

What's the point of



wordless books?

Routine

Receiving a wordless book home at the very beginning of your child's reading journey will give you the opportunity to establish a routine together without the pressure of actually 'reading' the book.



You can figure out the best time of day and best space in your home to share the book together. Find a place with few distractions. It could be just after breakfast, before dinner or bedtime, whatever suits you and your child. Lots of Schools will ask you to record the read in a reading record too.

Where do you think would be best place to share our book?

When do you think is the best time for us?

Are you comfortable and ready to look through the book now?





Book care

Model how to look after the book sent home from School, holding it correctly and turning the pages carefully. Let your child practice this and take responsibility for looking after it. Talk about the best place to keep the book when you are not looking at it. Discuss the different parts of the book including the front cover, title, back cover and spine.

It can cost Schools a considerable amount of money to build their book stock so they will definitely appreciate you having these conversations and preventing it from getting damaged.

Can you show me where the spine of the book is?
Show me how to hold the book correctly?
Why do we need to look after this book?





Oracy Skills

Wordless books are an incredible opportunity to develop oracy skills in children and support literacy rich conversations.

By sharing the book in a quiet space you can really focus on discussing the illustrations and story. Encourage children to ask questions about the pictures, give their point of view, listen to others and talk about what is happening.

'Oral narrative skills are crucial to early literacy development, as they assist children in making the transition between oral narrative and written text' (Collins and Glover, 2015)

Tell me about the story?

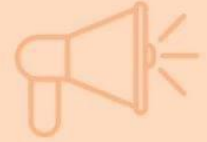
What do you think about the story?



What does.....think about the story?

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Vocabulary



Wordless books are a great way to expand children's vocabulary. Vocabulary is a key predictor of later academic success.

You can name the objects you see in the illustrations and identify anything they may not be familiar with. Once you've named the objects you could encourage children to add a describing word "that is a big tree". On the next read you could model using an alternative word for 'big'. "That is an enormous tree" or add a verb "the tree loomed over the park".

What is another word we could use instead?

Can you spot something that looks...expensive,
powerful, realistic, lethargic?



Phonological Awareness

Even in a wordless book you can prepare children for later Phonics learning by developing their phonological awareness skills. These skills are at the foundation of learning to read.

You could point out or think of something that rhymes with an illustration or play I Spy and find objects that start with a certain sound. You could also clap the syllables in words or the adult segments the phonemes in a word and children practice blending these sounds together to form the whole word and point to the correct picture.



I spy something that begins with...
Can you spot something that rhymes with chair?



Look, it's a c/a/t!

Story Structure

A story is told through the illustrations within a wordless book rather than the text. The stories will still have a beginning, middle, end and, quite likely, a problem and resolution. Identifying these features within a story is great practice for when children are able to independently read books and it will positively impact their comprehension.

Discuss what is happening at the beginning of the story and predict what they think might happen at the end. Can they retell the story in the correct sequence using words like first, after that, then, next and finally?

What happened at the end of the story? Did you think that would happen?

What happens next in the story?



Comprehension

Discussing the book together can really impact a child's comprehension skills. Can they talk about what is happening in the illustrations and make predictions?



You can look at the facial expressions of some of the characters and make inferences about what they might be feeling and why. Prompt children to imagine they are the main character and ask them what they might do differently or the same.

You can also discuss how the story might be similar to other stories that they are familiar with.



What might this character be feeling? How do you know?

What could happen next?

Which part of the story was your favourite?



Retelling and Imagination

Once you have visited the story several times you can encourage children to retell it in their own words. Can they correctly sequence the main events in the story?

You can prompt them to act the story out through role-play or using small toys, dolls or finger puppets. Acting out and retelling stories can further develop their familiarity with story structure and expand vocabulary and comprehension skills.

Children will love the practical playful nature of retelling stories through role-play.

What could we use to retell the story?

What happened at the beginning, middle and end?



**So much learning that comes
from a book with no words!**



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