




## Sharing books




Books provide great opportunities to have conversations that include POP.

### General book ideas

-  Find words in the story that rhyme and see if you can think of any other words that rhyme. Ask if a word starts with a specific sound, eg “Does ‘cat’ start with ‘sss’?”
-  Ask simple questions about the story, eg “What did you see in the book?”; “Where did they go?”; “What else could they do?” Ask your child to help retell the story (or part of) once you have finished reading it. Relate things in the story to your child’s life, eg “Do you remember when we did that...?”
-  Show and talk about the front cover of the book and point out the title; point out where you start reading and follow the print with your finger; point out words and letters on the page.



### For example when reading the book: The Rainbow Fish by Marcus Pfister

-  Point out two words that start with the same sound, eg “Fish and fin start with the same sound, they start with ‘f’.”
-  Teach and act out action words, eg ‘glowing’, ‘disappeared’, ‘shimmered’, ‘hesitated’, ‘snarled’.
-  Point out where to start reading on the page and follow the print with your finger.



#### Reference

Department of Education & Children's Services, SA. (2009). *Emergent Literacy*.

Department for Education & Child Development, Speech Pathology, 2011.



Government of South Australia  
Department for Education and  
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## Laying Foundations for Literacy Success

### Phonological Awareness, Oral Language and Print Knowledge

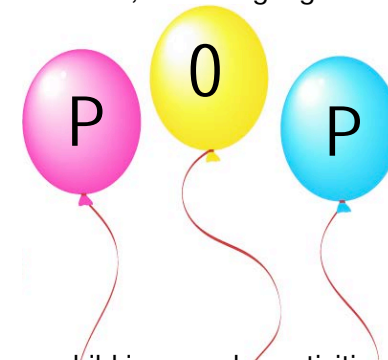
From birth, through preschool & into the early years of schooling children develop knowledge of spoken language, the sounds that form words, letters, writing & books. These are the foundation required for the development of reading & writing skills. The most important skills are:

**Phonological Awareness:** Knowing that spoken language is made up of words, syllables and sounds, e.g. breaking words into syllables, understanding rhyme and knowing the sound at the beginning of a word.

**Oral Language:** This includes many aspects of “talk”, such as the words children know and use, the way they put words together into sentences and their ability to converse and talk about their world.

**Print Knowledge:** Knowing the letters of the alphabet & understanding about print, e.g. we read books from front to back and left to right, letters represent sounds, written words are made up of letters and represent spoken words.

An easy way to remember these skills is to use the word “POP” -  
**P**honological Awareness, **O**ral Language & **P**rint Knowledge.



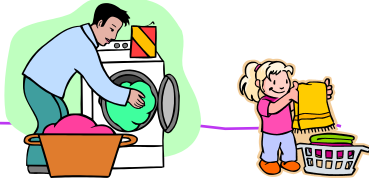
Conversations with your child in everyday activities and play that include “POP”, will help lay the foundations for learning to read and write.

## Everyday things we do

Think about your routines. How can you add POP in your conversations?

### Washing the clothes

- P** Clap the syllables for clothing names, eg 'jum-per'.
- O** Name clothes, sort by colour, who do they belong to?
- P** Name the letters of clothes & the sound it makes, eg "This is a letter 's' it makes a 'sss' sound."



### Shopping

- P** Make up phrases with the same first sound, eg "Let's buy the bouncy ball."
- O** Describe things you see, talk about their size, shape, colour, pattern eg "Look at these spots, find something else with spots."
- P** Look for labels that start with your child's name. Point out letters on labels and shop signs.



### Eating time

- P** Think of words that rhyme with the foods, eg 'apple', 'smapple'.
- O** Think about food types, eg "banana is a fruit", how they grow, eg "carrots grow in the ground" and a short description.
- P** Make letters using different foods, eg a 'p' with peas or a 's' with sultanas. Talk about the sound the letter makes.



## Out and About

What are you doing outside of the house today? How can you add POP?

### Playground

- P** Play a guessing game, eg "Let's go in the 'tun-nel'" and ask your child to guess the word.
- O** Give instructions to follow, eg "Skip to the slippery dip and run around the seesaw."
- P** Write letters in the sand/dirt, eg "Here is the letter 'f', can you draw one too?"



### Teddy bears picnic

- P** Sing the teddy bears picnic song or other rhymes appropriate to your child's play.
- O** Talk about: What you need to take; why; what is happening; what you can see.
- P** Draw pictures or write names of the items you are taking and "read" it with your child.



### In the yard

- P** Play a hiding game, sound out a word and see if your child can guess what it is, eg "Find the 'b-i-ke", "h-ose."
- O** Make a sandcastle or town with roads and talk about how you made it.
- P** Make a story book with photos or pictures, talk about what is happening and write the story together.

