

Exploring Language Concepts During Shared Book Reading

Phonological Awareness

- Look for opportunities to point out **rhyming words** and encourage children to complete rhymes.
- Draw attention to **alliteration** (words that start with the same sound).
- Find opportunities to break words into **syllables** and count how many there are.

Responsive Interactions

- Look for children's **serve**s, such as pointing to a picture or saying what a character is doing.
- **Return the serve** by acknowledging verbally or non-verbally.
- Look for opportunities to **build vocabulary**.
- It's okay to **pause the story to interact** with children.

Questions

- Use **CROWD** and **PEER** prompts to ask questions and extend children's thinking.
- **Ask a range of questions** of varying difficulty to encourage children's abstract thinking, inferencing, and predicting.
- Draw children's attention to **pictures and visual clues** which might help understand what is happening in the book.

Concepts of Print

- Draw attention to **letters, words and sentences** with your finger or a pointer.
- Try counting the number of **letters** in a word or the number of **words** on a page!
- Talk about the **different parts of the book** - front, back, top, bottom, beginning, end, author, illustrator, cover, page, blurb, text, picture.

Learning Environment

- Can children **clearly hear your voice and see** the book being read?
- Is the **text available in children's home languages**? How might words from home languages be included?
- Is there **a nice spot outside** you could use for story time today?

Remember, not all children will be at the same stage in their development. You may need to use a combination of different teaching strategies and questions at different levels to support the engagement of all children.



Dialogic Reading Prompts

PEER

The **PEER** sequence helps teachers remember the order of the techniques and specifically targets vocabulary and comprehension skills:

- Prompt** Ask the child a question about the book.
- Evaluate** Was the child's response correct?
- Expand** Rephrase the child's response and add more information.
- Repeat** Ask the question again.



Questions

Level 1

The answer is directly in front of you. Responses can be non-verbal.

*Where is the...?
What can you see?
What is this?
Who is that?*

Level 2

The answer is in front of you but you may need to search for it.

*What is happening here?
What do you use a... for?
Can you find something that is...?*

Level 3

The answer is not in front of you. Use clues and form your own answer.

*What is a...?
How do you think... feels?
Why does he feel...?*

Level 4

The answer is not in front of you. The answer may be your own opinion.

*What do you think will happen next?
What will happen if...?
What could they do?*

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CROWD

The **CROWD** prompt aims to encourage children to express themselves through asking different types of questions:

- Completion** Ask children to complete a phrase or sentence from the story.
- Recall** Ask a question about the characters or events in the story.
- Open-ended questions** Ask children to describe what is happening in the pictures.
- Wh questions** .. Ask questions that start with what, where, when, why, and how.
- Distancing** Ask questions that relate pictures or words in the book to children's real life experiences.

