

## Form Emphasising Training Sheet

### Introduction

- Explain what will be covered in the training procedure:
  - Firstly we will watch a video together about the benefits of shared book reading.
  - We will then go over the points made in the video and discuss whether these are things you do already or how you can go about incorporating them into your daily routine.
  - We will look at 2 very different styles of books and talk about them.
  - I will then explain the reading schedule that we have prepared for you and give you the wall chart.
  - Half of the books we will lend you have lots of rhyme and emphasise the sounds in words.
  - Finally I will show you the instructions for how to use the audio recorder.

### Play video

- Ok, here is a short video on shared book reading. I would like us to watch it together and then we can talk about it throughout.
- Pause video after each clip to discuss the points in each slide. When you are ready to move onto the next section then press play.
- Mention that you are aware they are doing lots of things like this already and that of course they know their child best, but that hopefully the video will have some useful pointers.

### Training video:

1. **Let your child do the choosing.** Allow your child to choose which book they would like to be read. The more enjoyment your child feels when reading, the better they will learn. Lift the flap books are a great way to make reading fun and interactive for young children. If you haven't done so already, introduce this type of book to your child and see how they respond.
  - a. **HOWEVER-** for this study we are prescribing books quite strictly ( at least for the first four weeks) so the child can choose which book to read first that day for example, but all books must be read at least once
2. **Talk about how words sound and what they mean.** It's useful to check whether your child knows the words in a story, and to explain them if necessary. Pointing to a book's illustrations and explaining the meaning of words will help your child to link words with objects, extending and firming up their knowledge and vocabulary. Split the word into

- syllables or 'beats' to make it easier for your child to say, especially with longer words, like 'all-ig-at-or'.
3. With really long words, you can point this out to your child, and see if you can count all the beats in a word, by clapping or banging on the table together. 'hi-ppo-po-tam-us'. Count if your child enjoys counting, or just talk about what a lot of claps there are if they don't count that far!
  4. **Rhyme:** Talk about the ways words can sound the same- like words that rhyme: 'hat' and 'bat'. When words rhyme in a book like 'mouse in the house', point it out to your child and say 'do you hear how these words sound the same- mouse, house?'. You can do this with any books, not just the books we give you.
  5. **Guess the last word:** When you've read a book a few times, try leaving out the last word of a rhyming sentence to see if they can remember it and complete the sentence: 'the cat sat on the \_\_\_\_'. Again, if they're not sure- don't worry, just fill in the blank for them! This will help focus their attention on the way words sound similar. If it helps, put some rhythm into the rhyming sentence to help emphasise the rhythms and patterns of the words.
  6. **Take turns:** If your child is old enough, think about other words that rhyme with words in the book- take it in turns to think of rhyming words. If they can't think of any, don't worry, just give them lots of examples to demonstrate and turn it into a game! E.g. Timothy Smats had lots of cats- what else might Timothy have- bats, hats etc.
  7. **First sounds:** Help your child to recognize the different sounds in words. Talk about the first sounds in words. When reading, pick out a character's name in the story and talk about its first sound "Do you hear the sss sound in 'Sammy'? Point it out when a sentence has lots of different words beginning with the same sound- like silly Sammy saw a spider"!'. Again, this is something you can do with lots of different books, not just books that focus on rhyme.
  8. When they come to read properly, they will have to split words into their different sounds. For now thinking about just the first sound of a word and what words rhyme with what, will get them started on thinking about sounds in words.
  9. **What else starts with the same sound?:** To get your child used to thinking about the idea that the same sounds appear in lots of different words, you can practice thinking about different words that begin with the same sound as the character's name- 'Lots of other words begin with 's'- 'Sammy, silly, snake, spider'. Take it in turns to think of words beginning with the same sound.

**10. Make it personal!:** You might come across a character or something else in a book whose name begins with the first sound as your child's name (or their brother's/pet's teddy's name!). Draw their attention to this when it happens. Often children are able to identify the first sound of their own name sooner than other words, so this is a good way for them to recognise that the same sounds appear in different words.

**11. Teach your child the meaning of new words.** It's useful to check whether your child knows the words in a story, and to explain them if necessary. Pointing to a book's illustrations and explaining the meaning of words will help your child to link words with objects, extending and firming up their knowledge and vocabulary. Pointing can also focus your child's attention back to the book if they begin to lose interest.

If you would like to watch the video again, you can find it at *(link removed)*

### **Other things you can do to get your child interested in reading**

- Being a good **role model** - If your child sees you reading books/magazines/newspapers this will spark their interest in reading and they will learn that reading is important, fun and valuable.
- Getting your child a **library card** as soon as you can (even babies can get a library card!) and making library visits part of your routine.
- Keeping a record of what your child is reading. Using a **reward chart** is a good way to encourage more reading.
- Create a nice cosy and **quiet setting** to read in. Having a comfortable space with no distractions should mean that you and your child are happier when reading together.
- Incorporate your child's **favourite toy** into the shared book reading experience so that your child is engaged and comfortable with the activity.

### **How to make time for reading**

- Making time for reading means that you are making special **one-to-one time** to spend with your child.
- **Turn off the TV while you read!** Create time for reading by limiting the amount of time your child spends watching television or playing computer and video games.
- Always **keep a book close by** e.g. in your bag/car/pushchair.
- Make reading part of your **daily routine** e.g. Read to your child while they are in the bath, while you are on the bus home together or before bedtime.

### **What type of book does your child like to read?**

*Experimenter book demonstration of simple picture books (books with few words) and complex picture books (books with a long narrative).*

**Show** parent two different types of book, one with very few words e.g. Hug, and one with many words e.g. Six Dinner Sid.

**Ask** the parent what they think is the biggest difference between the two books

**Explain** to the parent that it doesn't matter what type of book they are reading to their child, as long as they are reading to them.

Give the **example**. Even though the books are very different they are both just as effective when it comes to exposing children to language. Even when there are hardly any words written in the book, children still hear lots of words and different types of sentence. How? Well, when you talk to your child about the pictures in a book, you are providing them with way more language than what is written in the book. Therefore if your child likes simple picture books, then stick with these. On the other hand, it may be that your child likes to be quiet when reading a book with you, and would rather listen to the text than to talk about the pictures in the book. In this case it is a good idea to read books that have nice long sentences so that your child is exposed to a lot of words and can sit back and enjoy being read to.

**What we would like you to do over the next 6 weeks...**

We would like you to read 2 books to your child per day, 5 days a week, for the next 6 weeks. It may be that you prefer to read to your child before bedtime or while they are in the bath. Wherever you choose to read is fine by us, all that we ask is that you record each session on the audio recorder and that you log the details of the sessions on your reading chart.

You will be given 20 books, numbered 1-20, which will either have a green or a blue sticker on the front cover. Each week you will be asked to read a specific set of books, either odd-numbered books (white bag) or even-numbered books (yellow bag), and each week the set will alternate. For example, during the first week the books that you will read to your child will be odd-numbered books (white bag), the following week they will be even-numbered books (yellow bag), and so on.

At the start of each week you need to look at your reading chart to see which set of books you will be reading to your child. You then need to divide these books into their

two coloured bags, blue and green. Every day we would like you to read two books to your child, one blue book and one green book and to record the session on the audio recorder. After both books have been read, log them on your reading chart and place the books back in the white bag (for weeks 1, 3 and 5), or the yellow bag (for weeks 2, 4 and 6). If you repeat the above procedure for the remaining 4 reading days, by the end of the week you will have read all of the books from that set and they should all be back in the bag they started in (white or yellow). If you have gone through all of the books before the end of the week and you would like to read on the remaining days, you may choose any book from the same week to re-read. Your reading chart will show you the set of the books you that will be reading for the next week.

If you follow this procedure it will mean that by the end of the week 4 you will have read each of the 20 books twice. For the last 2 weeks you are able to choose whichever books you like, so long as you read one blue book and one green book per day. At the end of the 6 weeks we will arrange a visit to your home to come and pick up all the study materials and to play some final language games with your child.