



Reading Programme

A Manual for Teachers and Parents



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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
- Word Cards for Matching Games in every Book
- Phonics Starter Kit
- Worksheets and Games
- Educational Apps

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

The **Red Series** introduces a useful bank of over 150 sight words. The **Blue 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.

Red Series

The **Red Series** comprises:

- Sixteen 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.
- Language development exercises, written by Speech Therapists, to provide a structured and fun way to develop a child's language.

The **Red Series Word Cards, Worksheets and Games** on the downloadable resources includes:

- An introductory book to introduce the Pops characters 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.
- The printable material is provided in colour and in black and white.

Blue Series

The [Blue Series](#) comprises:

- Sixteen reading books of 21 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.
- Language development exercises, written by Speech Therapists, to provide a structured and fun way to develop a child's language.

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

- A complete set of Word Cards for the 16 books in the [Blue 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.
- 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 they are learning to help them become a proficient reader.

The [Phonics Starter Kit](#) on the downloadable resources comprises four word families with:

- The 'AN', 'AT', 'EN', and 'IG' phonics family sets.
- [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 Apps

The **POPS Books** and the **POPS Apps** are designed to be used interchangeably. The programme is delivered over six apps, with the same fun stories and simple exercises designed to engage and entertain the child, and increase their confidence. Each app contains stories built around a set of key functional and high frequency words, with lots of repetition for consolidation and learning.

The apps transition seamlessly between landscape and portrait, with extra large text in portrait. The text size can be increased or decreased, as required. In portrait, the child can read the text without the aid of the graphic. The ‘speak’ option highlights the words as they are spoken.

There are easy and challenging games in each app. The degree of difficulty can be adjusted to match the child’s proficiency level.

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

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

– 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 the 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, they are 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 the child many opportunities to savour success. Catch and celebrate this success together! Ask them 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; the 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 the child how they can use the picture to understand the story. Read the text together and show the child that what is being said in the text is happening in the picture. If the child gets stuck on a word, encourage them to look at the picture to see what is happening, and use this information as clues to work out the word.

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 the 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 the 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 the 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 the 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 them a biscuit. This will allow them to use the written word to convey a request before they 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. 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 Series Topics

The following topics are covered in the **Red 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 Series Topics

The following topics are covered in the **Blue 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 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 phone 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 Series Vocabulary

The **Blue Series** reuses over 85% of the words used in the **Red 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 Starter Kit

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 they are learning to help them 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. The [Phonics Starter Kit](#) 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).

The [Phonics Starter Kit](#) supports the following four word families:

-an, -at, -en, -ig

The Pops characters 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 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 the child's communication skills in a number of ways. Each storyline builds on your child's vocabulary by introducing them to new words gradually in a range of contexts, thus reinforcing their meaning.

*Research — fuller details from 'I CAN TALK Series' from the ICAN charity helping children communicate

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.

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 the child questions, therefore helping them to understand the storyline and to expand his responses. Encouraging them 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 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 the 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.

Using the Blue 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 our [Speech and Language Development Exercises for Teachers and Parents](#) PDF for more information on developing early reading skills and spoken language competence. The manual was written by Speech Therapists.

Answers: Match the Picture

Red Series

Pack 1

Belly Button Painting: feet, hand, belly button, Mum

Kal Makes a Baby: Kal, ear, eye, mouth

Dad’s Birthday Party: balloon, bricks, Ben, toys

Helping Dad: cow, donkey, pig, sheep

Pack 3

Bruno: bath, clean, dirty, mud

Milly’s Doll’s House: Grandad, big, small, sofa

The Magic Word: Milly, basket, bath, please

The Jungle Game: bird, lion, monkey, rabbit

Pack 2

The Jumping Game: Don, bed, cushion, cross

Dressing Up: baby, coat, dress, jumper

Granny’s Treat Box: Granny, treats, sad, Bella

The Lost Keys: car, key, phone, well done

Pack 4

Going on a Picnic: apple, banana, yoghurt, fish

Lunch at Cool Ketchup: Dad, burger, milk, café

Helping Grandad: flowers, wheelbarrow, sweets, playhouse

Sam on the Tractor: Sam, boat, plane, train

Blue Series

Pack 1

Kal has a Friend to Play: goalkeeper, cross, ball, Jan; garden, snack, kick, Kal

Bell has a Sore Tooth: vet, cat, basket, open; mouth, sticker, biscuit, tooth

The Peg Monster: jumper, pegs, hat, mud; trousers, scarf, look, peg

Making a Den: box, toys, chair, table; sofa, coat, dress, cup

Pack 3

Uncle Aidan Comes to Visit: airport, presents, plane, mobile phone; boat, crisps, sweets, bath

Uncle Aidan Visits a Friend: happy, car, white, black; cat, dog, cats, dogs

Kal's New Shoes: blue, shoes, Kal, feet; Mum, red, foot, black

Uncle Aidan Goes Home: plane, scarf, bag, socks; doll, café, airport, jumper

Pack 2

Making Animal Cakes: cake, cow, pig, Don; grass, Kal, sheep, green

A Big Mess: clean, dirty, apple, balls; bath, bubbles, snack, train

Dad Makes Lunch: cheese, sandwich, Ben, soup; cross, chicken nuggets, burger, Milly

A New Bed: look, shop, bed, Dad; happy, children, Kal, jump

Pack 4

Lots and Lots of Spots: doctor, ears, tummy, spots; mouth, eyes, Granny, cream

Dads Long List: list, run, brush, floor; toys, cups, spoons, tired

My Turn to Talk: hear, Milly, tractor, Kal; Bella, Mum, point, word

Mrs Pearce's Birthday: writing, reading, hands, maths; circle, Kal, coat, lunch

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

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