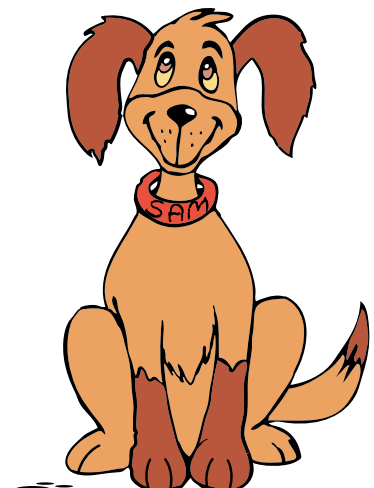




# Reading Programme

Speech and Language Development Exercises  
for Teachers and Parents



Written by:  
The POPS Development Team

## Contents

<b>Speech and Language Development Exercises</b>	<b>3</b>
<b>Exercise Details by Module: Red Series</b>	<b>5</b>
<b>Module 1 (Pack 1)</b>	<b>5</b>
<b>Module 2 (Pack 2)</b>	<b>7</b>
<b>Module 3 (Pack 3)</b>	<b>9</b>
<b>Module 4 (Pack 4)</b>	<b>11</b>
<b>Exercise Details by Module: Blue Series</b>	<b>14</b>
<b>Module 1 (Pack 1)</b>	<b>14</b>
<b>Module 2 (Pack 2)</b>	<b>18</b>
<b>Module 3 (Pack 3)</b>	<b>22</b>
<b>Module 4 (Pack 4)</b>	<b>26</b>

## Speech and Language Development Exercises

The **POPS Reading Programme** has been devised in consultation with a range of professionals, including specialist teachers and speech therapists. It offers a carefully structured approach to developing early reading skills and spoken language competence.

The reading programme supports the principle that progress in reading, speech and language and working memory are interlinked and can support each other in a reciprocal way.

The materials are very appropriate for children with specific speech and language impairments receiving specialist provision, and for children in a mainstream setting who have special educational needs.

The stories are of everyday events familiar to young readers, such as Mum losing her car keys, Dad getting stressed at the local burger bar, and Milly and Kal painting their belly buttons.

### Promote Language Development

The following features are used to promote language development:

- The child can easily relate the story lines in the POPS Reading Programme to their personal experience. This builds on the child's understanding of everyday actions and equips them with everyday function words.
- 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.
- Natural language is consistently used in all books providing an opportunity for children to practice saying sentences that they may be unable to generate spontaneously even though they can understand such sentences.
- Using direct speech or oral language to model spoken language.
- Reading activities are provided to encourage progress to longer utterances and improved grammar in speech.

### Red Series Books and Exercises

This series 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')
- Simple adjectives (such as 'good', 'clever' and 'hungry').

## Blue Series Books and Exercises

The series further enhances the 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.

## Speech Therapists Designed Exercises

The POPS Reading Programme has been developed in conjunction with Speech and Language Therapists to ensure it targets the vocabulary a child with learning difficulties will need in their everyday life. This is based on the order in which children acquire certain words and the ability of the child to pronounce the words. It includes the key vocabulary required for reading, and the words needed to develop more advanced sentence structures.

Every book has associated scripted Language Development exercises, unique to the story line. Designed by Speech Therapists they support the development of a child's communication skills, help the child to comprehend the 'meaning' in the story, promote conversation and improve memory and retention skills. The techniques employed are:

- Asking Questions
- Word Associations
- Naming within a Category
- Recognising Emotions from the Illustrations
- Model and Expand
- Prediction and Developing Reasoning Ability
- Sequencing and Recall

## How the Techniques are used in the Programme

**Asking Questions** Use the illustrations to help the child comprehend the story line. Ask simple questions relating to and expanding on the text. Encourage the child to answer questions less directly related to the text.

**Word Associations** Expand the child's vocabulary by developing associations with a word or event in the story e.g. explore the theme of a birthday – presents, parties etc.

**Naming with a Category** Encourage the child to give examples within a category used in the story e.g. identify the colour of Kal's jumper and name other colours or relate to Bruno's bath time by talking about the child's own bath time.

**Recognising Emotions** Use the illustrations to reinforce the child's ability to link the label of the emotion to the character's facial expression. Develop an understanding of how we express an emotion by means of body language and gestures

**Model and Expand** If your child is unsure of the answers and is struggling with being asked open questions, then this technique can be used to build confidence. It also teaches the child that there can be more than one answer to a question. When you ask the question, offer answers and encourage development of responses e.g. What did Dad put in the sandwiches – cheese, banana, peanut butter?

**Prediction and Reasoning** Use the illustrations to engage in the possibilities of the story line and encourage the child to anticipate what the outcome of the story might be. Encourage the child to think of possible ways of dealing with events in the story e.g. dealing with the situation of the lost keys.

**Sequencing and Recall** At the end of a story, encourage the child to retell it to you in their own words, helping them by signposting the sequence of events. The ‘Pair & Share’ page at the beginning of each book creates the context for the story. All the POPS books have a defined start middle and end to the story. If the child is unsure of the order, help by beginning a sentence and allowing the child to finish it.

## Exercise Details by Module: Red Series

### Module 1 (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 ‘Pair & Share’ 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.

## Module 2 (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?"*

## Module 3 (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?”*

## Module 4 (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?"*

## Exercise Details by Module: Blue Series

### Module 1 (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?”*

## Module 2 (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?”*

## Module 3 (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?”*

## Module 4 (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 – o – ook 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?”*