

Talk Through Stories

Let's get children talking!

The Word Gap

At five years old:

Never read to – 4,622 words

1-2 times a week – 63, 570 words

3-5 times a week – 169, 520

Daily – 296, 000 words

Five books a day – 1, 483, 300 words

Science Daily (2019)

<https://www.sciencedaily.com/releases/2019/04/190404074947.htm>

Talk Through Stories

Let's get children talking!

Talk Through Stories is for all children, and support their development of a rich language rich.

It is designed to extend and deepen children's vocabulary so that they can understand the books they will soon be able to read for themselves.

It is planned specifically and systematically - step by step - to develop their vocabulary.

How Talk Through Stories Works

Story week

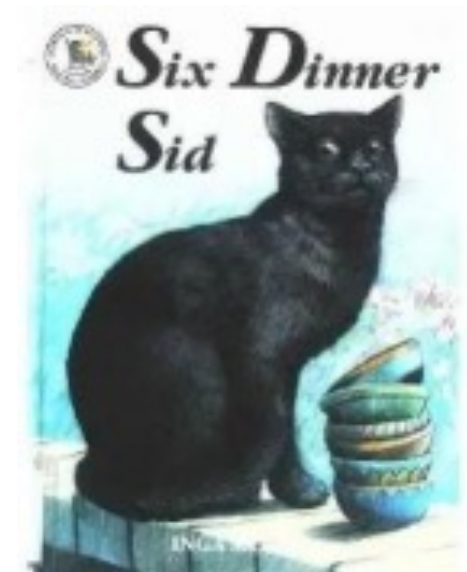
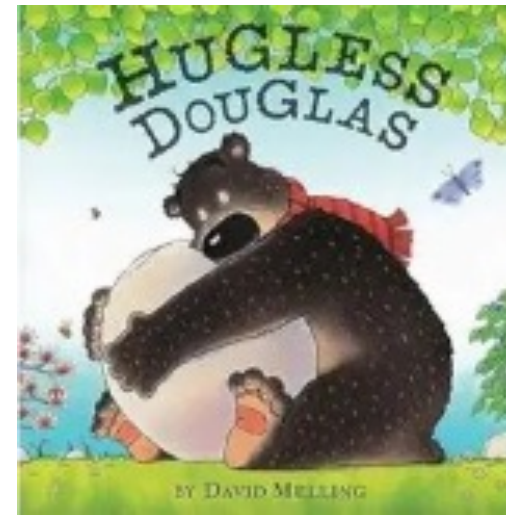
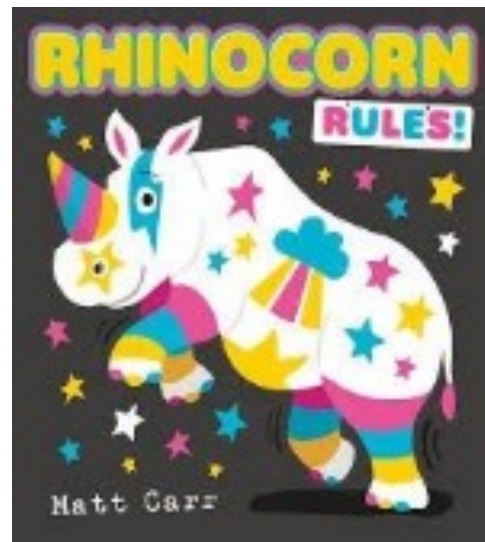
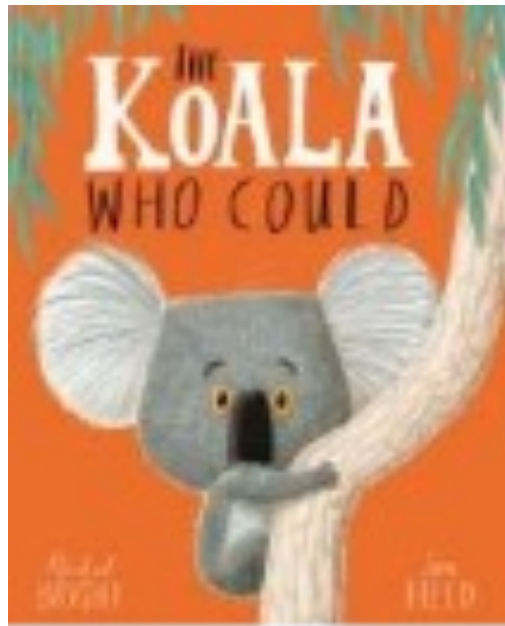
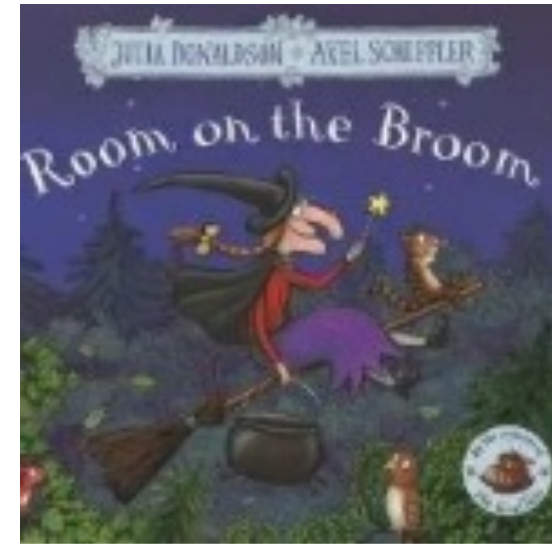
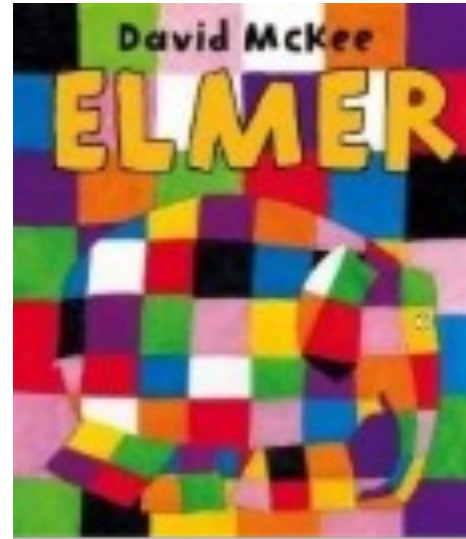
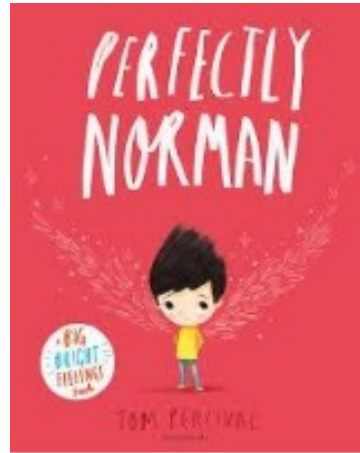
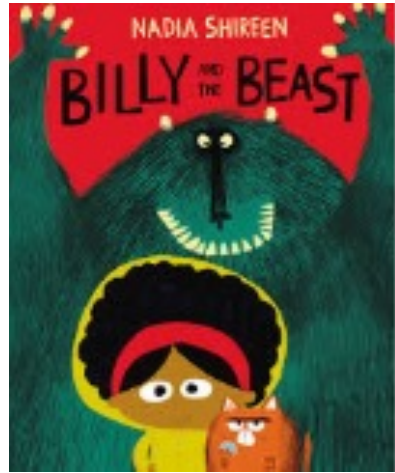
We help children to get to know the story really well: the plot, the characters, and their actions and motives.

Vocabulary week

We explore eight words from the story. These words have been specifically selected to develop children's understanding of each word in the context of their everyday lives.

How The Stories Were Selected

- The stories are very carefully chosen.
- They are stories we believe are worth reading and re-reading – stories that children will love.
- There are old favourites, such as Dogger by Shirley Hughes, Burglar Bill by Janet and Allan Ahlberg, Can't You Sleep, Little Bear? by Martin Waddell and Where the Wild Things Are by Maurice Sendak.
- There is also more recent stories, such as Hugless Douglas by David Melling, Perfectly Norman by Tom Percival, I'm in Charge by Jeanne Willis, Billy and the Beast by Nadia Shireen, Anna Hibiscus by Atinuke.



Storytime Week

| | |
|-------|---|
| Day 1 | Introduction Read the story What's the problem? |
| Day 2 | Re-read the story |
| Day 3 | Favourite phrases Favourite phrases every day Freeze-frame feelings Which is the right sentence? |
| Day 4 | Join in the story What's the problem? |
| Day 5 | Nice or not nice? Quiz the character Share at home |

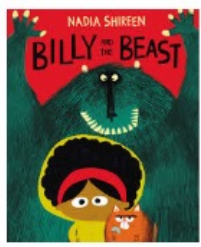
The Eight Vocabulary Week Words

- The eight words selected for focus in each of the stories are what Isabel Beck, in *Bringing words to life*, has called ‘Tier 2’ words.
- These are words that children are unlikely to hear in everyday conversation but are likely to come across in stories.
- In *I’m in charge* by Jeanne Willis, for example, the words chosen are:

| | | | |
|-----------------|-----------------|----------------|----------------|
| bellowed | startled | barged | sneaked |
| grinned | dreadful | stomped | refused |

Vocabulary Week

| | |
|--|---|
| <p>Days 1 to 4: two words a day</p> <p>10 minutes</p> | <p>Review from the story</p> <p>When might you?</p> <p><i>What would make someone say...? / What would you do if ...? / Would you rather?</i></p> <p>Agree or not?</p> <p>Words to use throughout the day</p> |
| <p>Day 5: revision of all words</p> <p>10 minutes</p> | <p>What's the word?</p> <p>Because...</p> <p>Words in the box</p> |



Billy and the Beast by Nadia Shireen

| Monday | Tuesday | Wednesday | Thursday |
|--|---|--|--|
| <p>Introduce the story to the child: "I love this story! It has lots of adorable animals and funny characters. Let's find out what happens when Billy meets a Terrible Beast who is cooking a Terrible Soup..."</p> | <p>Re- read the story out loud.</p> | <p>Re- read the story out loud.</p> | <p>Re- read the story out loud.</p> |
| <p>Read the story</p> <p>Who are the characters in the story? (<i>Billy, <u>Fatcat</u>, Hedgehog, Fox, the mice, the little bunny rabbits, the Terrible Beast</i>)</p> <p>Who is the main character? (<i>Billy and the Terrible Beast</i>)</p> <p>What is the problem? (<i>The Terrible Beast is making a Terrible Soup. Billy wants to stop him from putting her animal friends in his soup.</i>)</p> | <p>Tell the children they are going to be the Billy. Using their facial expressions and body language, they are going to show you how they feel in the following situations.</p> <ul style="list-style-type: none"> ❖ You and <u>Fatcat</u> are walking through the forest (You look happy/content) ❖ You notice all the adorable animals have gone missing. (You look surprised/confused) ❖ The Terrible Beast leaps into the steaming pot. (You look pleased/relieved) | <p>What is the correct sentence?</p> <ul style="list-style-type: none"> ❖ The Beast is lovely. The Beast is terrible. (<i>The Beast is terrible.</i>) ❖ Billy tells the Terrible Beast the <u>pine cone</u> is delicious. Billy tells the Terrible Beast the <u>pine cone</u> is disgusting. (<i>Billy tells the Terrible Beast the <u>pine cone</u> is delicious.</i>) ❖ The Terrible Beast needed unusual ingredients for his soup. The Terrible Beast needed normal ingredients for his soup. (<i>The Terrible Beast needed unusual ingredients for his soup.</i>) | <p>Talk about the problem in the story.</p> <p>What is the problem in the story? (<i>The Terrible Beast wants to put the animals in his soup. Billy wants to stop him.</i>)</p> <p>How is the problem solved? (<i>Billy tells the Beast that his ingredients are wrong. She gives him new ingredients.</i>)</p> <p>How would you have solved the problem? Grown-ups, you can answer too!</p> |