This study examines Year 4 pupils’ recall of an interactive storybook featuring Cued Animations and Sound Effects (CASE). It compares two groups of pupils either reading or playing the interactive storybook. The study considered pupil’s recall of propositions, which formed the story setting and episodes, and of micro-propositions and characters’ names, and pupils’ responses to inferential items derived from the interactive storybook. Results of the study indicates that, whether reading or playing, pupils’ recall of the story setting was sound, but pupils who had read the interactive storybook demonstrated greater recall of the story event structure than those who had engaged in interactive picture-play. It was also found that pupils who had played the interactive storybook demonstrated significantly greater recall of micro-propositions and characters’ names. The authors recommend that supplemental CASE, should be employed judiciously by authors, translators and designers of any interactive storybook.

Keywords: Cued Animations and Sound Effects; Interactive story book; CD-ROM; Elementary education; Literacy; Collaboration; Empirical; England.