate that they can read the word without a picture clue
- Consolidation Sentence Strips
 - ~ features words from the four word families in the same sentence, to allow further practice and to assess if your child is ready to move onto the next stage
 - ~ allows the child to demonstrate that they can read the word without the support of a picture clue
 - ~ can also be used as an assessment tool to measure and record progress

Promoting Language Development Using the POPS Reading Programme

Background

As many as 10% of children and young people have some level of communication disability. Children with a communication disability may have problems with production or comprehension of spoken language, using or processing speech sounds, or understanding and using language in social contexts. Without effective support a communication difficulty has been shown to affect a child's academic success, their self-esteem and their social and emotional development.

Research indicates that early intervention, during pre-school and early schooling, should focus on children receiving experiences that enrich their vocabulary and conceptual knowledge so that when they start to read they find it easier to connect reading with meaning. Research also suggests that early reading activities with children from the age of two onwards encourage children to progress to longer utterances and improved grammar in speech. †

Developing Communication Skills with the POPS Programme

The **POPS Reading Programme** helps develop your child's communication skills in a number of ways. Each story line builds on your child's vocabulary by introducing him to new words gradually in a range of contexts, thus reinforcing their meaning.

Encouraging a child to think of new words associated with a key word: for example, "cold" with winter, snow, etc. further consolidates his understanding of the word and widens his receptive (understanding of words) vocabulary.

†Research — fuller details from "I CAN TALK Series" from the ICAN charity helping children communicate

The familiar scenarios and interesting story lines of the [POPS Reading Programme](#) introduces the reader to situations that are recognizable and fun while building on their understanding of everyday actions. This equips the child with everyday functional words for use in general day-to-day communication.

The content of the [POPS Reading Programme](#) provides opportunities for asking your child questions, therefore helping him to understand the storyline and to expand his responses. Encouraging him to retell each story after completing it and to express his feelings about the characters will further develop his language.

For the child who requires an augmentative communication system to support speech, there is no barrier to enjoying and benefiting from the stories in this programme. Symbol users (e.g. Boardmaker symbols) can be equipped with symbol boards adapted to link in with each story. This enables them to demonstrate their understanding of the story content and to expand on the storyline. Signing children or readers using a voice output aid can also successfully access POPS.

The programme embraces the development of literacy and communication and acts as a vehicle for developing language and imagination. It also acts as a vehicle for developing language and imagination.

Using the Red Elephant Series to Develop Communication Skills

Introduction

This series — the beginner level of the [POPS Reading Programme](#) — introduces everyday language in a range of contexts, in the general order in which this vocabulary is acquired.

Nouns are introduced in this series, initially in the form of family members, both general (Dad, Mum, Granny) and specific (Milly, Kal, Don). Actions or verbs, the building bricks of language, are introduced in relation to key people (e.g. helping, eating, dressing up, losing, finding, etc.).

The concept of possession (e.g. Mum's keys, Kal's lunch, etc.) introduces a further range of nouns in addition to the notion of "belonging to".

The series also introduces early positional words (such as "in", "off", "beside") and simple adjectives (such as "good", "clever" and "hungry").

Practical Strategies

This series introduces a bank of everyday words which you can use in the following ways to develop a child's language and improve their literacy skills:

- Use the richness of the illustrations to build simple sentences with your child. A simple sentence relating to the illustration can be composed, leaving a key word out so that the child can complete the sentence using one of the [Word Cards](#). This will allow the child to see words used in different contexts, to generalise their use of the word and further develop their semantic knowledge (meaning of the words).
- Find this word again in the text and get the child to match it when used in context in the story.

- Discuss with them something that happened in the story and ask them what happened next. This will enhance their ability to anticipate what may happen, expanding their language as they tell you in their own words what they think will happen next.
- Expand your child’s language by asking them to retell the story to you in their own words. This will help develop their ability to focus on a simple task, improving their working memory and attention control.

See **Appendix 1** for the complete **Red Elephant Series** language development exercises, written by Speech Therapists.

Using the Blue Elephant Series to Develop Communication Skills

This series — the intermediate level of the **POPS Reading Programme** — further enhances your child’s vocabulary and knowledge of language use in a fun and interesting way.

The grammatical structures introduced allow the parent/teacher to ask a range of questions (e.g. Who, Where, What, How), providing the child with opportunities for consolidation and expanding on the content of each story.

A more complex range of word types are introduced (e.g. verb forms like “can” and “was”, in addition to more grammatical links such as “to”, “for”, “so”). This supports the child in progressing to longer and more complex sentence structures.

The stories encourage early language development, which research has shown to encourage better expressive (ability to use language) and receptive (understanding of language) skills.

See **Appendix 2** for the complete **Blue Elephant Series** language development exercises, written by Speech Therapists.

Conclusion

POPS stands for **P**lenty **O**f **P**otential and we passionately believe your child can reach their true potential in reading by using resources specifically designed to play to their strengths. We are indebted to our reference schools and grateful to those of you who have contacted us with comments and feedback.

This allows us to keep very close to the children we want to help, allowing them to direct our onward development. This ownership by our little POPS People is what we are about and we are glad to say that it is working. We are always anxious to hear about your experience with the Programme and we welcome your views, please share them with us so we can provide the best possible products and services.

Best wishes, from all at POPS Resources

www.popsresources.com

Appendix 1: Red Elephant Series Language Development Exercises

PACK 1

Belly Button Painting

Encourage Naming within a Category

Encourage your child to give examples within a category already present, e.g. colours and body parts.

Help your child to identify the colours of paint used in the story; encourage him to name other colours, e.g. the colour of Kal's trousers, etc.

Encourage your child to name other body parts through the developing story line of painting hands, feet, belly button etc.

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in their own words, e.g.:

“Who put paint on her hands?”; “Where did Kal put paint?”; “What happened at the end of the story?”; “What did Mum say when she saw Kal and Milly's belly buttons?”

Prompt recall of the story in sequence with questions, e.g.:

“What did Milly and Kal want to do in this story?”

If your child is unsure of the order of events, help him by beginning a sentence and allowing him to fill in the missing words, e.g.:

“First Milly painted her,” then “Kal painted his” etc.

Kal Makes a Baby

Encouraging Naming within a Category

Encourage your child to give examples within a category already present, e.g. body parts.

As you progress through the story of Kal making a baby, encourage your child to name additional body parts and to identify them, e.g. head, arms etc.

Help your child to make connections between the body parts of the baby Kal is making and his own body. Encourage him to identify his own eyes, ears, nose etc., and expand on this by talking about how we use our body, e.g. we see with our eyes, we hear with our ears, we smell with our nose etc.

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in their own words. Prompt recall of the story in sequence with questions, e.g.:

“What did Kal put on his baby first?”; “What did Kal put on next?”

Prompt recall if necessary with sound cues giving the first sound of the word or gestural clues by pointing to the body part on your own body.

As you recall the story encourage your child to talk about how he'd make a baby and what he'd use to make it. Play a memory game at the end where you both try to recall the different parts of Kal's baby and predict what Kal may like to do with his baby, e.g. give him something to eat, take him for a walk, etc.

Dad's Birthday Present

Encouraging Word Associations

Extend your child's vocabulary by helping him develop associations with a word or event in the story, e.g. birthday.

Encourage your child to explore the theme of "Birthdays" — help him to think of different kinds of presents, birthday treats, parties, birthday cakes etc.

Stimulate your child's imagination by helping him to explore how he likes to spend his birthday, the kind of present he would like or to think of a birthday surprise he'd like to give someone else; his Mum, Dad, a sibling etc.

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the story line.

After reading the "Shared Reading" page encourage your child to think of a few presents that the children may want to buy for Dad. Encourage him to anticipate and explore possibilities.

Encourage your child to imagine what might be the best and most appropriate present for Dad. Develop his ability to apply logic in deciding whether or not a book, balloon, doll or bricks would be suitable presents for Dad, and if not, who would appreciate such gifts.

Helping Dad

Encouraging Naming within a Category

Encourage your child to give examples within a category already present, e.g. farm animals.

When you have finished reading the book with your child, encourage him to remember the animals in the story and to expand on the theme, e.g. naming other animals you might find on a farm (horse, chicken, dog, duck etc.).

Animal Sounds: after reading the book read it again with your child and encourage him to tell you the sound each animal makes. Help him to expand on this by introducing other possibilities, e.g. sounds made by horses, ducks etc.

Encouraging Word Associations

Extend your child's vocabulary by helping him to develop word associations with a word in the story, e.g. farm.

Encourage your child to talk about taking care of animals on a farm. Talk to him about what food each animal eats, where the animal might live (sty, pen, stable etc.). Also talk about what each animal gives us: milk from cows, wool from sheep etc.

Talk to your child about what else farms produce, e.g. vegetables like potatoes and carrots, and cereals for our bread and breakfast. Talk about what he might find interesting on a farm, e.g. tractors, combine harvesters etc.

PACK 2

The Jumping Game

Encouraging Naming within a Category

Encourage your child to give examples within a category already present, e.g. jumping etc. Talk to your child about the children playing the jumping game. Reinforce his understanding of jumping and encourage him to think and act out other such actions, e.g. running, hopping, dancing.

Help your child to think of different ways of jumping, jumping high, jumping quickly, jumping slowly, jumping on, jumping into and jumping over something.

Talk about the different places you could jump: on the bed, on a trampoline, in the water, in puddles etc.

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in their own words. Prompt recall of the story in sequence with questions, e.g.:

“At the beginning of the story, what game did the children decide to play?”; “What did Milly and Kal jump into?”; “Where did Kal and Don jump?”; “What happened next?”; “Who came in?”; “How did Mum feel at the end of the story?”; “Do you think the children were sorry?”

As you recall the story in sequence, encourage your child to think of alternative places that the children may jump, e.g.:

“Milly and Kal jumped into the dressing up box — what else could they jump into? (a swimming pool, the bath etc.).

Proceed through the story, encouraging alternative scenarios.

Dressing Up

Encourage Naming within a Category

Encourage your child to give examples within a category already present, e.g. clothes.

Prompt your child to develop ideas and expand his vocabulary with questions, e.g.:

“What might be in the Dressing Up box?”; “Ben is wearing a coat — what else is he wearing?”; “Milly is dressed like a baby — what does a baby wear?”

Encourage your child to think of the range of clothing that might be worn by each person the children are dressing up as, e.g. Dad, Mum, a baby.

Asking Questions

Use the illustrations to help your child to understand the story line. Ask your child simple questions relating to the content of each page and encourage him to explore further possibilities, e.g.:

“What did Ben put on when he dressed up as Dad?”; “Who did Don dress up as?”; “Why did Milly have a rattle?”; “Who else dressed up as a baby?”

Encourage your child to expand his ideas around the topic of dressing up by asking questions, e.g.:

“Who else could the children dress up as?”; “What could you wear if you dressed up as a king, a queen, a clown or a doctor?”; “Who would you like to dress up as?”

Granny’s Treat Box

Asking Questions

Use the illustrations to help your child to understand the story line. Ask your child simple questions relating to and expanding on the text, e.g.:

“Who did Don and Kal like to visit?”; “How did the children feel when the treat box was empty?”; “Where did Granny take Ben and Don to buy more treats?”

Encourage your child to answer questions less directly related to the text, e.g.:

“Who is going with Ben and Don to visit Granny? — Bella”; or “Look, no cat treats in the box — what do you think Bella likes to eat?” or “Granny is going to the shop for more treats. Where would you go to buy sausages? Bread and cakes? Vegetables?”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child’s ability to link the label of the emotion to the character’s facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

“The treat box is empty! Look at Ben’s face — how is he feeling?”; “He’s sad isn’t he?” or “Granny has bought more treats — how is everyone feeling now?”

Develop your child’s understanding of different simple emotions by encouraging him to think what makes him feel happy/sad/cross etc. This will help him to generalise his knowledge of emotions and increase his self-awareness.

The Lost Keys

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in their own words. Prompt recall of the story in sequence with questions, e.g.:

“Where were Mum and the children going at the beginning of the story?”; “What was lost?”; “Where did Milly look for the keys?”; “Then, where did Don look?”; “Who found the keys in Mum’s bedroom?”; “What happened at the end of the story?”

As you proceed through the story, encourage your child to think of alternative places for each

character to look for the keys, e.g.:

“Milly might look under/behind the telephone.”; “Don might look behind the cereal packet or under Mum’s chair.”; “Ben might find the keys in a different room.”

Encouraging Prediction and Developing Reasoning Skills

Use the illustrations to engage your child in the possibilities of the story line and encourage him to anticipate what the outcome of the story may be.

Encourage your child to think of possible ways of dealing with the situation of the lost keys, e.g. suggest alternative ways of getting to school — walking, bus etc. Prompt him to give his views on these.

Ask your child questions which encourage him to predict what might happen at various points in the story, e.g.:

“Mum has lost the car keys. What will happen now?”; “Where do you think the keys might be?”; “Do you think they will be on time for school?”

PACK 3

Bruno

Encouraging Naming within a Category

Encourage your child to give examples within a category already present, e.g.:

Using the illustrations, encourage your child to talk about what Bruno needs for his bath (bubbles, sponge, soap, towel etc.) and what these are used for. Also encourage him to expand on different activities around bath time (washing, scrubbing, splashing, playing, drying etc.).

Help your child to relate to the events around Bruno’s bath time by prompting him to talk about his own bath time routine, his likes and dislikes, what he does after his bath etc.

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child’s ability to link the label of the emotion to the character’s facial expression.

Help your child to develop his understanding of how we express different emotions by making him aware of the different gestures and body language associated with each emotion, e.g.:

“Bruno is frightened, he is shaking his head and hiding his eyes.”; “Kal is excited — he throws his hands in the air.”

Milly’s Doll’s House

Encouraging Naming within a Category

Encourage your child to give examples within a category already present, e.g. furniture.

As you proceed through the story, talk about each item of furniture, and encourage your child to think of other related items, e.g. table, chair, bed, wardrobe, bath and sink.

Help your child to make connections between the furniture in Milly's doll's house and the furniture in their bedroom or home e.g.:

"Grandad is making a bed for the doll's house — what do you have in your bedroom?"; "Chair, table, TV, bookshelf, bed?"

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in their own words. Prompt him to recall the story in sequence with questions, e.g.:

"What did Grandad give Milly at the beginning of the story?"; "What did he make for the house first of all?"; "What did Grandad make next?"; "Where did Granny take Milly?"; "How did the story end?"

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child's ability to link the label of the emotion to the character's facial expression.

"The table was too big."; "The bed was too small."; "Milly was cross, wasn't she?"; "What did Granny do to help?"; "How did Milly feel at the end of the story?"

The Magic Word

Asking Questions

Use the illustrations to help your child to understand the story line. Ask your child simple questions relating to the content of each page, e.g.:

"Who needed a bath?"; "What did Bella do when it was time for her bath?"; "Where did Bella hide?"; "Why would Bella not come out?"; "What was the magic word?"

Once you have established that your child understands the concrete facts of the story, ask him more abstract questions around each event. If he is unsure of the answers, offer possibilities and encourage him to respond, e.g.:

"Why does Bella need a bath?"; "Bella is hiding behind the toilet — where else might she hide?"; "When do you say 'please'?"

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in their own words. Prompt recall of the story with questions, e.g.:

"What happened at the beginning of the story?"; "Who has to have a bath?"; "Where did Bella hide?"; "What magic word did Kal say to Bella?"; "What happened at the end of the story?"

The Jungle Game

Encouraging Word Associations

Extend your child's vocabulary by helping him develop associations around a key word in the story, e.g. animals.

Once you have read the story with your child revisit the book, encouraging him to think of other animals you might find in the jungle, e.g. tiger, elephant, snake and crocodile.

Asking Questions

Use the illustrations to help your child to understand the story line. Ask your child simple questions relating directly and indirectly to the content of each page, e.g.:

“What game did the children play?”; “What did they pretend the garden was?”; “What animal did Milly want to be?”; “Birds like to fly — what else likes to fly?” (bees, insects, butterflies); “Where might you see a rabbit?”

Encouraging Prediction and Developing Reasoning Skills

Use the illustrations to engage your child in the possibilities of the story line. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“Milly wanted to be a lion — what might Ben want to be?”; “Don wanted to be a bird, but birds like to fly. How will Don pretend to be a bird?”; “Bella does not like any of the animals — what does she want to do?”

PACK 4

Going on a Picnic

Encouraging Word Associations

Extend your child’s vocabulary by helping him to develop associations with a word in the story, e.g. picnic.

Once you have read the story with your child revisit the book, encouraging him to think of different types of food and drink the children might pack, where they might go on their picnic and what they might do when they arrive.

Encourage him to think of the best weather or season for a picnic.

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in their own words. Prompt recall of the story in sequence with questions, e.g.:

“What did the children want to do because it was a sunny day?”; “What did Mum ask the children to do?”; “What did Don pack?”; “What did Ben get to drink?”; “What did Bella put in the basket?”; “What did the children say when the picnic was ready?”

As you proceed through the story, encourage your child to think of alternative things for the children to pack and to predict a further stage of the story, e.g. arrival at the picnic destination.

Lunch at Cool Ketchup

Encouraging Naming within a Category

Encourage your child to give examples within a category already present, e.g. food.

Encourage your child to think of alternative things the characters might like to eat and drink. Prompt him to give examples from different food and drink types, e.g. potatoes, bread, rice, eggs, cheese, salad, fruit etc.

Encourage your child to think of different food and drink choices he could make in a café. Discuss the kinds of food he might like depending on what meal he was having in the café, e.g. breakfast, lunch or dinner.

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in their own words. Prompt recall of the story in sequence with questions, e.g.:

“Where did the family go for lunch?”; “What did they do in the café?”; “What did they do at the end of the story?”

Encourage your child to give specific information on events in the story by asking questions, e.g.:

“What did Kal have to eat and drink?”; “Who wanted to go home after lunch?”; “What did Mum have to drink?”; “How was Kal feeling after his lunch?”; “What did Dad have to pay?”

Helping Grandad

Asking Questions

Use the illustrations to help your child to understand the story line. Ask your child simple questions directly and indirectly relating to each page, e.g.:

“Who wants to help Grandad in the garden?”; “What did Ben do while Grandad sawed the tree?”; “What did Grandad give to the children?”

Once your child can respond to concrete questions based on the story line, encourage him to think in a more abstract way by asking hypothetical questions, e.g.:

“What would happen if Grandad didn’t water the flowers?”; “What do you think the children like to do in the playhouse?”

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in their own words, e.g.:

“What job did Grandad do first of all?”; “What did Ben do to help him?”; “What did Grandad do next?”; “When Grandad watered the flowers, what did Ben do?”; “Who came into the garden?”; “What happened at the end of the story?”

Encouraging Word Associations

Extend your child’s vocabulary by helping develop associations with a word in the story, e.g. garden.

Prompt your child to think of what can be found in a garden, e.g. flowers, grass, vegetables, fruit etc.

Sam on the Tractor

Encouraging Naming within a Category

Encourage your child to give examples within a category already present, e.g. toys/playtime.

Prompt your child to talk about the toys featured in the story, e.g. paints, trains, boats and planes. Encourage him to name other toys which the children might play with or other activities to entertain Sam, e.g. soft toys, building bricks etc.

Encouraging Word Associations

Extend your child's vocabulary by helping develop associations with a word in the story, e.g.:

"Sam is having a ride on a tractor — where do we find tractors?"; "What else do we find on a farm?"
Encourage names of animals, vehicles and jobs on a farm.

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child's ability to link the label of the emotion to the character's facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

"Look, Sam is sad. How do you know Sam is sad?"; "He's covering his eyes, isn't he?"; "Sam doesn't like Ben's boat. He is still sad — look at his body. How do we know he is still sad?"; "Now look at Sam's face — how do you think he's feeling?"; "He's smiling — he's happy, isn't he?"

Appendix 2: Blue Elephant Series Language Development Exercises

PACK 1

Kal has a Friend to Play

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

“What is Kal’s friend’s name?”; “What game did Kal and Jan play?”; “Who won the game?”

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“Jan was the goalkeeper.”; “What does the goalkeeper do?”; “Where can you play football?”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child’s ability to link the label of the emotion (happy, sad) to the character’s facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

“Kal won the game — look at Jan’s face; how is she feeling?”; “Now Kal and Jan are smiling. How are they feeling? Why?”

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“What could Kal and Jan do to make the game fun?”; “What happened when Bella was the goalkeeper?”; “Why were the children happy?”

Encouraging Word Associations

Extend your child’s vocabulary by helping develop word associations with a word in the story, e.g.:

“Kal and Jan played football — what other ball games could they play?”; “What other things could we do with a ball — kick, throw, catch?”

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

“The children are playing football.”; “What other games could they play?”; “What games do you like to play with your friends?” Prompt examples like hide and seek, catch me if you can, etc.

Encourage Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

“What did Kal and Jan do first?”; “Why were the children fighting?”; “What did Mum say?”; “How did the story end?”; “Who went in goal at the end?”

Bella has a Sore Tooth

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

“Who is Bella?”; “What is wrong with Bella?”; “Where does Bella have to go?”; “Why does Bella have to go to the vet?”

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“Why did Bella have to go to the vet?”; “She is sick, isn’t she?”; “What could be wrong?”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child’s ability to link the label of the emotion (happy, sad) to the character’s facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

“Bella has a sore tooth.” (When Milly is holding Bella); “Look at Milly’s face! How is she feeling?”; “Bella is being naughty.” (When Bella is hiding); “Look at Mum’s face! How is she feeling?”

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“Look — Bella won’t go into the basket.”; “She ran away — what will happen now?”; “Bella will not come out of the basket!”; “What could Mum do to get her out?”

Encouraging Word Associations

Extend your child’s vocabulary by helping develop word associations with a word in the story, e.g.:

“The vet — animals go to the vet when they are sick.”; “Who do we visit when we are sick? The doctor.”; “Bella has a sore tooth.”; “We don’t go to the doctor when we have a sore tooth — we go to the dentist.”; “Bella is a pet cat — what other pets have to go to the vet?” Encourage animal labelling.

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

“Bella is a pet cat.”; “What other pets could the children have?” Suggest examples like dogs, cats, rabbits, goldfish etc.

Encourage Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

“What happened at the beginning of the story?”; “What happened next?”; “Who was in the story?”; “What happened at the end?”

The Peg Monster

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

“What was the game called?”; “Who wanted to be first?”; “Who held the basket?”

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“What happened to Kal?”; “He fell in the mud, didn’t he?”; “What will he have to do when he goes home?”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child’s ability to link the label of the emotion (happy, sad) to the character’s facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

“Look — Kal has fallen in the mud.”; “He’s smiling.”; “How is he feeling?”; “He’s happy.”

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“What do you think the children will do with the pegs?”; “Look — Kal has fallen in the mud.”; “What will Mum say?”

Encouraging Word Associations

Extend your child’s vocabulary by helping develop word associations with a word in the story, e.g.:

“What do we do with pegs?”; “We hang our wet clothes out with pegs.”; “Pegs can be different colours — what colours can they be?”

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

*“The children are playing with the pegs.”; “What other things in the house could they play with?”
Suggest examples like sheets to make a den, cushions to make a bed etc.*

Encourage Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

“Look — Milly is wearing trousers and a jumper.”; “What else is she wearing?” Encourage labels such as socks, shoes, T-shirt etc.

“Who told the children about the game called Peg Monsters?”; “Who wanted to be a Peg Monster first?”; “What happened to Kal at the end of the story?”

Making a Den

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

“What did Mum want to do?”; “What did Milly, Kal and Don make?”; “Who pushed the sofa?”; “Where did Kal put the dress?”

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“What did Mum use to do the shopping?”; “The computer.”; “What did Mum ask the children to do?”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child’s ability to link the label of the emotion (happy, sad) to the character’s facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

“Milly didn’t want to play with the toys.”; “Look at her face — how is she feeling?”; “Kal wanted to make a den too.”; “Look at his face — how is he feeling?”

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“Mum has done the shopping — what does Mum want to do now?”; “The children didn’t want to play with the toys — what did they do instead?”

Encouraging Word Associations

Extend your child’s vocabulary by helping develop word associations with a word in the story, e.g.:

“The children are making a den.”; “What is a den?”; “They’re putting a chair and table in the den — what else could they put in?” Encourage naming within a category, e.g. furniture.

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

“Mum is shopping for food; she is buying apples.”; “What other fruit could she buy?” Encourage examples like bananas, oranges, pears.

Encourage Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

“What happened at the beginning of the story?”; “What did Kal, Milly and Don make?”; “What did the children want Mum to do?”; “What did Mum want to do?”

PACK 2

Making Animal Cakes

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

“What are the children going to do?”; “What animals did the children stick on their cakes?”; “Who put the cakes in the oven?”; “Which animals did Milly put on her cakes?”; “What happened to Kal’s pig and sheep?”

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“Who put the cakes in the oven? It was Mum, wasn’t it?”; “Why do you think she did that?”; “The oven is hot, isn’t it?”; “It would be dangerous for the children to touch it — they might get burned.”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child’s ability to link the label of the emotion (happy, sad) to the character’s facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

“The cakes are ready to ice.”; “Look at Milly’s face — how is she feeling?”; “She is looking forward to icing the cakes, isn’t she?”; “What else shows us how she is feeling?”; “She is clapping her hands, isn’t she?”

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“Mum is carrying the tray of cakes.”; “What do you think the children will do next?”; “Look at Bella’s green paw prints!”; “What is happening to the kitchen floor? It is getting messy, isn’t it?”; “Kal is eating his pig and sheep — what do you think Mum will say?”

Encouraging Word Associations

Extend your child's vocabulary by helping develop word associations with a word in the story, e.g.:

"Cakes — the children have been baking cakes."; "What kind of cakes do you like?"; "When do we have special cakes?"; "Birthdays and at Christmas."; "When we're baking cakes what do we use — eggs, flour?"; "What else can we bake?" Encourage examples like bread, puddings, savoury dishes.

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

"Animals — the children have farm animals to put on their cakes — pigs, cows and sheep."; "What other animals do you find on farms?" Encourage examples like donkeys, goats etc.

"Colour — the children are using green icing. What other colours of icing could they use?" Give examples like white pink, etc., and encourage the child to tell you why.

Encourage Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

"After Mum had baked the cakes in the oven, what did the children do?"; "What animals did Don put on his cakes?"; "Who ate some of his animals?"

Encourage projections/continuation of the story. "The cakes are ready, but look at the kitchen!"; "What will the children have to do next?" Prompt examples like helping Mum to clean the kitchen.

A Big Mess

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

"What did Mum say the children had to do?"; "Where did Don put the balls?"

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

"What did Kal wash?"; "He washed the train, didn't he?"; "What did Milly wash?"

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child's ability to link the label of the emotion (happy, sad) to the character's facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

"Look — Bella and Sam have made a mess."; "How is Mum feeling?"; "Look at her face!"

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“Look — Bella and Sam are helping to wash the toys.”; “They’ve put all the bubbles in!”; “What will happen now?”; “Look — Milly is using a big brush to clean her doll! Why?” Prompt your child by looking at the illustration of a dirty doll.

Encouraging Word Associations

Extend your child’s vocabulary by helping develop word associations with a word in the story, e.g.:

“Bath — look, the bath is full of bubbles!”; “What do you put in your bath?”; “What do you like to play with in the bath?”; “What do we wash?”; Prompt your child to name body parts: hands, face etc.

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

“The children are washing their toys.”; “What other toys could they wash?” Encourage naming of child’s own toys.

Encourage Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

“What are the children going to do with the dirty toys?”; “When the children had finished their work what did Mum give them?”; “What happened at the end of the story?”

Dad Makes Lunch

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

“Where was Mum going?”; “Who was making lunch?”; “What did Dad make for Milly?”; “How was Dad feeling?”

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“What did Dad make for Ben? Sandwiches.”; “What could he put in the sandwiches?” (Encourage a range of responses: “Cheese? jam?”); “What do you like in your sandwiches?”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child’s ability to link the label of the emotion (happy, sad) to the character’s facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

“Look at Don’s face — do you think he likes soup?”; “He looks grumpy doesn’t he?”; “The children haven’t eaten their lunch.”; “How does Dad feel? He is cross.”

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“Ben does not want his sandwiches, does he?”; “What else might Dad make?”; “Now Kal doesn’t want a burger — Dad is cross.”; “What will he do now?”

Encouraging Word Associations

Extend your child’s vocabulary by helping develop word associations with a word in the story, e.g.:

“Look — Don’s soup is hot — what else do we eat/drink that is hot?”; “Ben’s sandwich is cold — what else do we eat that is cold?”

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

“Mum has bought some bananas and oranges. What other fruit might Mum have bought?”; “What fruit do you like to eat?”; “What fruit does your Mum buy when she goes shopping?”

Encourage Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

“What did Dad make first for lunch?”; “Dad was cross — what happened then?”; “What did Dad and Bella do?”; “What happened at the end of the story?”

A New Bed

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

“What did Mum and Dad need to buy?”; “What kind of bed did Mum want?”

Encourage your child to expand his answers through personal experience, e.g.:

“What kind of bed do you like?”; “What do you do before you go to bed?”; “What are your favourite bedtime stories?”

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“What did the children want to do on the bed? They wanted to jump on it!”; “What else could we jump on?”; “We could jump on a trampoline.”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child's ability to link the label of the emotion (happy, sad) to the character's facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

"The children have been in the shop for a long time."; "Look at their faces — how are they feeling?"; "They're tired — aren't they?" or "The family have found a new bed."; "Look! They're (feeling) happy."

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

"Look — Mum has found a nice bed, but Dad looks worried!"; "Do you think they'll buy it?"; "Why not?"

Encouraging Word Associations

Extend your child's vocabulary by helping develop word associations with a word in the story, e.g.:

"Bed — a bed is a piece of furniture which we have in our house."; "What else might we have?" Encourage labelling of items found in a bedroom and in a house in general.

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

"What shop did Mum and Dad go to?"; "A bed shop."; "What shops do you like to visit?" Encourage examples like toy shop, pet shop, newsagents etc.

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

"Where did Mum, Dad and the children go at the beginning of the story?"; "Mum found a bed that she liked." "What happened then?"; "Who found the best bed to buy?"

PACK 3

Uncle Aidan Comes to Visit

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

"Why do the children like Uncle Aidan?"; "He always plays with the children, doesn't he?"; "What colour was Kal's new toy car?"; "What did Mum say about the sweets?"

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

"What did Uncle Aidan give to Milly?"; "A mobile phone."; "Mum said Milly did not need a mobile phone

— *what do you think?*; *“Would you like a mobile phone?”*

“What did Don play with in the bath?”; “What else can you play with in the bath?”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child’s ability to link the label of the emotion (happy, sad) to the character’s facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

“Uncle Aidan has arrived.”; “How do you think the children feel?”; “Look at their faces.”; “They’re happy, aren’t they?”; “Uncle Aidan has given Milly a mobile phone.”; “How do you think Mum is feeling?”; “She looks worried, doesn’t she?”

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“Look — Mum is reading a postcard from Uncle Aidan.”; “The children are excited.”; “Uncle Aidan brought a lot of presents.”; “What do you think they are?”; “What is the best present you have ever had?”

Encouraging Word Associations

Extend your child’s vocabulary by helping develop word associations with a word in the story, e.g.:

“Don is sailing his boat in the bath?”; “Where do we see real boats?”; “The sea or a river.”; “Where might you go in a boat?”; “On holiday?”; “Who is in the charge of the boat? The captain”

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

“Uncle Aidan gave the children a boat and a car.”; “What other toys do you think the children will have?” Encourage examples like dolls, teddies, balls, bikes etc.

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

“Who came to visit the children? Uncle Aidan.”; “What did he bring with him?”; “Where did Kal play with his toy car?”; “What did Uncle Aidan and the children do at the end of the story?”

Uncle Aidan Visits a Friend

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

“What was Uncle Aidan’s friend called?”; “Where did Uncle Aidan take Milly and Don?”; “What animal did Don take home?”; “What animal did Milly take home?”; “How did Mum feel about the new cat and dog?”

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“What did Mum say about the new dog?”; “She said they must go back to the Rescue Centre, didn’t she?”; “Why do you think she said that?”; “Do you think there would be too many animals in the house?”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child’s ability to link the label of the emotion (happy, sad) to the character’s facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

“Don and Milly took the new animals home!”; “Look at Mum’s face, how do you think she is feeling?”; “She is cross isn’t she?”; “The new animals have to go back!”; “Look at Don and Milly’s faces.”; “How are they feeling?”

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“Milly and Don are taking the new cat and dog home.”; “How do you think Bella and Sam will feel?”; “Do you think they will want to be friends with the new cat and dog?”; “What do you think will happen when Mum sees the new animals?”

Encouraging Word Associations

Extend your child’s vocabulary by helping develop word associations with a word in the story, e.g.:

*“If we go to a Rescue Centre we see lots of animals.”; “What kind of animals lives in Rescue Centres?”
“Dogs, cats, donkeys.”*

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

“Milly took a cat home with her, Don took a dog.”; “What animal would you like to bring home?”; “What would your Mum say if you brought a pet home?”

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

“Where did Uncle Aidan take Milly and Don?”; “What did the children want to take home with them?”; “How did Mum feel when the children came home with a cat and a dog?”; “How did Sam and Bella feel?”; “What happened at the end of the story?”

Kal's New Shoes

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

“What did Kal need?”; “Who went to the shoe shop with Kal?”; “What did Kal wear in his shoes to help him to walk?”; “Who helped Kal and Uncle Aidan get some good shoes?”

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“What did Kal wear in his shoes to help him to walk?”, “He wore insoles.”; “What else helps people to walk?”; “Special shoes or a special frame.”; “Some people cannot walk — what do they use?”; “A wheelchair or a walking stick.”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child's ability to link the label of the emotion (happy, sad) to the character's facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

“Kal does not want the big black shoes!”; “Look at his face. How is he feeling?”; “He's cross.”; “Mum rang Uncle Aidan.”; “It was late. Look at his face — he looks worried, doesn't he?”

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“Look — the lady has brought some big black shoes.”; “Kal doesn't like them.”; “What do you think she will do now?”; “Uncle Aidan and Kal are going home now.”; “Look at the mess on the floor. What will the lady have to do now?”

Encouraging Word Associations

Extend your child's vocabulary by helping develop word associations with a word in the story, e.g.:

*“Kal has new shoes to wear.”; “We wear new shoes on our feet.”; “What else can we wear on our feet?”
“Training shoes for running, wellington boots for rainy days, slippers at bedtime and sandals on sunny days.”; “What do you like to wear on your feet?”*

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

*“Uncle Aidan and Kal went to a shoe shop to buy shoes.”; “What other kinds of shops do you know?”;
“Where do we buy toys? The toy shop.” “Where do we buy food? The supermarket.”*

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

“Where did Uncle Aidan and Kal go to buy shoes?”; “What was wrong with the red shoes that Kal tried on?”; “What did Uncle Aidan show to the lady?”; “Who called Uncle Aidan to say it was lunch time?”; “What happened at the end of the story?”

Uncle Aidan Goes Home

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

“Uncle Aidan is going home. What did the children help him to do?”; “Can you remember what Milly put in Uncle Aidan’s bag?”; “What was Kal’s job?”; “Why would the bag not close?”; “Who took Uncle Aidan to the airport?”

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“Where did Mum and Dad take the children after Uncle Aidan went away?”; “They went to the café, didn’t they?”; “What do you think they might have to eat or to drink?”; “What do you like to eat when you go to a café?”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child’s ability to link the label of the emotion (happy, sad) to the character’s facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

“Uncle Aidan has to go back home”; “Look at Kal and Milly’s face.”; “How are they feeling?”; “Kal is having fun packing Uncle Aidan’s socks, isn’t he?”; “Look at his face. He is very happy, isn’t he?”

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“Look — Milly and Kal are putting lots of things in Uncle Aidan’s bag.”; “It’s getting very full.”; “What do you think will happen?”; “The children are sad that Uncle Aidan is going home.”; “What do you think Mum and Dad might do to cheer them up?”

Encouraging Word Associations

Extend your child’s vocabulary by helping develop word associations with a word in the story, e.g.:

“Uncle Aidan has been on holiday.”; “Where do you like to go on holiday?”; “What do you like to do when you’re on holidays?”; “Uncle Aidan has lots of clothes in his bag.”; “What would you pack in your bag?”

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

“The children helped put Uncle Aidan’s clothes in the bag.”; “They packed his jumper, trousers and socks.”; “What other clothes could they pack?”; “Pants, T-shirts, pyjamas, shorts, jacket, hat.”

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

“Uncle Aidan had to go back home.”; “What did the children help Uncle Aidan to do?”; “Where did everyone take Uncle Aidan? The airport.”; “What colour was his plane.”; “The children were sad when Uncle Aidan left.”; “Where did Mum and Dad take them to cheer them up?”

PACK 4

Lots and Lots of Spots

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

“Who did Mum take the children to see?”; “Why did Mum take the children to the doctor?”; “What was on Don’s tummy?”; “What was wrong with the children?”; “Who came to visit them?”

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“Who did Mum take the children to see? The doctor.”; “When does your Mum take you to the doctor? When you don’t feel well.”; “What was wrong with the children?”; “They had chickenpox. It gives you lots of spots.”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child’s ability to link the label of the emotion (happy, sad) to the character’s facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

“Don has lots of spots on his tummy. How do you think he is feeling?”; “Look at his face — he is worried isn’t he?”; “The children don’t have to go to school!”; “Look at them, how are they feeling?”; “They’re happy aren’t they?”

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“Look — the children aren’t very well.”; “Who do you think Mum is phoning?”; “The doctor says the children have chickenpox.”; “What do you think will happen now?”; “The children don’t have to go to school.”; “Granny has come to visit.”; “How do you think the children are feeling?”

Encouraging Word Associations

Extend your child's vocabulary by helping develop word associations with a word in the story, e.g.:

“School — the children were sick, so they didn't have to go to school!”; “No homework.”; “What do you do for homework?”; “What do you like doing at school?”; “What do you do at break times?”; “How do you get to school — by bus, car, or walking?”

Encourage Naming within a category

Encourage your child to give examples within a category already present, e.g.:

“Body parts — the doctor looked in Ben's ears.”; “Where else did he look? His eyes”; “What other parts of our body can the doctor look at?” Encourage examples like arms, legs, tummy, chest and mouth.

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

“Who did Mum take the children to see?”; “What did the doctor do?”; “What did the doctor say was wrong with the children?”; “The children couldn't go to school — what did they do instead?”; “What did Mum put on the children's spots?”; “What happened at the end of the story?”

Dad's Long List

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

“What was Mum going to do?”; “She was going to do a big run — a marathon”; “What did Dad have to do?”; “He had to help with the jobs.”

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“What did Dad ask the children to do?”; “He said they had to help.”; “What did Ben have to do? He had to brush the floor.”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child's ability to link the label of the emotion (happy, sad) to the character's facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

“Look — Dad is having a rest.”; “How is he feeling? He's tired.”

Help your child link the character's expression with the verbal label, e.g. “tired”, “sad”. Use the illustration to reinforce this.

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“Why do you think the children ran away?”; “They didn’t want to do more jobs!”; “Look — Dad is asleep! He has done all the work.”

Encouraging Word Associations

Extend your child’s vocabulary by helping develop word associations with a word in the story, e.g.:

“There are a lot of jobs to do about the house.”; “Ben had to brush the floor. What other jobs are there to do about the house?”; “What jobs do you like to help with at home?”

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

“Jobs — the children had to help with all the jobs.”; “Don had to wash the dishes. What else could he wash?” Encourage examples like pans, plates, knives, forks, mugs etc.

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

“What did Mum want to do?”; “What did she ask Dad to do?”; “What did Dad ask Milly to do?”; “The children go fed up — what did they do then?”; “What happened at the end of the story?”

My Turn to Talk

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

“Why was Kal feeling cross?”; “Kal wanted a turn to talk.”; “Who did he ask for help?”; “What kind of voice did Mum tell Kal to use?”; “What did Mum tell Kal to do when he wanted something?”; “What did Kal want Milly to give him?”

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“What kind of voice did Mum tell Kal to use?”; “A big voice.”; “What happens if you use a small voice?”; “People can’t hear what we are saying, and we won’t have as much fun talking to our friends.”; “What did Mum tell Kal to do when he wanted something? Point to it.”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child's ability to link the label of the emotion (happy, sad) to the character's facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g.:

"Kal wanted a turn to talk — look at his face!"; "How is he feeling?"; "He's cross isn't he?"; "Kal used a big voice to talk to Milly."; "She looks surprised, doesn't she?"; "Her mouth and eyes are opened wide."; "Kal told Mum that he had used a big voice, that he had said 'excuse me' and pointed to what he wanted."; "Look at Mum's face."; " She's happy, isn't she?"

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

"Kal wants a turn to talk."; "He asked Mum what he should do"; "What do you think she will say?"; "Kal used a big voice when he talked to Milly."; "What do you think will happen?"; "Kal wanted the tractor, but he could not think of the word."; "How do you think he will let Milly know what he wants?"

Encouraging Word Associations

Extend your child's vocabulary by helping develop word associations with a word in the story, e.g.:

"Kal wanted a turn to talk."; "Who do you like to talk to?"; "What do you like talking about?"; "We talk using our voices, but what else can we use?"; "Our hands, our faces with different expressions. We can also use pictures too, to show people what we want."

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

"People — Kal wanted to talk to his Mum and to his sister, Milly."; "Who else do you think Kal likes to talk to?" Encourage examples like family members, friends, teachers and helpers at school, shop assistants, etc.

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

"What was this story about?"; "Why was Kal cross?"; "Who did he ask for help?"; "What did Kal tell Mum to do?"; "What kind of voice did Kal use when he talked to Milly?"; "How did Kal tell Milly that he wanted the tractor?"; "How did Kal and Mum feel at the end of the story?"

Mrs Pearce's Birthday

Asking Questions

Use the illustrations to help your child to understand the storyline. Ask your child simple questions relating to the content of each page, e.g.:

"Who helped Kal at school?"; "What did Kal give to Mrs Pearce on her birthday?"; "Look — the children have pens and paper. What is it time for?"; "Why did Kal want to do his reading/maths well?"; "Who came to collect Kal at the end of the day?"

Model and Expand

If your child is unsure of the answers to the questions, offer answers and encourage development of responses, e.g.:

“Kal wants to make Mrs Pearce happy on her birthday?”; “What does he do to make her happy?”; “He works hard, doesn’t he?”; “Who do you like to make happy? Mum, Dad, friends?”; “What can we do to make people happy?”

Recognising Emotions from the Illustrations

Use the illustrations to reinforce your child’s ability to link the label of the emotion (happy, sad) to the character’s facial expression. Encourage your child to interpret the emotions of the characters in the story, e.g. :

“Look — Kal has given Mrs Pearce some flowers for her birthday.”; “How do you think she is feeling?”; “Look at her face.”; “She’s happy.”; “Kal has put his coat on.”; “He has worked hard all day.”; “Look at Mrs Pearce’s face.”; “How do you think she is feeling?”; “She’s proud of Kal.”

Encouraging Prediction and Developing Reasoning Ability

Use the illustrations to engage your child in the possibilities of the storyline. Encourage anticipation of what may happen. Do this by asking questions, e.g.:

“It’s Mrs Pearce’s birthday. Kal likes her, and he wants her to be happy.”; “What do you think he’ll do today?”; “It’s time to wash hands”; “Kal sometimes doesn’t want to wash his hands.”; “What do you think he will do today?”; “ Kal has worked very hard.”; “What do you think Mrs Pearce will say to his Mum?”

Encouraging Word Associations

Extend your child’s vocabulary by helping develop word associations with a word in the story, e.g.:

“It’s Mrs Pearce’s birthday.”; “What do we give people on their birthdays?”; “What special song do we sing?”; “We can have parties for our birthday.”; “What kind of party do you like for your birthday?”; “What do we eat?”; “Birthday cake, party food.”

Encourage Naming Within a Category

Encourage your child to give examples within a category already present, e.g.:

“School — Kal does lots of things at school like you.”; “He does reading, writing and maths.”; “What else do you do at school?” Encourage examples like art, gym, music, etc.

Encouraging Sequencing and Recall

When you have finished reading the story, encourage your child to retell it to you in his/her own words. Prompt recalling of the story in sequence with questions, e.g.:

“What special day was it for Mrs Pearce?”; “How did Kal want to make her feel?”; “What work did Kal do at school?”; “What did Kal put on before he went home.”; “Who came to collect him?”