

Notes for parents and other helpers

Enjoying and talking about the story

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

CLL 4 understanding stories; **NLS** T9

- Remember that the most important thing is to have fun and enjoy the story!
- Make sure that you are both in the mood for a story before you begin.
- Read the title. Discuss the cover and clues to the content: for example, **'What does "Zap" mean?', 'I wonder why the story is called "Zap!"?'** Build a sense of anticipation.
- Encourage the child to join in with the nursery rhyme (pages 2 and 3). Talk about different sorts of 'mouse': animal and computer.
- Discuss events shown in the pictures. **'What happens when Zap enters the different worlds?', 'Where is Zap?', 'What is she doing?', 'What else is happening?'**
- Draw the child's attention to events on the table-top. For example (left-hand pages): **'That must be Pepper the kitten', 'Why is he coming closer?', 'What is Pepper thinking?'**
- Enjoy sounds such as **'POW!'** (page 5) and **'roar'** (page 7). Encourage the child to join in.
- On pages 10 and 11, encourage the child to predict what will happen. **'What does Zap likes most of all?'**
- Discuss the ending. **'Was it a surprise?', 'Did it remind you of any other parts of the story?'** (Page 12 links to the title, page 13 to the rhyme at the beginning.)
- Ask the child to describe computer games and/or stories that he or she enjoys and then to explain how he or she uses the mouse in these activities.

Playing with sounds – letter sounds

CLL 3 hear and say initial and final sounds; **CLL 4** explore sounds; **NLS** W2, W4

- Read the story aloud, exaggerating words beginning with the same sound. For example (page 8):
She likes to dance with disco-dancing dinosaurs.
- On each page, ask the child to listen for words beginning with the same sound. For example, **""Dance" starts with a "d" sound. Were there other words beginning with that sound?'**
- Play 'I-Spy': ask, **'What else in this picture starts with the same sound?'**
- Read the words within the pictures on pages 5, 7, 9, 11, 12. Ask, **'What is the letter sound at the start of the word?'** Read the selected word again. **'What is the letter sound at the end of the word?'** Exaggerate the sounds, making them easier to hear. For example, **'plip', 'thud', 'flop', 'zap'.**