

Notes for parents and other helpers

Enjoying and talking about the story

CLL 1 listening and responding to stories and rhymes; **CLL 2** using talk to develop ideas;

CLL 4 understanding of stories; **NLS** T9

- Make sure that you are both in the mood for a story before you begin.
- Read the title and talk about the cover. Ask, **'Why might Harpo need help?'** Build a sense of anticipation before you start reading.
- As you read the story aloud, emphasise the rhyme. Encourage the child to join in by saying the rhyming word.
- Talk about events in the pictures. **'Why can't Harpo get out?'**, **'What are the toys going to do?'**, **'What else could they try?'** (pages 2 and 3).
- Encourage the child to predict the next event: on pages 8/9 ask, **'Will they pull him out?'** (see clue in the rhyming pattern, 'GO'/'NO'); on page 11 ask, **'What is Slim's good idea?'** (see clue in the picture: Harpo's valve).
- Use your voice to add to the fun, emphasising the anticipation (page 9), disappointment (page 10) and excitement (page 12).
- Enjoy the ending: **'Oh no! What will the toys do now?!'** Discuss how they might solve the two new problems (Beppo with the hat stuck on top of him; Max stuck on top of the wardrobe, page 13).
- Talk about events or favourite parts of the story: for example, **'At the start of the story ... at the end ...'**, **'I liked it when ...'** Encourage the child to do the same.

Playing with sounds – rhyme

CLL 3 recognising rhyme; **NLS** W1; W4

- As you read, exaggerate rhyming words: this will help the child to notice similar sounds.
- Pause, encouraging the child to say the rhyming word. For example (page 10):
"He's too fat," said Cookie the c_____.
- Point out that the rhyming words end with the same sounds: **"fat" and "cat" – those words sound nearly the same!**
- Insert the wrong word and see if the child notices. For example, on page 4:
"Now take a look at him", said Sam.