

**Hypothesis:**

Explicitly teaching one and two-event sentences through oral language, will improve children's listening comprehension.

**Abstract:**

Reading difficulties in children can be the cause of a number of contributing factors: poor decoding skills, syntactical knowledge and/or comprehending skills. Research shows that the link between reading and decoding is intact comprehension and a strong oral language on which to base learning. This study investigates the effect that the explicit teaching of one and two-event sentences has on children's listening comprehension, which in turn will affect reading comprehension and self-monitoring during independent reading.

Eight Prep students were chosen from a Prep class using the results of the ROL (Record of Oral Language) as a selection criterion. They participated in ten whole class, 40 minute teaching sessions. A control group of eight students from another Prep class of similar background and teaching exposure were chosen for comparison. The teaching sessions took place during the two-hour Literacy Blocks each morning.

After the teaching sessions, both groups of children were tested and the result compared. The results indicate that while there was improvement in the children's listening comprehension in both groups, the difference between the teaching group and control group was not significant enough to prove the hypothesis. The results do, however, indicate the significant growth in the teaching group's vocabulary knowledge.

Oellette's research highlights the link between a strong vocabulary and the ability to decode within context. Therefore, this study shows that the explicit teaching of one and two-event sentences (paraphrasing) can have an influence on children's vocabulary knowledge, which in turn affects children's reading abilities.

## **Introduction:**

As students learn to read, teachers may assume that there needs to be a greater emphasis on phonological awareness and letter and sound knowledge. Snowling (2002) states that the link between phonological processing and reading is from the child's ability to use sound knowledge and decode words. Oellette (2006), however, talks about how reading is more than decoding; skilled readers also need to be able to recognise words rapidly and have intact comprehension. His study also looks at the role of oral vocabulary in various reading skills.

Reading theory repeatedly talks about the two broad components of reading: word recognition and comprehension. "Although models differ according to which of these areas is emphasized, and in the independence of each component, they tend to concur in stressing the distinction between word reading and textual comprehension. (Storch & Whitehurst, 2002; see also Oakhill, Cain, & Bryant, 2003)." Observation of prep children reading reinforces the use of these two strategies used in different combinations. Some purely focus on letters and the sounds they make, while others look at the pictures and make up the text using meaning. The more successful readers are able integrate these two skills with contextual cues in order to read accurately with meaning and comprehension.

There seems to be an agreement in research that the skills of decoding and comprehension are imperative for effective reading. Which raises the question of how they can be linked: "How do the successful readers integrate their knowledge of decoding and comprehension?" Through Oellette's research (2006), he found that the nature of reading was multi-faceted. Thus he conducted a study with an assessment of decoding, visual word recognition and reading comprehension. Although both decoding and visual word recognition are related to reading comprehension, there appears to be an important role of oral language beyond word recognition processes. (pg563 )

Nation and Snowling (2000) point out that approximately 10% of children can be classified as having poor reading comprehension, despite possessing average-for-age reading accuracy. Therefore, even though a child can decode accurately, the proficient development of oral language is required to assist a child to use meaning and decode within the context of the text. Oellette supports this theory by highlighting the association between vocabulary and decoding due to vocabulary growth in the development of phoneme awareness (Goswami, 2001; Metsala, 1999; Walley, Metsala, & Garlock, 2003). "It thus appears that the relation between decoding and oral vocabulary is primarily a function of the size of the receptive lexicon, which is what is estimated in such receptive vocabulary tests (Oellette, 2006, pg562).

Therefore it could be possible to assume that children who have a growing vocabulary would be able to make the link between decoding and comprehension. They should be able to look at the visual cues and use their vocabulary knowledge to help decode within the context of the story, checking for meaning as they read.

Another facet of reading is a child's knowledge of syntax and the ability to judge if a sentence or piece of text is grammatically correct. Mokhtari and Thompson (2006) state that "The ability to read fluently and with adequate comprehension is considered the hallmark of skilled reading (pg 73)". While supporting the link between reading comprehension and decoding skills, they go on to highlight the relevance of syntactic skills in relation to comprehension and reading fluently.

Mokhtari and Thompson's research suggests that comprehending text involves a number of cognitive, linguistic and socio-cultural dimensions. "Readers must demonstrate an understanding of the syntactic structures of texts by chunking groups of words into phrases or meaningful syntactic phrases (Mokhtari and Thompson, 2006, pg 75)" This report goes on to talk about recognising the author's syntax is important because identical groups of words can hold various meanings depending on how they are phrased and the emphasis on certain words, intonation and stress patterns. It is interesting to note that preschool children who later develop reading problems demonstrate limited syntactic knowledge (Nation and Snowling 2000, 2004).

The present study aims to investigate the effect of extending a child's vocabulary and teaching one and two event sentences through oral language activities to assist the ability to decode text using meaning and context. Extending a child's vocabulary would assist the ability to visualise what is happening, think about the story and maintain meaning throughout the reading of the text. Teaching children one event, and in time, two event sentences will assist them to listen and retell a story using precise and grammatically correct sentences, in turn, improving their comprehension.

As the children in the teaching and control group are in the early stages of reading, it will be necessary to test their listening comprehension rather than reading comprehension. Therefore this investigation will have a strong emphasis on oral language. Assuming that if the children learn and practise to take on these skills when listening to a story, they will in turn transfer these skills as they begin to read, integrating visual cues, meaning and syntactical cues. "The relatively small research base investigating the influence of syntactic or grammatical awareness on children's ability to read has shown that the ability to identify and manipulate the syntactic structure of spoken language is generally related to reading development (Mokhtari and Thompson, 2006, pg 76)."

## Method:

### Design

This study uses a case study OXO design. Gains in children's listening comprehension and vocabulary knowledge, following the explicit teaching of one and two event sentences, are monitored for a group of prep children. The study compares two groups of students, a control group and a teaching group. The children selected in the teaching group were part of a whole class teaching group.

### Participants

All students chosen to participate in the study are currently in their first year of schooling, with ages ranging from 5-6 years. Students were chosen based on their Record of Oral Language scores, which took place during a Literacy interview held near the beginning of the school year. Students were required to repeat a series of statements back to the tester in an identical format. The total score gives a snapshot of a child's ability to recreate sentences using correct grammatical structure and language. The maximum achievable score is 42. The classroom teacher identified children who were most at risk in their oral language development and matched them to a child in another class (control group) with a similar score. The range of scores was from 9-26. All of the children selected were beginning or emergent readers, therefore it was necessary to test their listening comprehension rather than their reading comprehension. The children highlighted are part of the teaching group.

**Table 1 Selection criteria of Students**

<b>Student</b>	<b>Sex</b>	<b>Age</b>	<b>ROL score</b>
A1	Female	5y6m	26
A2	Female	5y6m	26
B1	Male	5y11m	24
B2	Male	5y10m	24
C1	Female	5y2m	23
C2	Female	5y9m	23
D1	Male	5y4m	21
D2	Male	5y8m	22
E1	Female	5y11m	19
E2	Female	6y1m	19
F1	Male	5y4m	19
F2	Female	5y6m	19
G1	Male	5y0m	14
G2	Female	5y6m	14

## Procedure

In pre-testing for this study, students were assessed using the PPVT (Peabody Picture Vocabulary Test) and a Listening Comprehension test devised by John Munroe.

In the PPVT, children were told a word and required to point out the correct object from a choice of our pictures. A Basal Set was established first administering a set according to the child's age, ensuring the child made one or zero errors in a set. If necessary, earlier sets were administered until this was achieved. The testing ceased when the child made eight or more errors in one set (Ceiling Set Rule). The Ceiling item was recorded and the total number of errors was subtracted, resulting in a raw score. Using the PPVT manual, a standard score, percentile ranking, stanine score and an age equivalent were established.

During the Listening Comprehension Test, children were told to listen carefully to a story that they would be required to tell back to the tester. After the story was read, the students retold the story, saying all they could about it and trying to tell it in the right order. If required, prompts were used. The students' story retelling was recorded as accurately as possible. This response was used to establish a score for retelling events out of a possible score of 20, and a settings score with a possible score of 6. These scores were then converted into a percentage score. For the purpose of this study, the children were only required to retell the story once.

**Table 2 Pretest Scores for all students**

Student	Sex	Age	ROL	Retell	Settings	PPVT raw	PPVT age	PPVT %	PPVT stanine
A1	Female	5y6m	26	40%	66%	106	6y5m	77	6
A2	Female	5y6m	26	40%	50%	80	5y0m	30	4
B1	Male	5y11m	24	35%	66%	99	6y1m	47	5
B2	Male	5y10m	24	35%	50%	106	6y5m	68	6
C1	Female	5y2m	23	35%	50%	93	5y9m	66	6
C2	Female	5y9m	23	30%	83%	83	5y2m	30	4
D1	Male	5y4m	21	30%	50%	111	6y8m	86	7
D2	Male	5y8m	22	10%	33%	103	6y3m	68	6
E1	Female	5y11m	19	25%	50%	86	5y4m	30	4
E2	Female	6y1m	19	10%	16%	97	5y11m	45	5
F1	Male	5y4m	19	30%	50%	95	5y1m	63	6
F2	Female	5y6m	19	10%	16%	74	4y7m	21	3
G1	Male	5y0m	14	40%	50%	74	4y7m	32	4
G2	Female	5y6m	14	15%	33%	80	5y0m	30	4
H1	Male	6y2m	11	15%	50%	87	5y5m	23	4

The teaching procedure was based on John Munroe's teaching strategies (2006), with an emphasis on one and two event sentences. As the requirement of this study was to teach to the whole class, some restructuring of the class' Literacy block was necessary. As a requirement of the school's literacy program (ClASS: Children's Literacy Success Strategy), the expectation is that children are exposed to shared reading and writing every day. Instead of having a separate reading and writing time, this time was put together in between the reading and writing blocks, with each session having a strong emphasis on oral language that incorporated both reading and writing.

The ten lessons were based on the following big books:

1. Come on Daisy
2. We're going on a bear hunt
3. Lester and Clyde
4. Clive eats alligators (Alison Lester)

Each text was introduced to the class in order of use but was not included in the ten lessons, to ensure the children were familiar with the story. Before the teaching began, it was explained to the children that they were going to think of other ways of saying sentences as this would help them to:

1. Remember the story
2. Check that the story makes sense

This was revised at the beginning of each lesson and revisited during the reading of text to help children make this link to reading as this skill developed. Although the underlying strategy was to explicitly teach one and two event sentences, there was also the inclusion of paraphrasing and vocabulary development. Each lesson took on a similar format:

1. Teacher modeled the text on the page and talked to the children about what was happening in the pictures
2. Children repeated the phrase and thought about what it meant
3. Children talked to a friend about the meaning of the phrase or acted it out
4. Children formulate different ways of phrasing the text
5. Various ways of phrasing the text were recorded on a large sheet of paper to enable children to see patterns in the text, make connections and links with various vocabulary used.

The children involved in the study scored a relatively low ROL score, compared to their peers. The class was asked to repeat each grammatically correct sentence, as this is the skill involved in the test. As each lesson progressed the children were introduced to more advanced skills: interchanging tense, nouns, pronouns, verbs, adjectives and phrases.

Lesson 1 & 2: Rephrasing using one idea

Lesson 3 & 4: Focusing on an action and thinking of a sentence to describe the action

Lesson 4, 5 & 6: Moving from one-event sentences to two-event sentences. Linking sentences with the word *because*.

Lesson 7, 8 & 9: Linking sentences with the word *but* & *and*

## **Results:**

The children from the teaching group were part of a whole class lesson, which was run three times a week. There are many variables in the effectiveness of this study. Firstly, it needs to be considered that the children weren't used to sitting for long periods of time: some of the children who achieved low Oral Language scores also lacked the ability to attend to the teaching and maintain concentration.

There are also contributing factors that affect every day life in the Prep classroom: toileting issues, disruptive children, outside noises and distractions. In addition to these distractions, there is a child with Autism in the Prep classroom who was still learning how to sit with the whole group. While the children worked well with this child, he still provided additional distractions to the children's concentration.

As the lessons progressed, it became evident that the children as a whole, were becoming quite adept at interchanging vocabulary when rephrasing. Most children were able to give their answer in full sentences and gave indications that they were ready to move from one-event sentences to two-event sentences as they started to use this format unprompted before the concept was introduced in the teaching.

For reasons out of the school's control, the post testing for student H1 was unable to be administered. Therefore, although their results are included in tables and charts, the results of students H1 and H2 will not be analysed.

**Table 3 Results from pre and post testing**

Student	Sex	Age(Pre test)	Age (Post test)	ROL (Selection Criteria)	ROL (Post test)	Listening comp-retell	Retell (Post test)	List comp Settings (Pre)	Settings (Post test)	PPVT raw score (Pre test)	Raw score (Post test)	PPVT standard score	Standardscore (Post test)	PPVT age (Pre test)	Age (Post est)	PPVT percentile	Percentile (Post test)	PPVT stanine	Stanine (Post test)
A1	Female	5y6m	5y8m	26	29	40%	45%	66%	83%	106	112	111	113	6y5m	6y9m	77	81	6	7
A2	Female	5y6m	5y8m	26	25	40%	40%	50%	16%	80	92	92	99	5y0m	5y8m	30	30	4	4
B1	Male	5y11m	6y1m	24	24	35%	55%	66%	66%	99	114	102	111	6y1m	6y10m	47	77	5	6
B2	Male	5y10m	6y0m	24	31	35%	50%	50%	33%	106	123	107	119	6y5m	7y7m	68	90	6	8
C1	Female	5y2m	5y4m	23	24	35%	30%	50%	50%	93	96	106	106	5y9m	5y11m	66	66	6	6
C2	Female	5y9m	6y1m	23	28	30%	40%	83%	66%	83	95	92	99	5y2m	5y10m	30	47	4	5
D1	Male	5y4m	5y6m	21	21	30%	45%	50%	66%	111	147	116	142	6y8m	9y6m	86	99.9	7	9
D2	Male	5y8m	5y10m	22	25	10%	20%	33%	50%	103	108	107	108	6y3m	6y7m	68	70	6	6
E1	Female	5y11m	6y1m	19	22	25%	25%	50%	33%	86	97	89	98	5y4m	5y11m	30	42	4	5
E2	Female	6y1m	6y3m	19	26	10%	10%	16%	0%	97	101	98	99	5y11m	6y2m	45	47	5	5
F1	Male	5y4m	5y6m	19	30	30%	35%	50%	50%	95	112	105	115	5y1m	6y9m	63	84	6	7
F2	Female	5y6m	5y8m	19	19	10%	45%	16%	50%	74	83	88	92	4y7m	5y2m	21	30	3	4
G1	Male	5y0m	5y2m	14	20	40%	60%	50%	66%	74	99	93	110	4y7m	6y1m	32	75	4	6
G2	Female	5y6m	5y8m	14	17	15%	25%	33%	50%	80	90	92	98	5y0m	5y7m	30	25	4	4
H1	Male	6y2m	6y4m	11		15%		50%		87		89		5y5m		23		4	
H2	Male	5y3m	5y5m	9	11	30%	35%	50%	50%	81	91	97	102	5y0m	5y7m	42	55	5	5

There was an increase in all of Student A1's post-test scores. While none of the increases was significant, this student was one of only four students in both the teaching and control group to have an increase of scores in all of the post-tests. Although she achieved an increase of one stanine in the PPVT, it was only an increase of four in the percentile ranking.

Although 1's scores did not increase for the ROL and settings post-test, there was a significant growth in the retell and PPVT. As with the previous student, there was an increase of one stanine in the PPVT, but however there was a difference of 33 in the percentile ranking. A closer analysis of the raw scores shows that in the re-testing he achieved a low stanine 5, while in the post-testing he achieved a high stanine 6.

Student C1 did not achieve any significant increases in the post-test scores. Although she achieved above average in the PPVT, she actually regressed in some scores. These results alerted the classroom teacher to take further action regarding this student's learning, including meetings with parents and Literacy Coordinator and classroom observation, with the possibility of further testing.



Student D1 achieved some interesting scores. Although his score for ROL did not change, there was a significant increase in both of his comprehension scores. It could be fair to assume that while his grammatical structure is not accurate, he may be retaining more meaning in a retell. The PPVT post-test score was of significant interest as this child has been displaying a poor attitude to classroom work and behavioural problems in relation to his peers. These results have prompted further investigation for the classroom teacher, assuming there may be some level of frustration that this student's reading behaviour does not marry with his oral language ability. There is a possibility that the teaching sequence has contributed to the improvement of this child's oral language, as at the beginning of teaching, he was unable to formulate a one-event sentence.

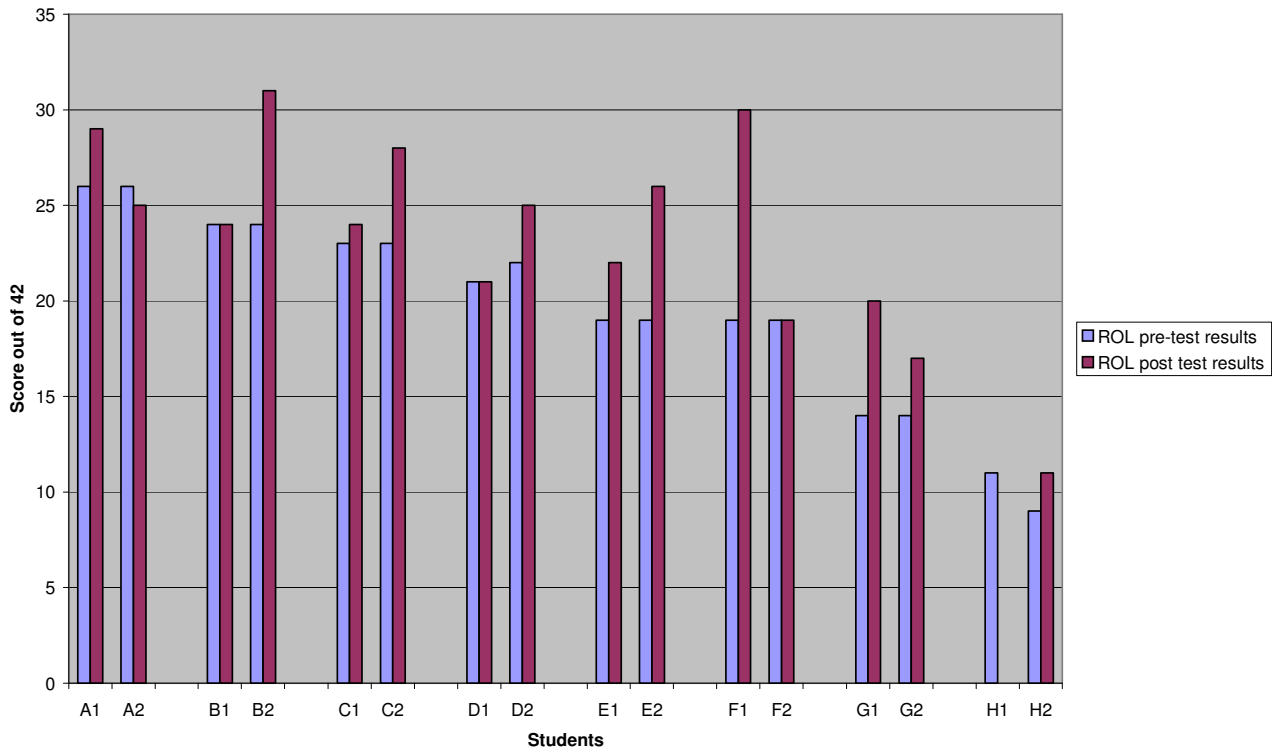
There was some improvement in the scores of Student E1. There were however, some instances when the post-test score remained the same or went back slightly. Although there may not be any need for intervention, this is enough of an indication for the classroom teacher to monitor this child's progress in oral language.

Although there was no significant change in Student F1's listening comprehension scores, he did achieve significant scores in the post-test scores for the ROL and PPVT. This may highlight the fact that this child has a strong grasp of grammatical structure and vocabulary, while his actual listening comprehension is not as strong.

Student G1 was the only other student in the teaching group to have an increase of scores in all of the post-tests. This child, however, achieved a significant increase in all of the areas of testing. What makes this an interesting case is, that this student is from an ESL (English as a Second Language) environment. His pre-test scores and classroom behaviour have all indicated that he has difficulty concentrating in class and attending to instruction.

While Student H1 did not participate in the post-tests, some observations were made of his learning behaviour during the teaching sessions. This child is also from an ESL environment. Although he speaks English quite fluently, his responses to questions during class were often one-word answers. During the teaching sessions, it was observed that this child gradually increased his responses from one-word answer to grammatically correct sentences.

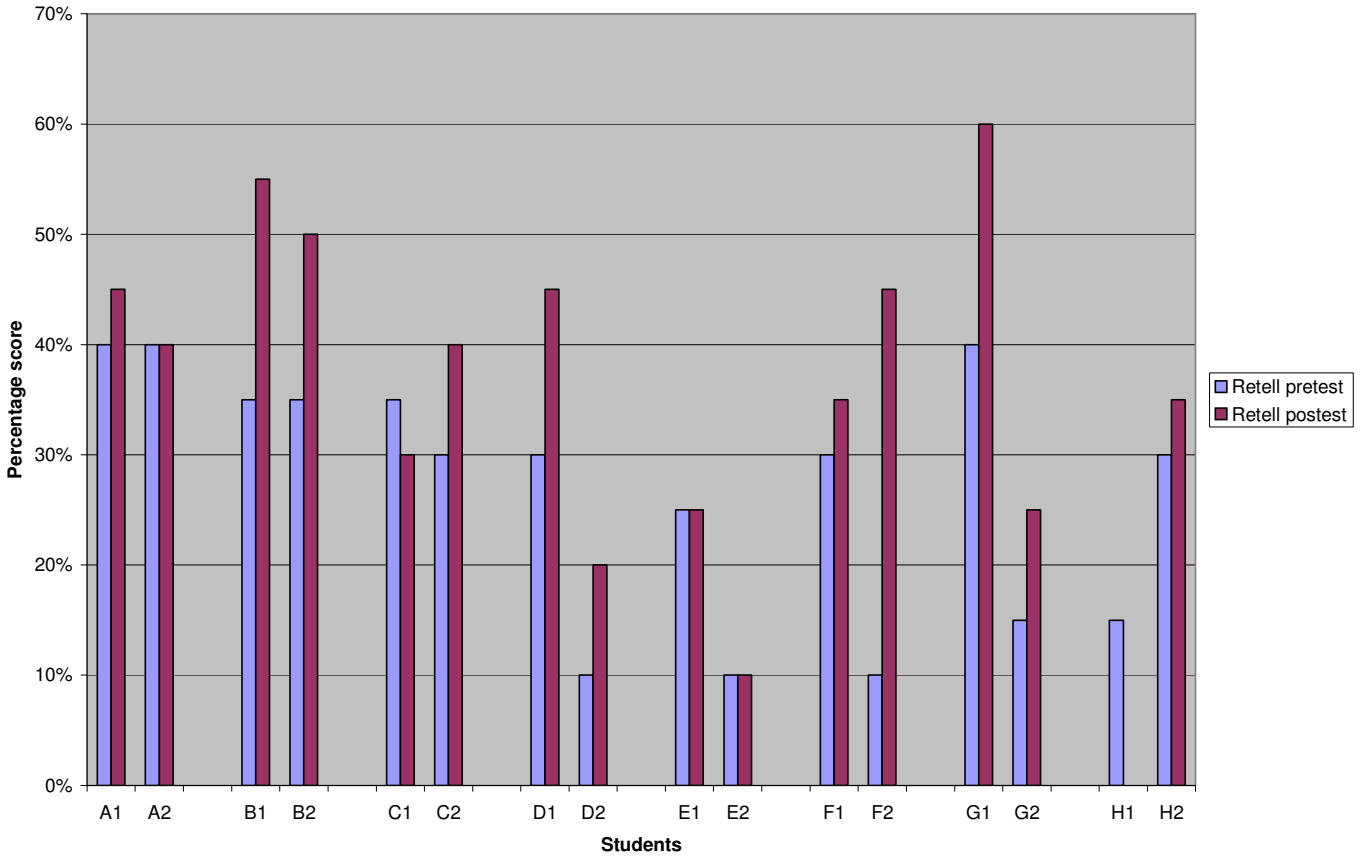
### Record of Oral Language



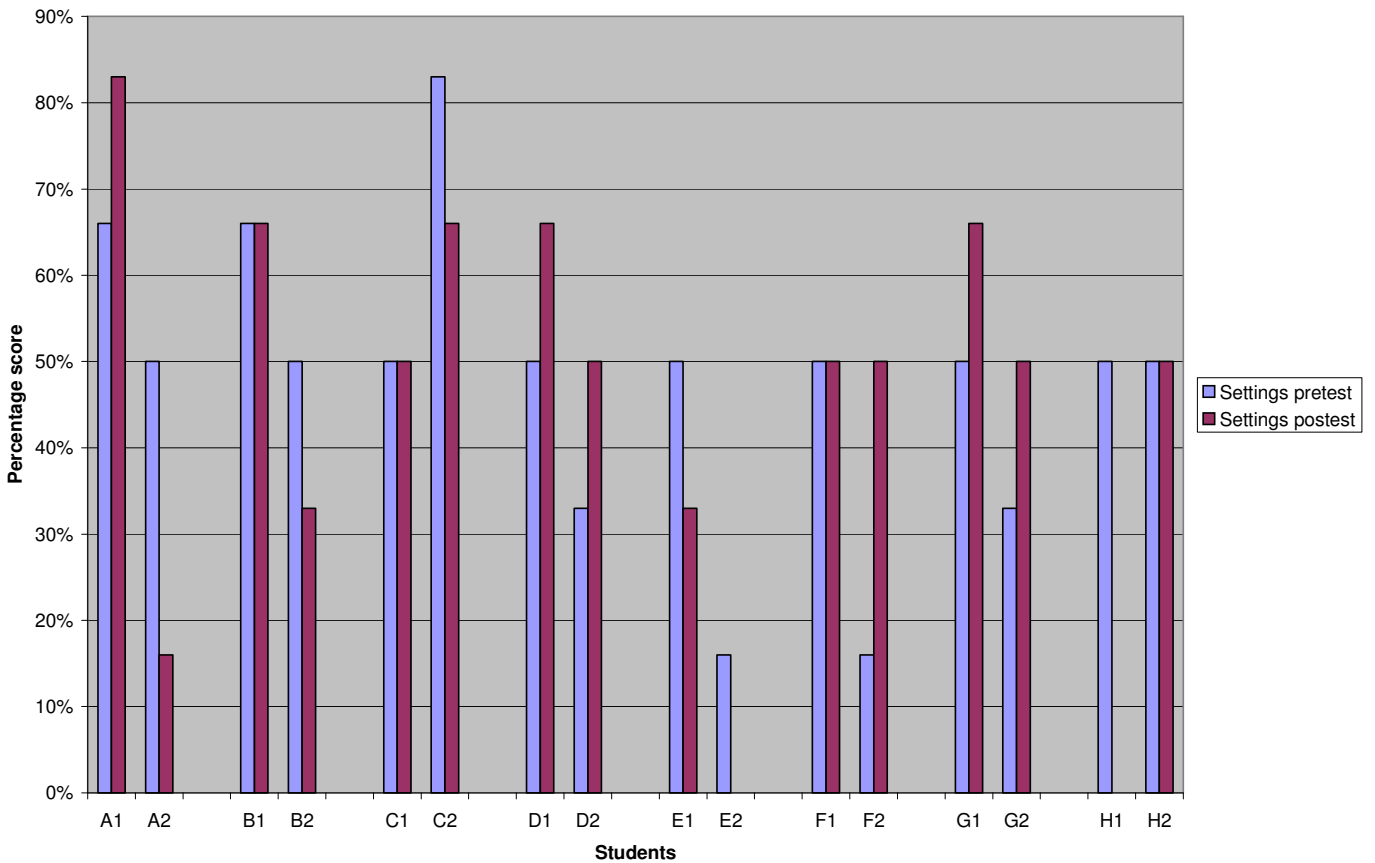
Five students from the teaching group achieved a higher score in the post-test for the Record of Oral Language, while five children from the control group also achieved a higher score, while the remaining three children in both groups maintained their scores. Two students from the teaching group achieved a significantly higher score (5 or more) while three children from the control group did. The results of the ROL (Record of Oral Language) scores have not proven the theory that the teaching of one and two-event sentences increases children’s listening comprehension.

Five students from the teaching group scored higher in the post-test for Listening Comprehension (retell), while six students from the control group scored higher in the post test. Three students from the teaching group achieved a higher score in the Listening Comprehension (settings) post-test, while three students from the control group also achieved a higher score. While it appears that the scores are not significantly different, when comparing the scores of both charts, it is interesting to note that five children from the teaching group achieved a higher score and/or maintained the current score from the pre-test, while only three children from the control group achieved a higher score and/or maintained the current score from the pre-test.

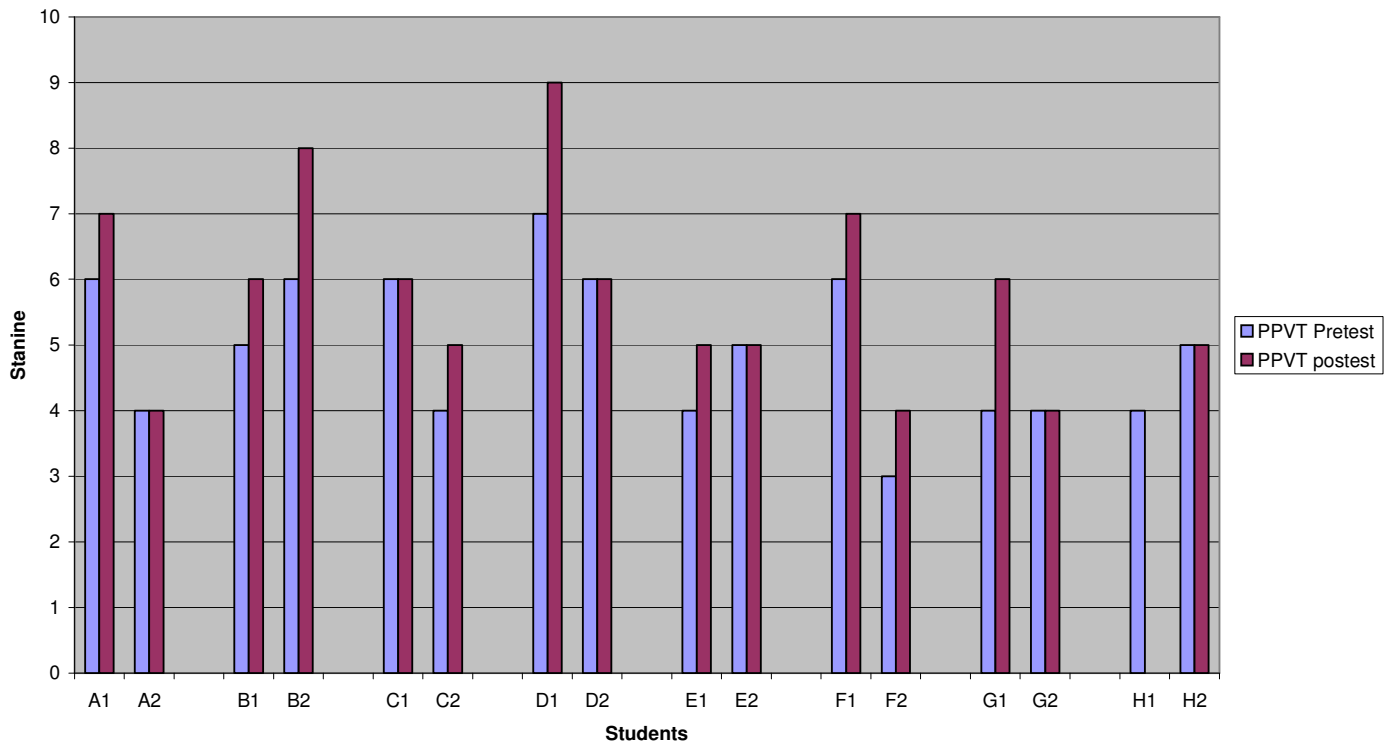
Listening comprehension: Retell



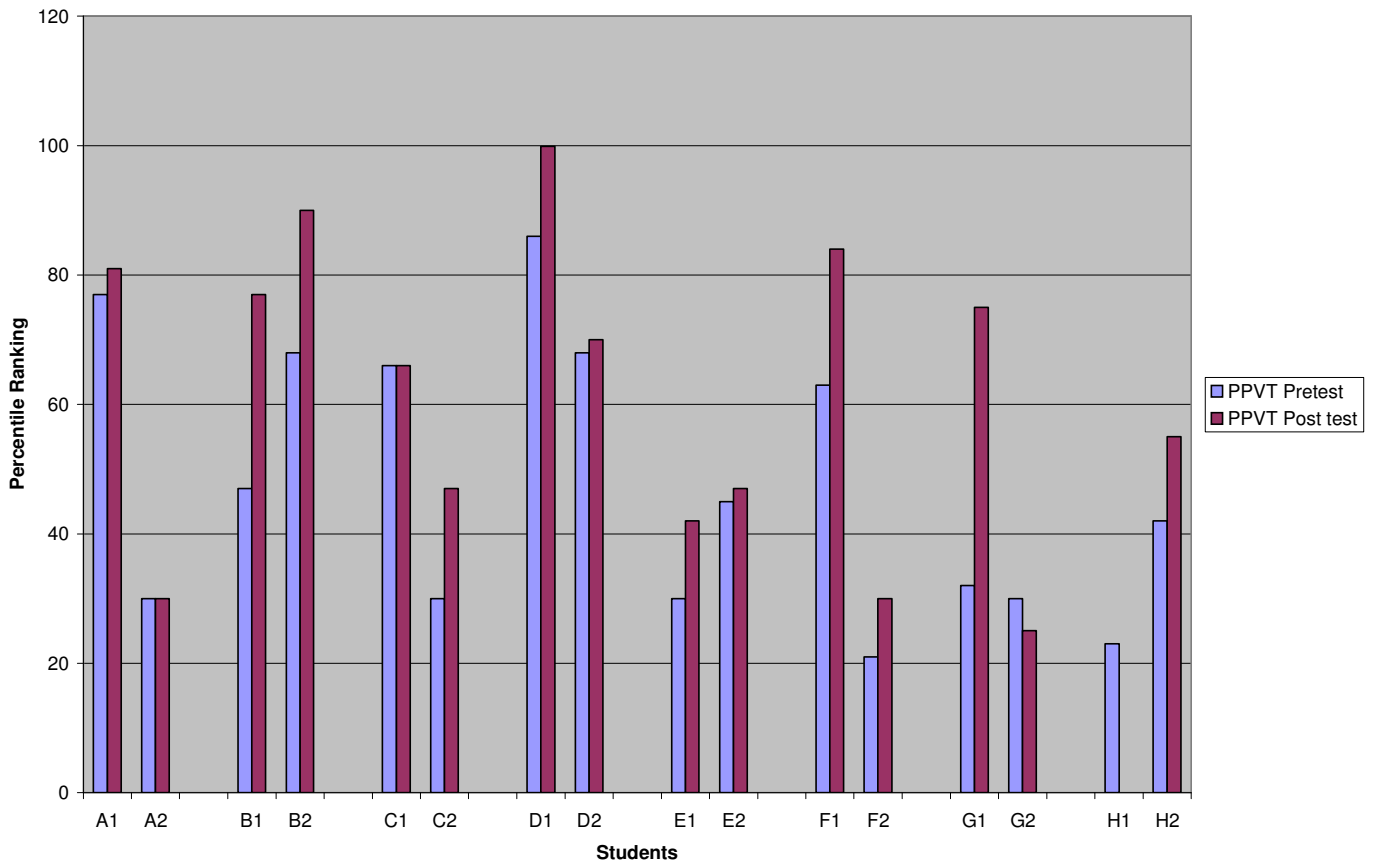
Listening Comprehension: Settings



Peabody Picture Vocabulary Test



Peabody Picture Vocabulary Test



Six students from the teaching group achieved a higher score in the PPVT, while only three students from the control group achieved a higher score. Discussion about children's individual results highlighted that scores are more significant when compared with the PPVT's percentile rankings. Three students from the teaching group and one from the control group achieved a significantly higher score in the post testing.

## **Discussion**

While the results of the ROL (Record of Oral Language) scores have not proven the theory that the teaching of one and two-event sentences increases children's listening comprehension, questions have been raised about the validity how accurately the ROL tests a child's language ability. Discussions with colleagues reveal that the ROL is used as a starting point to assess a child's oral language abilities. As previously discussed, Nation and Snowling noted that preschool children who later develop reading problems demonstrate limited syntactic knowledge (Nation and Snowling 2000, 2004). The ROL test is a good indicator of a child's ability to maintain and repeat grammatical structure and syntactic knowledge.

The results indicated that although the control group had more children that were successful in the Listening Comprehension (retell) while the groups' success in the settings section was the same. However, when comparing the scores of both tests, five children from the teaching group achieved a higher score and/or maintained the current score from the pre-test, while only three children from the control group achieved a higher score and/or maintained the current score from the pre-test. While this demonstrated that the teaching group's scores were more consistent, the results were not significant enough to support the hypothesis that teaching one and two-event sentences increases children's listening comprehension.

Oellette stated in his research that "two important points that must be considered in teaching: Reading involves decoding, visual word recognition, and comprehension, and oral vocabulary includes breadth and depth of knowledge. Reading instruction must therefore consider the acquisition of these distinct reading skills and the importance of increasing both the number of words in a student's vocabulary and the extent of word knowledge for these words. Accordingly, a teaching emphasis on phoneme awareness and phonics should not be at the expense of vocabulary enrichment. (P564)" While this study hasn't been able to provide a significant enough result in Listening Comprehension to support the stated hypothesis, it has been successful in highlighting the success and significance of vocabulary knowledge, that the teaching of one and two-event sentences through paraphrasing, effectively increases children's vocabulary knowledge.

Throughout this study, implications for classroom teaching have been highlighted. Children who are at risk in Oral Language (in both teaching and control group) have been identified, as have those students who are significantly above the expected standard of Prep. "Recent and emerging research on the role of broader language skills on reading ability have shown that the ability to read fluently and with adequate comprehension remains a challenge for many normally developing and struggling readers despite demonstrated mastery of basic abilities in word decoding and phonemic awareness skills. (Mokhtar & Thompson, 2006, pg 74)" Therefore, the importance of all Oral Language activities is paramount to children learning to read successfully. It has been highlighted how important the role of Vocabulary Knowledge is in contributing to the development of children's Oral Language, which in turn assists children's reading development by decoding within the context of the text.

In addition to identifying children who are at risk, as a classroom teacher, a significant change was noted in the overall behaviour of the children during the teaching sessions. Although it is not measurable in terms of the study, there was an observable difference in the children's behaviour, participation in class discussions and their understanding of expectations.

## **References:**

Mokhtari, K.; Thompson H.B. (2006). How problems of Reading Fluency and Comprehension Are Related to Difficulties in Syntactic Awareness Skills Among Fifth Graders. *Reading Research and Instruction*; 46, 1; ProQuest Educational Journals pp 73-88

Ouellette, G.P. (2006) What's Meaning Got to Do With It: The Role of Vocabulary in Word Reading and Reading Comprehension. *Journal of Educational Psychology*, Vol 98, No. 3, 554-564

Nation, K. (2005) Connection between language and reading in children with poor reading comprehension. In H.W. Catts & A.G. Kamhi (Eds.), *The Connection between language and reading disabilities* (p.41-54). Mahwah, NJ: Erlbaum.

Snowling, M.J. (2002) Reading Development and Dyslexia. In U. Goswami (ed.), *Blackwell handbook of childhood cognitive development* (pp.394-411). Malden, MA: Blackwell.

Storch, S.A. & Whitehurst, G.J. (2002) Oral language and code-related precursors to reading: Evidence from a longitudinal structural model. *Developmental Psychology*, 38, 934-947

## **Resources:**

Come on Daisy

Simmons, J. London: Orchard, 1999

Clive Eats Alligators

Lester, A. Melbourne: Oxford University, 1985

We're Going on a Bear Hunt

Oxenbury, H. London: Walker, 1989

Lester and Clyde

Reece, J.H. Sydney, Ashton Scolastic, 1976

## **Appendix 1            Teaching Unit on One and Two event Sentences**

(Modelled on John Munroe's Teaching Strategies 2006)

### **Session 1**

#### **Choosing the text**

Choose a text that the children are already familiar with and have read as a class prior to teaching. This model will use the text "Come on Daisy!"

#### **Introduce the strategy**

"Today we are going to learn something that is going to help us with our reading. We are going to think of different ways of retelling the story we are reading. This will help you to remember the story and check to see if the story makes sense.

#### **Teaching the strategy**

1. Using the picture cues, talk about what is happening on the first page.
2. Read the sentence *Mama duck says, "You must stay close, Daisy."*
3. Ask the children "What des that mean? What would it mean if your mum said that to you?"
4. Children suggest what the phrase might mean.
5. Children suggest different ways of saying this phrase. Model for and encourage the children to give a complete sentence.
6. Talk about the meaning of this sentence and ask the children if this matches the original text.
7. As each sentence is suggested, model it to the class to ensure it is grammatically correct (the tenses are consistent.)
8. Write the correct phrasing of each sentence given on the board and read them together with the class.
9. When a child becomes confused and starts to give a lengthy explanation, encourage him/her to think of one idea and put that in a sentence.
10. Continue this procedure for the next three pages:
  - a. Daisy is watching the fish.
  - b. Daisy is catching dragonflies.
  - c. Daisy is talking to a frog.
11. Each time a new sentence is read, teacher models a rephrasing of the sentence to show what the expectation is: e.g. interchanging nouns, pronouns, verbs, adjectives, tenses & phrases



## Appendix 2

## Sequence of Lesson

Text	Activity (In each lesson, the purpose is revisited and revised)
Come on Daisy!	Introduce the strategy
Come on Daisy!	Revise the strategy and continue with model given in Session 1
Going on a Bear Hunt	Talk about the pictures and what is happening on each page. Talk about the action words on each page. Children suggest various words to replace the action words: climb, went, stumble, tumble, roll
Going on a Bear Hunt	
Lester and Clyde	Moving from one-event sentences to two-event sentences. Linking sentences with the word <i>because</i> . As the story progresses, children think about the cause and effect of the frogs' behaviour: e.g. Lester left the pond because he had a fight with Clyde.
Lester and Clyde	
Lester and Clyde	
Clive Eats Alligators	Introducing additional linking words such as <i>and</i> , <i>but</i> ,
Clive Eats Alligators	Children link the text to their personal lives: <i>Clive eats alligators but Claire eats toast. Tessa wears a tutu and Luca wears a t-shirt.</i>
Clive Eats Alligators	

## Appendix 3

## Examples of children's responses

<p>"You must stay close."</p> <p>"We must stick together."</p> <p>"You must stay with me."</p> <p>"Stay close to me."</p> <p>"You must stick with me."</p> <p>"Stay next to me."</p> <p>"You must hold my hand."</p> <p>"You must come here."</p> <p>"Stay beside me."</p> <p>"You must stay near me."</p>	<p><u>Lester and Clyde</u> don't like each other.</p> <p><u>They</u> don't like each other.</p> <p><u>The frogs</u> don't like each other.</p> <p>Lester <u>did mean things to Clyde</u>.</p> <p>Lester <u>played tricks on Clyde</u>.</p> <p>Lester <u>was teasing Clyde</u>.</p> <p>Lester <u>was annoying Clyde</u>.</p>	<p>Clive eats alligators but Catherine eats mulei.</p> <p><b>Clive eats alligators but Josh eats weet-bix.</b></p> <p><b>Clive eats alligators but Georgia eats toast with nutella.</b></p> <p>Clive ate alligators but Fergus ate fruit loops.</p> <p>Clive ate alligators but Luca ate yummy pancakes.</p>
<p>Daisy is really scared.</p> <p>Daisy is lost.</p> <p>Daisy is by herself.</p> <p>Everyone has gone.</p> <p>The ducks have disappeared.</p> <p>Daisy is on her own.</p> <p>Daisy is feeling so sad.</p> <p>She is far away from her mum.</p>	<p>Lester left the pond because <u>he had a fight with Clyde</u>.</p> <p>Lester left the pond because <u>they were having a fight</u>.</p> <p>Lester had to go away from the pond because <u>he had a fight with Clyde</u>.</p>	<p>Celeste wears a tutu and Georgia wears a tutu too!</p> <p>Nicky likes her overalls but Sophie likes to wear jeans and a t-shirt.</p> <p>Clive wears an alligator t-shirt but I wear a sprinkle t-shirt.</p>