

Experimenter 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.
 - 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 great way to make reading fun and interactive. 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. **Move your body.** Making big body movements and gestures create energy around a book and will capture your child's attention. In particular, tactile gestures are a simple and an effective way for a parent to bring a story to life.
3. **Action!** Performing the actions in a book provides an opportunity for bonding and having fun. You could also ask your child to turn the pages of the book. The responsibility of having to turn the page will make your child feel more involved in the activity and will teach them about turn taking.
4. **Relate the story to your child's experiences.** Choose stories that your child can relate to by looking for books with illustrations that they will recognise or experiences they are familiar with As well as reading the book, talk about the pictures and the child's experiences (e.g. *remember when we went to the ice-cream shop. What flavour did you have?*) This will

encourage your child to think beyond the text and to talk more, developing their language skills.

5. **Ask questions.** Asking questions can help to focus your child's attention on a book if they have become bored. Ask *what if...* or *why* -type questions, not just *what's that?*. Questions also give you the opportunity to praise your child when they answer them.
6. **Create funny voices for characters.** Don't be embarrassed about giving characters different or funny voices. It will help your child to differentiate between characters, and will keep them interested in the book. Facial expressions are great for conveying a character's emotions and work well with a distinctive voice.
1. **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.
2. **Help your child to infer meaning.** Talking to your child about what is meant by events in a book will increase their understanding of the world. In the book the text reads, 'the cat licked the ice cream off his face'. In the video we see the mother and child replicating this action by trying to lick their noses and failing. From this simple action and comment the child has learned a fact about cats that was not explicitly written in the book, that cats must have long tongues!

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 an **incentive 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.
- Make up stories and have your child contribute. You can use existing books and make up your own stories by looking at the pictures in the book and reinterpreting them.

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 even-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.