

Notes for parents and other helpers

Enjoying and talking about the story

CLL 1 responding to stories; **CLL 2** talking to develop ideas;

CLL 4 understanding of 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 and discuss the cover, building a sense of anticipation: **'I wonder why this story is called "Can I come in?"'**
- When you read the story, point out that Ollie is intrigued by what Jazz is doing. Ask, **'What is happening in the tent?'**
- Encourage the child to think ahead and guess what might happen: for example (page 8), ask **'Why do you think Jazz needs a sock?', 'What is Ollie thinking?'**
- On page 11, encourage the child to predict why Jazz is now letting Ollie into tent and what he might find there. Then turn to page 12.
- Discuss the surprise ending (page 13): **'That's what Jazz was doing! She's made a puppet theatre!'** Point out items taken into the tent; observe how they have been used.
- Go back through the story, looking at the activities of the kittens – Salt and Pepper.
- Consider together how events in the story are linked: ask, **'Why did Jazz not let Ollie into the tent at first?', 'How did Jazz set up her puppet theatre?'**

Book knowledge

CLL 4 knowing about books and print; **NLS** T1

- Before you read the book, talk about the cover. Ask the child to show you the front cover, back cover and title. Find the title page and the author's name.
- When you read the book, use words like **'beginning', 'end', 'word', 'letter', 'capital letter'**.

Independent reading

CLL 4 reading independently; **NLS** T2, T3, T8

- Encourage the child to read the repeated parts of the book. Start by reading to the child pages 2 and 3, which introduce the first repeated phrase. On page 4, ask the child to take over, using the pictures to help work out difficult words (**'box', 'torch'**).
- Ask the child to point to the words as he or she reads them and ensure that he or she does so correctly. Pointing helps the child to focus on the words rather than just remembering phrases.