**Appendix C – Script for Inferencing Caregiver Training Video**

**SECTION: INTRODUCTION** (*Researcher talking to camera*)

Thank you for taking part in this study of school readiness. As you children start school there is all sorts of advice out there about how to help them get ready, how to help them learn, be healthy and develop. It’s not always obvious what’s good advice and what is just opinion. So, at the University of Sheffield we’re trying to find out what really works for parents and to do that we need the help of volunteer families and we’re incredibly grateful that you have volunteered to take part in this study.

**SECTION: LEARNING TO READ** (*Researcher talking to camera*)

When your child goes to school they’re going to start to learn to read. This involves two things; on the one hand, it involves learning about phonics and the sounds of letters that make up words. For example, the word cat being made up of the sounds /k/, /a/ and /t/. So that’s phonics on the one hand. On the other hand, is reading comprehension or understanding what a story you have just actually read means. So making sense of a story or making sense of something you’ve just read. And while there’s lots of research on phonics but not so much on reading comprehension. And that’s what we’d like to find out a little bit more out about. We’d like to do that by looking at what supports children before they start to learn to read. So what can they do when they are pre-schoolers that actually helps them later when they start school.

**SECTION: INFERENCING** (*Researcher talking to camera interspersed with photographic stills)*

So one skill we think is particularly important for reading comprehension and listening comprehension is making links between different pieces of information that have been in the story. So for example, if a child has been reading a story and they hear the words puddle and umbrella and they’ve heard about someone using an umbrella and splashing in muddy puddles they might be able to make the *inference* that it has been raining. We make these inferences so quickly in our everyday comprehension of language that we don’t even realise we are doing it! But this is a skill that needs to develop and we think that by reading books with children and asking them questions that call on them to make those links between different aspects of a story that we can help them with their language comprehension and so later with their reading comprehension.

**SECTION: THE STUDY (***Researcher voiceover and example book pages/question stickers)*

To find out whether asking questions during book reading really can help children in their language comprehension, we have a set of books for you with questions already added in. We would be really grateful if could read through the books with your child, asking the questions on the stickers as you go through. This is something that four year olds often find difficult. To try and make it a bit more fun, we will give you a toy tiger and you can encourage your child to try and spot the tiger throughout the book on the stickers, and help him out by trying to answer his questions. The idea isn’t necessarily to get them to the answer right each time, but to use the question as a prompt for talking around the story, which may help understanding of the book. It’s crucial that children feel motivated to keep having a go at answering these questions, so praise is really important. We will also give you some gold star stickers that can be used as rewards or motivation if you’d like. We’ve got some video clips to give you an idea of what might happen when you ask these questions, and how you might read around the book.

**CLIP 1 DESCRIPTION** (*Researcher voiceover with book cover*)

In the first clip, the parent and child are reading from the book ‘One Snowy Night’ which is about Percy the Park keeper. It is a cold winter’s night, and the animals all knock on Percy’s door because they want a bed for the night. The parent asks a question after reading the text on the page.

*Video Clip 1*

**CLIP 2 DESCRIPTION** (*Researcher voiceover with book cover*)

The next clip is also from the book One Snowy Night’ and shows the parent encouraging their child to have a go at answering the question.

*Video Clip 2*

**CLIP 3 DESCRIPTION** (*Researcher voiceover with book cover*)

The next clip is taken from another Percy the Park Keeper book, ‘The Rescue Party”. A rabbit has fallen down a well, and the parent asks the child “Why can’t they see the little rabbit?”. The children can’t think of an answer but the parent helps them by suggesting some possible reasons, something which may help their understanding of the story

*Video Clip 3*

**CLIP 4 DESCRIPTION** (*Researcher voiceover with book cover)*

In this last clip, the parent and child and reading a book called the Lighthouse Keeper’s Lunch, where Hamish the Cat is being forced to scare away some seagulls.

*Video Clip 4*

**SECTION: SUMMARY** (*Researcher talking to camera*)

So in the clips we’ve just seen, parents have been asking their children questions and helping them make links to understand what the story means. We’d be really grateful if you could read one of these books every day with your child over the course of the next month. That would mean that by the end of the study you’d have read each one twice with them. We think this could really help their language comprehension. So the main idea is to sit with them and read through the books asking the questions and talking them through it so you can help them make those links. Thanks ever so much again for volunteering!