

## Tips for Promoting Learning through Books and Stories

- Read to your child somewhere comfortable and cosy if possible.
- Make sure your child can see every page of the book, including the drawings on each page. Make sure your child can see every page and can also see you.
- Take your time with the book. This will let you both talk about the story as you are reading.
- Allow your child to choose the books/stories that interest them - hopefully they have lots of fun drawings and themes throughout them!
- Whilst reading, try and use your voice differently; project it higher or lower, slower or faster and you can bring in props if you like! In Early Years we love having props; for example we had the Gingerbread man and the fox with our 'Gingerbread Man' book.
- Pause several times during reading the story and see your child's reaction, this will help you to know how much they are enjoying the experience!
- Give your child time to respond to what is going on in the book. This is called OWLing for short (Observing, Waiting and Listening). This can be tricky but gives your child lots of opportunity to communicate should he/she wish to do so! This then helps you to encourage even more conversation.
- Listen carefully to your child's comments and questions and respond to these; again this helps the conversation flow.
- Follow your child's lead. Make comments and ask questions based on what they say - sometimes the children in Early Years teach us a lot with their wonderful imaginations! Try and let conversation go back and forward at least 5 times, this has proven to benefit children. Asking questions and commenting on what children can and want to talk about helps conversation to continue.
- Enjoy this story time with your child! Reading and talking is so valuable. Your child will cherish this time together with you, and look back on story time with fond memories.

*\*Strategies adapted from 'ABC and Beyond Building Emergent Literacy in Early Childhood Settings' (Elaine Weitzman and Janice Greenberg)*