



Bookstart Corner

Handbook 2020-21

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Bookstart Corner

Bookstart Corner programme

Bookstart Corner is a targeted programme, supporting settings in their outreach work. The programme is designed to support families that need additional help and encouragement to develop a love of stories, books and rhymes. Settings will identify the families that would most benefit from this intensive support and work with them via a series of sessions in the family home or setting.

Overall aims for the Bookstart Corner programme

- To increase mums, dads and carers' understanding of the importance of sharing books, stories and rhymes
- To improve mums, dads and carers' confidence in sharing books, stories and rhymes with their child
- To make sharing books, rhymes and stories fun for families
- To expand mums, dads and carers' knowledge on the ways to access and share books, stories and rhymes with their child
- To support mums, dads and carers to develop a reading habit with their child

Session ideas

The session ideas you will find in this folder will help you deliver Bookstart Corner to families who would benefit from additional stories to develop a love of sharing stories, books and rhymes with their child.

The activities can support and enhance the sessions where you give families the Bookstart Corner resources and show them how they can use them. You may choose to deliver them in the family's home or at one of your venues, one-to-one or to a group of families. Bookstart Corner can also be a great opportunity to introduce families to local services like a library or children's centre through one of the sessions.

The session ideas can be used creatively, making the most of the families' immediate

environment and available resources. Use as much or as little of the guidance as you feel appropriate, feel free to input your own ideas and activities.

There are four sessions outlined, to accompany the four themes of Bookstart Corner. We cannot advise on how long they will take as this depends on the families' needs and the time you have. You may choose to deliver less sessions, covering multiple topics in each one.

Please share your top tips with your Bookstart Coordinator – we are always keen to learn from the great work you do.



The Practitioner

Practitioners can bring Bookstart Corner to life by:

- Modelling good practice
- Help parents and carers enjoy their role
- Increase parents and carers confidence regarding their child's early learning and development
- Valuing parents and carers as the experts about their child and situation
- Consult and listen to parents and carers throughout to show they are working with them

The **Learning Stair model** (page 32) will help you identify where parents and carers are regarding being involved in their child's learning, and adapt the programme to best suit their needs.



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Two-thirds of parents would like to be more involved in their children's education and the desire to get more involved tended to be stronger among disadvantaged groups.

Peters et al., 2007

Parents and Carers

Children learn a huge amount through the everyday activities that take place at home. Before a child learns to read and write they learn to talk and listen. The more opportunities they have to practice these skills the better, as they are laying the foundations of language and communication skills that they will need throughout their lives.

Through Bookstart Corner, parents and carers can be supported to encourage their child's curiosity about life and help them love reading. It is an informal way of initiating family participation and can be used to make the most of resources available in families' homes. Often, parents and carers don't realise how important they are in their role as their child's first teacher. Bookstart Corner aims to help them recognise their potential.

Benefits of home visiting

Where possible, home visits are a great way of supporting the home learning environment.

- The home visitor can give sole attention to one family with no other demands on his or her time
- The home visitor can develop ideas with the parent/carer that suit their own concerns and fit with their own literacy and skills level
- There may be increased opportunity to discuss the parent/carer learning needs and provide further information and support for adult learning if the parent/carer wish it
- There is potential for high take up and high participation as visits can be re-scheduled. It is harder to 'catch up' on a group meeting that is missed

Cathy Nutbrown and Peter Hannon, 2011



Bookstart Corner have provided us with a wonderful opportunity to do home visits, and build positive relationships with families, especially those that are sometimes deemed 'hard to reach'. Taking the DVD to watch, and free gifts for the child, and being able to model reading a story and some songs, has really been successful in encouraging families to then attend sessions at the children's centre.

Centre practitioner



The balance gradually shifts and parents begin to take the lead in playing with their child, with support. Parents are also gradually introduced to attend group-based sessions within children's centres and the local community.

Reaching families who are not using early years services, Wheeler and Connor, 2009



Some parents feel more relaxed at home and take part in playing with their child without feeling selfconscious about playing in front of other parents and professionals. The visits help to build confidence by looking at parents' strengths – the things they do already – as well as the things they would like to change and learn more about.

Cathy Nutbrown and Peter Hannon, 2011



7 key ideas for involving parents and carers

- **'Take the service to the parent'** where necessary, rather than wait for the parent/ carer to come to settings. Working with a parent/ carer in the home has a particularly important role in reaching and engaging the most vulnerable parents and carers.
- **Involving the parent/carer in early home learning activities** can provide a way of reaching a vulnerable parent/carer who would not otherwise access services.
- **Focus on helping their children learn**, rather than on their own generic parenting skills, can lessen the feelings of inadequacy that may prevent a parent/carer from seeking help.
- **Consider the family's home environment**, the resources they have to hand and how they can make best use of these to support their child's learning and development.
- **Remember that the parent/carer is a child's best resource** when it comes to developing their early language and communication skills.
- **Have realistic expectations** of the parent/ carer and recognise progress in small steps.
- **Drip feed information**, we often want to give all the advice at once as everything seems really important and there is so much to say. In reality we know how easy it is to get overwhelmed by too much information. Drip feed new information whilst reinforcing simple key messages over the four home sessions.



'Recognising parent/carer' expertise in their own children and lives, doing things with families rather than to them, is crucial.'

Moran et al. (2004)

Ideas on how to format the sessions

These session ideas provide you with a starting point for your sessions, and will be ideal for promoting the importance of sharing books, stories and rhymes. They offer tips for you to consider before each session and some suggested activities to consider before you work with the family.

Each session includes core activities and the resources you will need to have ready, followed by suggestions for (optional) additional activities. You might choose one or two of these additional activities depending on the family's needs, environment and time available. For example you may like to consider using the BookTrust website if they have home internet access. You may also have ideas of your own that you know work well with families and can build these into your session.

The sessions are planned progressively to build parent/carers' confidence in supporting their child's early learning and help them

recognise the vital role they play in their child's development. Follow the 'Learning Stair Model'^{*} which sets out the stages of parent/carers' learning and how you can support these.

A parent/carer provides the opportunities, recognition, interactions and modelling children need to develop their early language and communication skills. For more information you may want to refer to the ORIM framework.^{**} (Please note the ORIM framework is for practitioner reference and a process by which you can work with the family in this area. The principles of ORIM underpin the programme, but should never be directly referred to when working with families.)

^{*} A copy of the Learning Stair Model is included on page 32. You can also find it in the Bookstart Corner section of the BookTrust website at booktrust.org.uk/bookstart-corner-tools

^{**} A copy of the framework is included on pages 14 and 15. You can also find it in the Bookstart Corner section of the BookTrust website at booktrust.org.uk/bookstart-corner-tools





Before the first session

Once your centre has identified which families would benefit from taking part in the Bookstart Corner programme it is a good idea to get them enthusiastic about the programme and look forward to your sessions, as well as letting them know what to expect from each session.

It is possible that many families will be incredibly anxious about inviting a practitioner into their home and what will be expected of them. It is important that they are kept informed about what the programme entails and know that the programme is intended to be fun for all the family without any pressure or judgment being levelled at the parent/carer.

Hopefully this input will retain the family for the duration of the programme and lead to further family learning once the four sessions are completed.



After each session

After each session you will also work together with the families to assess their progress, however small this may be and identify further support needs they may have.

It may help you to keep a record of your reflections and observations following each session. A post session form is provided at the end of each section, which can help you reflect on your session and plan for the next one.

The fourth and final session can also be adapted easily if you are planning to deliver the first three sessions in the home and can deliver this session in a community venue. A monitoring form is provided at the end of this session for practitioner use only, to collate information for evaluation purposes.

Consider what stage of the Learning Stair Model the parent/s has/have progressed to. This will help you to signpost the families to further opportunities in their local area.

A signposting template is provided for you at the end on page 35.

Developing your physical Bookstart Corner space

When you are thinking about creating a Bookstart Corner space in your setting, it is essential to consider how you use the physical space. Careful, considered planning will have a really positive impact on the way that families feel about accessing it.

Sharing her research about The Communication Friendly Spaces™ Approach, Elizabeth Jarman has contributed lots of practical ideas to help you plan your Bookstart Corner space. This includes key points for you to consider, ideas for spaces in permanent and temporary locations, inside and outside spaces and also a series of case studies from real settings just like yours.

For more information about The Communication Friendly Spaces Approach see elizabethjarmantraining.co.uk



ELIZABETH JARMAN
THE COMMUNICATION FRIENDLY SPACES APPROACH

Resources to enhance/develop a physical Bookstart Corner space in your setting

BookTrust provides each setting with a selection of resources to enhance or develop a physical Bookstart Corner space for all families accessing services to enjoy. The resources have been designed to encourage conversation and be engaging and exciting for children and families.

This will help to provide a community space for sharing books, stories and rhymes and where practitioners can model reading or rhyming behaviours and encourage families to share stories together. BookTrust hopes that the resources provided will go some way to creating a family friendly area where communication is actively encouraged and valued.

Picture books

A selection of ten high quality board and picture books will be given to each setting to enhance or develop a library as part of their physical Bookstart Corner space.

The books are age appropriate and are titles that book experts and an independent panel believe to be excellent for sharing with pre-schoolers.

Book sharing tips accompany each book title as part of the Bookstart Corner resources on stickers for you to put in each of the books. These tips and suggestions are designed to encourage families to get the most out of the story by talking about the book together, having fun with the story and a shared positive experience.

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Storybook reading led to the development of children's oral language skills and these language skills led directly to children's subsequent fluent reading skills.

Parental involvement in the development of children's reading skill (Sénéchal, M., and LeFevre, J)



Additional resources for The Challenge are also available to purchase by emailing orders@booktrust.org.uk

The Rhyme Challenge

The Rhyme Challenge encourages families to learn rhymes together. Each setting will receive a pack of resources enabling them to take part. The Rhyme Challenge has proven to be a very effective tool for supporting children's early language acquisition.

Children are encouraged to learn up to ten rhymes at the setting and practise at home. They are then awarded a certificate upon completion.

The Challenge directly supports the development of strong setting/home relationships, further building on the Bookstart Corner outreach model. An invitation to participate in The Rhyme Challenge could potentially be extended during the fourth session if you are delivering all sessions as home visits to continue their engagement with the setting and wider family learning. The resources can also be used to engage with other families that may not have participated in the Bookstart Corner programme, but would benefit from support regarding enjoying and sharing rhymes with their children.

Your whole setting could work together on delivering The Rhyme Challenge or you could make links with local libraries or schools that are running it and share best practice ideas or celebrate The Rhyme Challenge together. It is also important to recognise local and cultural rhymes that families may wish to share with you. The Rhyme Challenge is just a starting point and has the potential to encourage families to share their favourite rhymes and stories that are important to them. If you find that families would benefit from accessing dual language materials then these are available through the universal Bookstart programme in many community languages. Please contact your local Bookstart Coordinator email:

bookstartcorner@booktrust.org.uk

For more information about the benefit of rhymes please visit the BookTrust website.



Nursery rhymes are a powerful learning source in early literacy. They enable children to become interested in the rhythm and patterns of language.

Professor Roger Beard, Head of Primary Education at the Institute of Education



Additional resources for The Challenge are also available to purchase by emailing orders@booktrust.org.uk

Making time for rhyme

Aims of Session 1

- To engage the parent/carer in the Bookstart Corner programme
- To promote the importance of the home environment and the parent/carer role
- To get to know the family and build trust
- To promote bonding between parent and child by singing/saying rhymes together.

Overview of session

- Initial session to get to know and engage parent/carer and promote his/her role in developing their child's early language and communication skills through sharing stories, books and rhymes
- Focus on rhymes

Resources for the family

- Online video - Stories are fun for everyone
- Rhyme sheet with two rhymes and parental guidance



TOP TIPS: Before your session

- Find 'Stories are fun for everyone' on booktrust.org.uk/bookstart
- Contact parent to remind them of your session and to get them enthused about participating in the programme
- Photocopy or print out the post session form at the back of this handbook.
- Consult the Learning Stair Model (page 32) to establish what the parent/carer needs to support their child's learning.

1. Introductions to family and Bookstart Corner

Activity

- Introduce yourself to the family and explain to the parent how the sessions will work
- Recap on the benefits of the Bookstart Corner programme (assuming the programme has already been explained to the parent when recruited to the programme)
- Invite any questions
- Settle the child with a selection of books making sure that there are minimal distractions and some space to talk openly with the family

Resources

- Your contact details
- One or two books from your Bookstart Corner library

2. Talking about what parents and carers already do

Activity

- Talk with the parent/carer to find out what they already do with their child. For example, time they spend talking and listening to each other, sharing books, stories or rhymes together
- Talk about the family's usual routine. Highlight and value all the things they are already doing which contribute to language and communication skills to demonstrate to the parent how everyday routines develop these skills
- Reassure them that the aim of the programme is to build on all these everyday opportunities and is not about 'teaching' their child, but about enjoying books, stories and rhymes and time spent together engaging in positive activities

Resources

- Copy of ORIM framework for your reference

3. Watching the Stories are fun for everyone video

Activity

- Watch the specific parts which give key messages around sharing books, stories and rhymes
- Allow time for discussion/comment about the video and recognise and address any concerns/doubts the parent/s may raise/show
- Give families the link to the video so they can watch it in their own time

Resources

- Find the video on: booktrust.org.uk/bookstart
- Screen with internet access.

4. Singing rhymes together

Activity

- Show the rhyme sheet and model singing/saying the rhymes with actions using the tips for each rhyme. Encourage the child to join in
- If the child does not want to join in, use this as an opportunity to talk with the parent about finding the right time and following the child's lead
- Explain that the rhyme sheet is for the family to keep and have fun sharing it together
- Support a parent/carer with weaker literacy or English language skills to follow the rhymes and model/explain the tips for them:
 - > slow down the pace
 - > use bigger movements for action rhymes
 - > use a lower voice

Resources

- Bookstart Corner Rhyme sheet – Five Little Ducks and Wind the Bobbin Up

5. Additional activities for sharing rhymes and having fun

Activity

- Explain how children need to associate words with objects before they use the words. How can they use everyday activities? E.g. During nappy changing – they could hold up the nappy or trousers, and emphasises is the word for the object they are holding.

Model how to adapt 'Five Little Ducks'

E.g. *'Three little bears went walking one day, over the hills and far away.*

Mummy bear said 'You need your mac', only two little bears came back.'

or

Model adapting 'Wind the Bobbin Up' to point to other things in the room.

E.g. *'Point to the teddy bear, point to the cat.'*

Resources

- Soft toys or objects that would be available in the home

Home activities – looking forward to next session

Activity

Discuss with the family one or two things they might like to do before your next session

- Encourage the parent to look at the video, especially if they are not familiar with the rhymes
- Briefly discuss what you will be doing during the next session

The 'ORIM' framework: Opportunities, Recognition, Interaction and Modelling

Early language and literacy

Early language and literacy development begins in the first three years of life and is closely linked to a child's earliest experiences with stories, books and rhymes. A child that is given access to books and mark making materials and has the support of a parent, carer or older family member has the opportunity to develop the building blocks for language, reading and writing development.

Parental/family involvement is crucial to the process and there is a great deal of research documenting the fact that greater parental involvement in children's learning impacts positively on the child's school performance, including higher academic achievement and greater social and emotional development.

Not every parent/carer is aware of the role they play in supporting their child's early language, literacy and overall development. Nor do they realise that everyday activities play a huge part in offering a child the right environment in which to thrive and develop these essential life skills.



The Bookstart Corner programme offers practitioners the opportunity to engage with families and provide them with free resources that have been specifically designed to encourage families to develop a story, book and rhyme sharing habit and build on their everyday interactions with each other.

In order to embed the Bookstart Corner programme, practitioners working with families may value the conceptual framework ORIM (Hannon and Nutbrown 1997), as an opportunity to enhance their work and bridge theory and practice in their work with parents.

ORIM is a framework that recognises what parents already do with regards to their child's early learning and helps practitioners understand how they can help support and enhance the parental/familial role specifically with regards to changing behaviours regarding sharing stories, books and rhymes.

The ORIM Framework

The ORIM framework is based around parents providing four things for their children: Opportunities, Recognition, Interaction and Modelling. It also focuses attention on four key strands of literacy: environmental print, books, early writing and aspects of oral language.

For more information, please visit:

real-online.group.shef.ac.uk

Figure 1: **The ORIM Framework**

Strands of Early Literacy Development

	Environmental Print	Books	Early Writing	Oral Language
Parents can Provide	Opportunities			
	Recognition			
	Interaction			
	Model			

Helping parents recognise what they already do and what more they can do

Bookstart has used the ORIM framework as a basis to support practitioners with Bookstart Corner. If a practitioner is aware of this framework and how it transfers from theory into practice, they are better equipped to work with a parent/carer to help them understand and make sense of their role and build upon everyday activities and interactions within the home.

ORIM works on the principle that parents are usually already doing things that support their children’s development and learning, they simply don’t realise. Practitioners delivering Bookstart Corner are in the unique position of helping the parent/carer identify that what they are doing can and does make a difference with regards to their child’s learning and development.

Bookstart Corner and the ORIM framework

ORIM has been an important part of family learning courses ever since it was created by Peter Hannon of Sheffield University in 1995 and although it was developed originally to describe how parents can and do support children’s literacy, it can also be used to look at supporting children’s learning and development more generally.

On the following pages are breakdowns of what Opportunities, Recognition, Interaction and Modelling activities can help to deliver the Bookstart programme and capitalise in on the resources that the programme offers. It is a starting point for practitioners. You will no doubt have many other best practice ideas, but here are some ways in which you can embed the key messages of the Bookstart programme whilst utilising the ORIM framework.

Using ORIM in Session 1: Opportunities

All learning requires appropriate opportunities, which parents can provide.

If there are no opportunities, no learning will take place.

There are plenty of opportunities for parents to speak and listen to their child:

- Singing rhymes and sharing books and stories that they receive via the Bookstart Corner programme
- Daily routines: nappy changing, housework, bath time or bedtime – the *Busy Bear* booklet shows a bear's daily routine as a starting point for conversation
- Making eye contact during everyday activities, like feeding and changing or singing songs together
- Looking at family photos or pictures of their child when they were little
- Listening and talking about sounds when walking along the street or night time noises
- Visits and trips out: to the library, children's centre or to the supermarket
- Talking about feelings; stories and books are a great starting point for this
- Opportunities for play - at home and in the park, the finger puppet can be used to bring play time to life for a child



Using ORIM in Session 1: Recognition

Learning is facilitated by the parent/carer who recognises what their child can do without help and what he or she can do with help.

Parents can recognise their child's progress, even the smallest of steps.

Parents may recognise their child's achievements in various ways:

- Enjoying and valuing their time together, prioritising their time and not being distracted by other things i.e. mobile phones or the TV
- Being genuinely interested in what their child is saying or trying to tell them
- Showing that what they have to say is important
- Noticing when they have learnt to say a difficult word and not making them feel awkward when they can't
- Smiling and making eye contact with their child
- Praising their child for a specific task; learning new words, re-telling a story in their own words, mark making in their My First Marks pad



Using ORIM in Session 1: Interaction

Learning occurs through positive interactions, the setting of tasks, providing feedback and giving direct instruction to the child.

There are lots of opportunities for parents to interact with their child in speaking and listening activities:

- Asking open questions to encourage their child to talk. Books are a way to do this as the parent/carer can ask questions about the pictures and/or story
- Joining in their pretend play for example, becoming the shopkeeper - a roaring lion or being a character from a book or story
- Exaggerating expression and sounds - action rhymes are great for this
- Playing with sounds and language - learning is about fun and having the confidence to play with language
- Remind the parent/carer that children need plenty of time to hear what has been said or asked of them, think of an answer and respond



Using ORIM in Session 1: Modelling

Children are helped by having role models, as they help the child to understand and encourage them to learn.

Parents can provide powerful models.

Parents may model speaking and listening by:

- Sharing stories, books and rhymes on a daily basis
- Talking and listening to their child about everyday things and events
- Talking and listening to other people in different contexts (friends, family, shop assistants, etc)
- Talking out loud – ‘let’s see, first I need the sugar, then I need...’
- Pointing to the words in books so that their child knows that they tell the story
- Spelling out words that their child wants to learn or know about
- Talking about the shopping list they are writing and getting their child involved
- Reading road signs, advertisements or bus numbers out to their child
- Mark making together using the mark making materials. Talking about the marks their child has made and valuing their efforts
- Listening to the radio and watching TV - in moderation!



- Attending local rhymetime or storytime sessions where their child can play collaboratively with their peers and the parent/carer can learn from the session leader
- Joining the local library as a family

These are just a few ideas of how to embed key messages of the Bookstart Corner programme and how to build on everyday experiences to encourage positive early learning experiences for the child and wider family learning.

The ORIM framework can be translated anecdotally for families and broken down into small, achievable activities so that the family understands that what they are doing is making a difference to their child and that they are their child’s first and most enduring teacher.

Sharing books and stories

Aims of session 2

- To model book sharing to the parent/carer including dialogic techniques (having a conversation together about the book being shared)
- To encourage the family to share the books in the pack with their child, preferably a little every day

Overview of session

- Introduce the Bookstart Corner pack and model the resources in it to the family
- Focus on enjoying books and stories together

Resources for the family

- Bookstart Corner Pack:
 - > 2 books *Counting with Ladybird* and *Go, Go Pirate Boat*
 - > A4 sheets with specific tips on how to share the books in the pack



TOP TIPS: Before your session

- **Familiarise yourself with the Bookstart Corner pack content**
- **Practice reading both books so you are comfortable with the stories**
- **Photocopy or print out the post session form**

Review of home activities

- Start positively, look at what has gone well since you last met
- Refer back to the previous session and any activities they have participated in and discuss how they got on. Praise their efforts and encourage them to continue
- Discuss/resolve any issues that have arisen, such as reluctance of the child to join in

1. Gifting of Bookstart Corner pack

Activity

- Gift the pack to the parent and child and allow them to explore the contents, reassure them if necessary that the pack is for them to keep and it is a gift from Bookstart and your setting
- Model using verbal and non verbal communication with the child to create excitement and to encourage the child to investigate the contents. For example using the books, help the child to point to their nose like in *Looking Good!* or shout in *Jump and Shout!*
- Invite the parent/carer or any siblings to join in
- Make it clear to the family, that the child has permission to look at the books, use the mark making pad and the crayons. A ripped page is not the end of the world and children will learn by example how to use books carefully

Resources

- Bookstart Corner pack

2. Sharing *Counting with a Ladybird* by Dawn Sirett

Activity

- Ask the parent if they would like to join in reading *Counting with a Ladybird* with you and their child. You could take turns to read alternate pages
- Encourage the parent to cuddle up close
- For the first time, read straight through to familiarise the child and parent with the flow of the story
- Read again to model using dialogic book sharing techniques
- Make sure that the parent understands that:
 - > it is good for their child to talk and ask questions about the book, this is dialogic book sharing. Gently remind the parent/carer that a child will need time to answer questions and to allow them gaps in the conversation to join in
 - > with time the child will be talking about the story and many other things, as well as listening and learning from the parent/carer
 - > it is important to get the balance right to avoid losing the thread of the story or the child's interest, by not asking too many questions
- Discuss with the parent/carer how singing, repetition and actions help the child understand and remember the words. They could sing a song about the colours in the rainbow to help them remember the colours.

Resources

- *Counting with a Ladybird* by Dawn Sirett
- Sharing tips sheet for the book



3. Sharing *Go Go Pirate Boat* by Katrina Sharman and Nick Sharratt

Activity

- Depending on the parent's confidence around sharing rhymes (assessed during the previous session and the review of home activities above) either:
 - > Model sharing *Go Go Pirate Boat* by showing how they can make the rhythm and rhyme engaging
 - > Encourage the parent to join in with silly voices or actions when reading the book.
- Discuss how to sit with the child to make him/her feel close to the parent

They could try:

- > Having the child sitting on the parent's knee, facing them
- > Side by side, so the parent has one arm around their child to help guide them to point to all the pictures
- > Enjoy looking at the pictures in the book together and talk about the different things you can see, like the parrot and fish

Resources

- *Go Go Pirate Boat* by Katrina Sharman and Nick Sharratt
- Sharing tips sheet for the book



Making stories part of a daily routine and bringing them to life with props

Aims of session 3

- To introduce the idea of reading as being part of a daily routine
- To encourage a bedtime reading routine
- To promote the excitement and pleasure that books bring for both child and parent/carer
- To model and extend the Bookstart Corner books using props
- Using props to extend books, stories and rhymes and bring them to life

Overview of session

- Introduce *Busy Bear* booklet and finger puppets
- Introduce the idea of making reading an everyday activity
- Focus on making stories fun and engaging by using props and other story telling techniques

Resources for Session 3

- Bookstart Bear fabric finger puppet and Bookstart Bear card puppets
- John Prater's *Busy Bear* booklet
- A4 top tips around storytelling and bringing the story to life via puppets
- Downloadable tip sheet on how reading can be included in daily routines



TOP TIPS: Before your session

- Familiarise yourself with the *Busy Bear* booklet, puppets and the puppet sharing tips
- Download and print off copies of the tip sheets for families
- Photocopy or print out the post session form

Review of home activities

- Start positively, look at what has gone well since you last met
- Refer back to the previous session and any activities they have enjoyed and discuss how they got on

Gifting Busy Bear and puppets

Activity

- Gift the book and puppets to the parent/ carer and child and allow them to explore them
- Discuss how using puppets can bring a story to life and provide opportunities for making up new stories

Resources

- *Busy Bear* by John Prater
- Bookstart Bear finger puppets

2. Using the Busy Bear booklet to introduce daily routines, reading every day and bedtime reading activities

Activity

- Highlight *Busy Bear's* routine and discuss the opportunities throughout the day for reading books and singing rhymes together. Encourage families to read anytime, anywhere
- Encourage the parent/carer to discuss their child's bedtime routine
- Highlight how a regular bedtime routine can be beneficial for the parent/carer – making it easier to get their child to bed, especially if established early on
- Highlight how bedtime reading can help with this routine and benefit their child by making bedtime more fun, relaxing and a warm loving experience

Resources

- *Busy Bear* by John Prater
- Bookstart Bear finger puppets

Home activities – looking forward to next session

- Discuss with the parent/carer one or two things they might do during the time before your next session
- Encourage them to try and introduce a bedtime routine which includes a bedtime story. They could try using *Jump and Shout!* which they received as part of the last session
- Briefly discuss the format/venue for next session (which can take place in a local library, children's centre or community space so that families are supported in using local services)
- Consider inviting the family to a children's centre or library for a Pyjamarama event

Mark making and further opportunities

Aims of session 4

- To introduce families to the importance of mark making
- To encourage families to continue to share books, stories and rhymes with their child using additional resources such as the BookTrust website
- To encourage parents and carers into the Bookstart Corner physical space in your setting
- To give parents and carers the support and encouragement to access relevant local services
- To encourage families to participate in activities such as The Rhyme Challenge or a rhymetime session in their local library

Overview of session

- Sharing rhymes, books and stories – continuing the parent/carers' involvement
- Gift mark making materials to the child to begin their journey with writing and drawing

If you held the first three sessions in the home, you might like to arrange for this to take place in your children's centre, local library or community space to familiarise the family with a different setting within their local area.

Resources for the family

- Mark making pad
- Box of crayons
- Signposting template with details of further opportunities for the parent/carers, e.g. children's centre groups/events, Family Learning, rhymetimes at the library
- Focus on signposting and supporting families to access further services including the children's centre Bookstart Corner, local public library and other relevant local services

TOP TIPS: Before your session

- **Remind yourself what the benefits of mark making are for the child and family, and think about activities that the family can do together within the home, outdoors, children's centre or community space**
- **The delivery of this session should be adapted depending on the facilities at the venue and the needs of the family**
- **Take your Bookstart Corner sample pack with you to reinforce the value of sharing the pack contents after the programme is finished**
- **Contact your local Bookstart Coordinator for details of early years activities in libraries and library opening times, and familiarise yourself with the library and all it has to offer families**
- **Think about whether the family would be confident enough to attend a session in a children's centre or library, or whether they will need accompanying on their first visit**
- **Photocopy or print out the post session form, signposting template and monitoring form**

Mark making

'Scribbling is to writing what babbling is to talking. As a babbling child thinks he talks, so the scribbling child thinks he writes.'

Harriet Inedell, 1898

Activity

- Some parents and carers see early mark-making as scribble so it is important to explain to them that letters and recognisable words will appear later if they give their children opportunities to explore and make marks
- Explain that the process their child is going through is the journey towards being able to write and will help them to develop imaginatively, creatively and physically
- Through mark making children can express their feelings, solve problems and physically communicate what they have to say. They will also mark make purely for enjoyment
- A parent or carer can support their child's early mark making by valuing and encouraging all their efforts, in the same way they would their speech
- Some boys don't choose mark making activities as readily as girls, however if they are given opportunities to mark make in ways that interest them, this process becomes much more accessible and won't put them off wanting to learn to write in the future. Mark making with twigs, paint brushes, or their fingers may hold far more appeal than mark making using crayons and paper

Resources

- My First Marks pad and box of crayons



Review of home activities

- Refer back to last session and any activities they have enjoyed and discuss how they got on
 - Discuss if they are having fun sharing books, stories and rhymes from their
- Bookstart Corner pack and Corner resources
- Find out whether there were any barriers or difficulties in sharing books, stories and rhymes since the last session

1. Sharing books, stories and rhymes

Activity

- Encourage the family to browse through a collection e.g. in the Bookstart Corner physical space in your setting or the children's section in a library
- Encourage the family to select a couple of books to share with their child
- Discuss briefly what to consider when selecting books. The BookTrust website is a great resource for recommended books for children and families to share
- Provide support as needed but allow the parent/carer to take the lead

Resources

- Selection of books if this is a home visit
- Children's library
- The library in the Bookstart Corner physical space in your setting

2. Signposting

Activity

- If in a children's centre or library, explore facilities and activities on offer, e.g. Rhymetime/storytime
- If not in the above settings, talk through the activities that are available in the local children's centre or library
- Support the parent to join the library if appropriate – talk about how books are free from libraries, that they are friendly places with staff who will help them and that many of them run free rhymetime sessions which are great places to meet other parents/carers
- Talk about how much fun it is to share books and stories at home together, it is great to do this in a library or a children's centre where children can see others joining in and having fun and the parent/carer can make new friends
- Use the signposting template with local information to summarise local services and encourage the family to select one activity they might consider taking part in. Offer future support to sign up for courses or to attend a 'drop in' session

Resources

- Signposting template

3. Making plans

To help ensure the greatest impact on the families, it is important to contact the family 4–6 weeks after the programme is completed to find out what has happened as a result of participation in the programme and to find out whether there is any additional support that can be offered. This contact also offers an ideal opportunity to collect data for monitoring and evaluation purposes.

Activity

- Practitioners should prepare the family for this contact and suggest the activities below as a starting point and what they will discuss at the follow up contact:
 - Encourage the family to continue to share their Bookstart Corner pack and resources together
 - Encourage the family to visit your Bookstart Corner physical space
 - Encourage the family to access relevant local services and consider participating in a family friendly activity such as The Rhyme Challenge
 - Remind the family to keep having fun with books, stories and rhymes and to discover more by visiting booktrust.org.uk

The Learning Stair Model

What a parent needs from the practitioner



Parent's stage of learning

This model illustrates a process everyone learning a new skill will go through. The Learning Stair Model is reproduced from the 'Early Home Learning Matters' good practice guide, by Kim Roberts. This model is for reference only, and allows the practitioner to identify where a parent/carer is with regards to supporting their child's learning.

Bookstart Corner post session reflection and observations

This form is to assist you in reflecting on how well each session went and what activities you recommended to the family to try before your next session. It is purely for your own records and will help you identify any progress the family makes during the four sessions.

What level of the Learning Stair did you feel the parent/carer was on?

(This can help you establish if any progress, however small, has been made during the programme.)

- Unaware that they can support their child's learning
- Aware, but lack the skills and confidence
- Practicing skills but unsure if they are doing it right
- Playing and engaging as a normal part of daily life

Did the family enjoy the resources?

- Yes No Couldn't tell

Which resource did they enjoy/value the most?

.....

Did the family appear engaged and receptive to the aims of the programme?

- Yes No Couldn't tell

What adults were in attendance during the session?

- Mum Dad Grandparent Friend Sibling Other

What activities (if any) did you suggest the family should try before your next session?

.....

Any other comments or observations? *Please use a separate sheet if required.*

.....

.....

Bookstart Corner monitoring form*

Family Identifier <i>(only for local use)</i>		Date signed up			
Criteria used to select family					
Eligible for 2 year early education grant	Referred by other agency eg Home-Start, Social Services, Health Visitor <i>(please give details below)</i>	Other <i>(please give details below)</i>			
Comments:					
Adults involved in session <i>(tick as per relationship to child)</i>					
	Mother/ Stepmother	Father/ Stepfather	Grandmother	Grandfather	Other <i>(please state)</i>
Date of session 1					
Date of session 2					
Date of session 3					
Date of session 4					
Date withdrew					
Reason withdrew	Comments:				
Follow up date					
Reported action as a result of participating in Bookstart Corner <i>(please tick below)</i>					
Still sharing books, stories or rhymes with child	Visited Bookstart Corner physical space in the setting	Accessed children's centre service <i>(please give details below)</i>	Accessed other service(s) <i>(please give details below)</i>		
Comments:					
Reported action as a result of participating in Bookstart Corner continued <i>(please tick below)</i>					
Signposted onto other services not yet accessed <i>(please give details below)</i>	Referred friend or family member onto Bookstart Corner	Expressed interest in becoming a parent volunteer			
Comments:					

* You will not be required to submit any personal data about families participating in Bookstart Corner. This form is for your setting use only.

More ways to have fun with your child



At home

At your local children's centre

At your local library

At other family friendly venues

booktrust.org.uk

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 **BookTrust**
Getting children reading