

Literacy for ALL in our Playrooms: Developing our Storytelling 1

WELCOME

Please use the QR code below to register your attendance for this afternoons session.



Literacy for All In Our Playrooms



Developing Storytelling 1



Year 2 Literacy in our Playrooms

Fine and Gross Motor Development	21 st February 4.30-5.45pm
Developing our Storytelling 2	23 rd February 4.30-5.45pm
Mark Making and Emergent Writing	TBC (March)

Aims

- To deepen our knowledge of how to deliver high quality storytelling that develops talking, listening and reading skills.
- To explore concepts of print.

Content

- Interactive Shared Reading 2
 1. Story Elements
 2. Language for thinking and learning
 3. Effective Questioning
- Concepts about Print

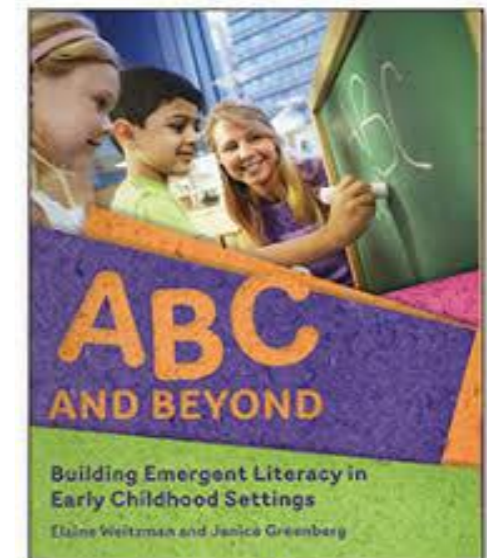
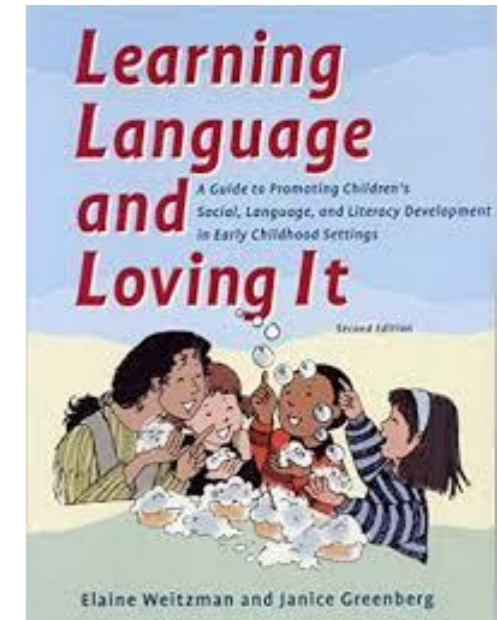
Reflection



Reflection

Listening and Talking Year 1

- Sparkle Words
- Shooting for the SSTARs
- Interactive Shared Reading 1
- Extending Conversations
- Observing, Waiting and Listening
- Provocations for Talk
- Phonological Awareness



Self-evaluation





Realising the Ambition



When I am a toddler...

- Give me opportunities to mirror and listen to adults and other children using gestures, sound and visual cues. This encourages me to participate in and explore language.
- Encourage me to explore, distinguish and react to sounds in the environment with you.
- Play with language - encouraging me to have fun investigating and experimenting with words, rhymes, songs and musical instruments.
- Enrich and extend my verbal and non-verbal interactions using familiar and unfamiliar language and vocabulary.
- Provide opportunities for role-play which combine familiar and new environments, routines and objects to deepen my language experience.
- Continue to share quality picture books with me (including both pictures and text) connecting with my interests and family life, encouraging reciprocal story-telling between you and me.
- Help me connect with stories on a personal and imaginative level, developing an understanding that text conveys meaning.
- Give me sensory and tactile experiences which encourage me to babble, talk and have fun with books.
- Incorporate a wide range of interesting resources which encourage me to communicate ideas through mark making, painting and drawing.
- Provide me with lots of opportunities to develop my gross and fine motor skills.

When I am a young child...

- Provide different opportunities for me to express my thoughts, feelings and opinions, and consider those of others, with adults and my peers in one to one situations and in small groups
- Encourage me to notice patterns, similarities and differences in sounds and words.
- Play with language - encouraging me to have fun investigating and experimenting with words, rhymes, songs and musical instruments, drawing attention to familiar words, phrases and names in my environment.
- Continue to enrich and extend my verbal and non-verbal interactions using familiar and unfamiliar language and vocabulary, relating to my home and life experiences.
- Extend role-play - building on my life experiences and interests encouraging interactions, conversations and new vocabulary.
- Continue to provide me with quality picture books alongside a range of different media, fiction and non-fiction texts, connecting with my interests and family life, encouraging reciprocal story-telling between me and you.
- Encourage enjoyment, engagement and meaning of stories and explore the connections between text and illustrations.
- Continue to give sensory and tactile experiences by providing resources which support talking about stories and factual texts and having fun with books.
- Encourage me to notice the purpose of writing in all environments and to enjoy communicating my ideas through the written word.
- Provide me with lots of opportunities to develop my gross and fine motor skills.

→ through my early years of childhood



Realising the Ambition

- Continue to provide me with quality picture books alongside a range of different media, fiction and non-fiction texts, connecting my interests and family life, encouraging reciprocal story telling between me and you.
- Encourage enjoyment, engagement and meaning of stories and explore the connections between text and illustrations.
- Continue to give sensory and tactile experiences by providing resources which support talking about stories and factual texts and having fun with books.



Early Years Literacy Rich Learning Environment Toolkit



Reading – Interactions and Experiences

Reading	Where are we now?	How do you know?	Where would you like to be? (Actions)
Interactions and Experiences			
Reading is explicitly planned for e.g. Interactive Shared Reading, Sparkle Words, Shooting for the SSTARS, Effective Questions and Think Alouds , book of the month.			
There are opportunities for 1:1 and small group storytelling sessions.			
There are opportunities to retell stories through role play, e.g. fabrics for dressing up and a range of props.			
Children are involved in choosing books to read for enjoyment.			
Children are involved in recording books that have been read and enjoyed and/or voting for favourite stories/book of the month with adult support.			

Reading Engagement



1

Prioritise the development of communication and language



Language provides the foundation of thinking and learning and should be prioritised.

High quality adult-child interactions are important and sometimes described as talking *with* children rather than just talking *to* children.

Adults have a vital role to play in modelling effective language and communication.

Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.

2

Develop children's early reading using a balanced approach



Early reading requires the development of a broad range of capabilities.

Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.

3

Develop children's capability and motivation to write



Writing is physically and intellectually demanding.

Expressive language underpins writing and should be prioritised.

Provide a wide range of opportunities to communicate through writing and develop children's motivation to write.

Support children to develop the foundations of a fast, accurate, and efficient handwriting style.

Monitor the product and process of children's handwriting and provide additional support as necessary.

4

Embed opportunities to develop self-regulation



'Self-regulation' refers to children's ability to manage their own behaviour and aspects of their learning.

A number of approaches to developing self-regulation exist, including the 'Plan-Do-Review' cycle.

Embed opportunities to develop self-regulation within day-to-day activities.

Monitor the development of children's self-regulation and ensure activities remain suitably challenging.

5

Support parents to understand how to help their children learn



Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy.

Promising strategies include:

- encouraging parents to read to children before they can read, then to begin reading *with* children as soon as they can; and
- running workshops showing parents *how* to read and talk about books with their children effectively.

Less promising strategies include occasional home visits or homework tasks.

6

Use high quality assessment to ensure all children make good progress



Ensure clarity of purpose about the different assessments used in your setting.

Collect a small amount of high quality information to ensure that

- children who are struggling receive the right type of support; and
- time is used efficiently by avoiding rehearsing skills or content that children already know well.

Use assessments to inform, not replace, professional judgement.

Monitor children's sensory needs to ensure they do not impede learning.

Avoid using assessments to label children and split them into fixed groups.

7

Use high quality targeted support to help struggling children



High quality targeted support can ensure that children falling behind catch up as quickly as possible.

Small-group support is more likely to be effective when:

- children with the greatest needs are supported by the most capable adults;
- adults have been trained to deliver the activity being used; and
- the approach is evidence-based and has been evaluated elsewhere.

In addition to using evidence-based programmes, some specialist services are likely to be best delivered by other professionals, such as speech and language therapists.

2. Develop children's early reading using a balanced approach



- Early reading requires the development of a broad range of capabilities.
- Using a **number of different approaches** will be more effective than focusing on any single aspect of early reading.
- Promising approaches to develop early reading include **storytelling**, activities to develop letter and sound knowledge, and singing and rhyming activities to develop **phonological awareness**.
- Prior to the introduction of systematic phonics teaching, activities to develop children's **phonological awareness** and interest in sounds are likely to be beneficial.



Reading Engagement

“Every reader knows **where** we read affects how we read; with what pleasure and willingness and concentration.”

“But it isn’t only a matter of place – of setting. It is also a matter of having the **books we want**, and the **mood** we’re in, and the **time** we’ve got and whether we’re interrupted. Not to mention our general **attitude to reading** (whether or not it is something we enjoy for its own sake) and **why**, particularly, we are reading at that moment (as a work duty or for private pleasure)”

Chambers, A. (2011); The Reading Environment. The Thimble Press



In our context...

Three key components:

- diversity of reading and storytelling
- attitude towards reading and storytelling
- frequency of leisure reading and storytelling

Types of text: magazines, comics, fiction and non-fiction books, emails, websites, apps, menus.....

Interactive Shared Reading 2





Turning Book Reading into a Conversation

There are many factors which contribute to a child's reading skills, but **being read to** is one of the most critical. Children who are read to regularly become better readers than children who don't have **frequent exposure** to books. The simple activity of sharing a book with a child helps them to understand the **purpose of print** and learn the **mechanics of reading**. It also builds their **vocabulary**, expands their **knowledge** of the world and fosters a **positive attitude** towards literacy related activities. But reading to a **child is not enough**.

How much a child learns from being read to depends on **how** they are read to. It depends on the extent to which the adult makes book reading a time for **interaction** and **conversation**.

Weitzman, E, Greenberg, J, 2010, p6



PAUSE

**Pause
and
Reflect**



Story Comprehension

Interactive, shared reading approach

- **Book handling skills** and **concept of print** will be a feature of each 'read' before the reading begins.
- Overarching focus could be:
 - Extending children's understanding of **story elements** (character, setting, problem, actions, resolution) and structure (beginning, middle, end)
 - To develop more elaborate interactions and extend **thinking and language skills** further



Story Comprehension

Interactive, shared reading approach

Stage of
development

Relevance of
book choice

Overarching
focus

Model 'think
alouds'

Selecting
vocabulary

Time and
Place





Story Comprehension

Story Elements

- **Characters** – what we learn about the characters, personalities, how they think, feel
- **Actions** – consequences of actions, how this builds excitement
- **Setting** – identify and describe setting
- **Problem** – motivate children to figure out how problem will be resolved
- **Resolution** – how the situation comes to an end.





Story Comprehension

Story Elements

5 strategies to highlight story elements

1. Make “think aloud” comments
2. Asking questions to further understanding
3. Encourage children to elaborate on comments, questions and responses.
4. Reread parts of the text
5. Use visual supports





1. Think Alouds

Use think alouds to model how to search for meaning and read between the lines.

Problem

- *“I’m wondering why Goldilocks was out in the woods alone.”*

Actions

- *“I wonder why Goldilocks was so hungry and tired.”*

Characters

- *“I wonder how baby bear felt when he saw his broken chair.”*



2. Asking questions to further understanding

What's happening now?

- Encourages children to explore what is happening (**actions**) as a result of a problem

What might happen next?

- Encourages children to link events to predict the next **action** or the **resolution**

Why did ___ do that?

- Encourages children to explain the characters **actions**



3. Encourage children to elaborate on comments, questions and responses.

“I now realise I must put myself in the children’s shoes. Just because I understand the story doesn’t mean that they do”

What do you mean by...?

What makes you think that?

If he does that, what do you think will happen next?



4. Re-read parts of the text

Useful strategies to use when children are having difficulty understanding the text:

Re-read the part of the text that emphasises the words or phrases that convey meaning.

Model how good readers clarify meaning by saying ***“Let’s read that again and see if it helps us understand what happened?”***

Once the section has been re-read – continue the discussion to clarify if children’s understanding has improved.



5. Use visual supports

Illustrations

- Take time to discuss the illustrations to help children's comprehension.

Props

- Using props can add additional entertainment, used with or without a book.

Facial expressions, gestures and actions

- Use exaggerated emotions, gestures and your body to act out events.



Problem

I'm wondering why the big bad wolf wants to eat the three little pigs...

Character

I'm wondering how the third little pig is feeling now that the wolf has tried and failed to blow down his house...



Actions

I'm wondering what made the third little pig build a strong house when his brothers build houses that were so easy to blow down...

Setting

What do we know about the weather in the book if one of the little pigs chose straw to build his house?

Resolution

How did the three little pigs solve their problem with the wolf?



Story Comprehension

Language for Thinking and Learning

“The ability to use language to think and learn is developed during preschool years and is fundamental to the development of literacy and success at school”

Weitzman, E., Greenberg, J., 2010, p.48



Story Comprehension

Language for Thinking and Learning

Literal Comprehension

- Information directly from the text / illustrations
- Fundamental to all reading comprehension
- Less challenging due to simplistic language
 - Focus on comments or questions referring to
 - Names or labels
 - Locations of things or people
 - Descriptions
 - Actions of a person/animal



Story Comprehension

Language for Thinking and Learning

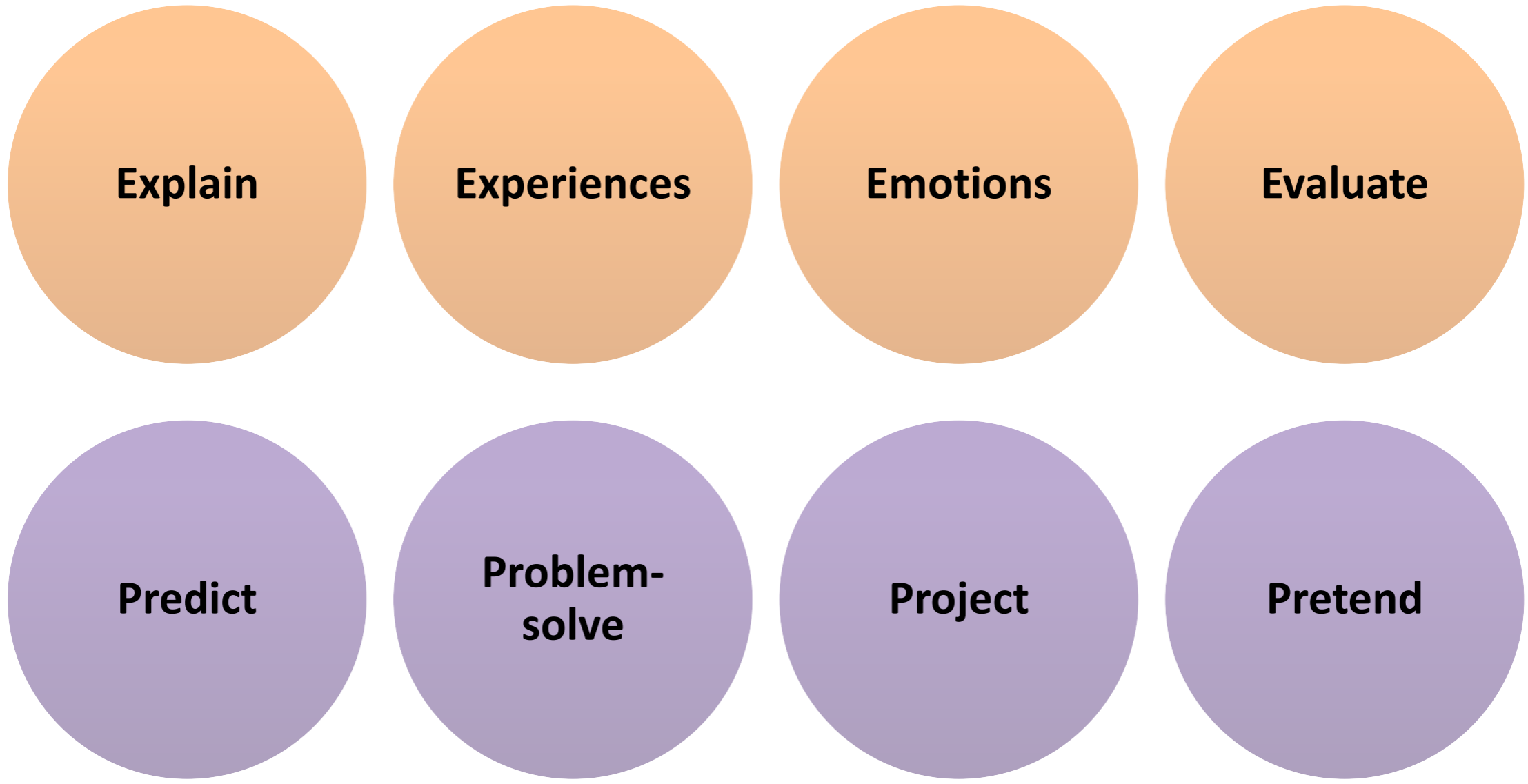
Inferential Comprehension

- Going beyond information in the text / illustrations
- Draws on existing knowledge as well as analytic and reasoning skills
- More challenging use of language for thinking and learning
 - Focus on comments or questions referring to
 - Predicting
 - Problem-Solving
 - Drawing on experiences





Promote language for thinking and learning



Evidence-based Strategies: Interactive Shared Reading 2



Es	Comments	Questions
Explain	<p>I think that's because...</p> <p>That's why...</p> <p>The reason for that is...</p>	<p>Why did you/she/they...?</p> <p>Why don't you...?</p> <p>What's the reason for.../ Why do you think...?</p>
Experiences	<p>I remember when I...</p> <p>I have been there/tried that...</p> <p>I once (describe action)...</p>	<p>Have you ever...?</p> <p>Is that something you have...?</p> <p>Do you remember when you...?</p>
Emotions	<p>I feel...</p> <p>You seem to feel...</p> <p>She/he/they felt...</p>	<p>How do you feel?</p> <p>How did she/he/they feel?</p>
Evaluate	<p>I don't think I/you/we should because</p> <p>I think it would be a very good idea if we...</p>	<p>What do you think...?</p> <p>Do you think it is/was a good idea?</p>



Ps	Comments	Questions
Predict	I think she/he is going to... If I/you (describe action) it may.. I think it will work if we... I wonder what will happen...	What do you think will happen if... What could happen if... What do you think he/she will do?
Problem- Solve	I think that the best thing to do is... We could try to (describe action) to (solve the problem)	What could you/we/ do to...? How could we...?
Project	If I were __, I think I would... I think it must be very (describe) to be in that situation. That man must be very ___ to do that (describe action).	What must it e like to be (describe situation/person)? How would you feel if you were..? If you were __ what would you do
Pretend	Imagine that I... Pretend that you.. Let's pretend that we...	Have the children re-enact the story.



Explain

Why do you think the chair broke when Goldilocks sat on it?

Predict

What do you think will happen if Goldilocks falls asleep in Baby Bears bed?

Experiences

I remember eating porridge when it was too hot, it burned my mouth...

Problem-Solve

I think the best thing for Goldilocks to do is go back and say sorry.

Emotions

I wonder how baby bear felt when he saw his broken chair...



Project

Do you think you would be able to fall asleep in someone else's bed?

Evaluate

I don't think it's a good idea to walk into someone's house, what do you think?

Pretend

I wonder if we could act out the story...



Effective Questioning





Effective Questioning

“Testing questions are not useful because they are usually too simple to be cognitively stimulating.”

Weitzman, A, Greenberg, J (2002)

What is effective questioning?

To help children to be more involved, questions need to be:

Purposeful and promote learning

Sincere – ask questions which you genuinely don't know the answer to

Follow the children's interest

Encourage children to think and give opinions

Will encourage 'thoughtful' readers

Types of questions

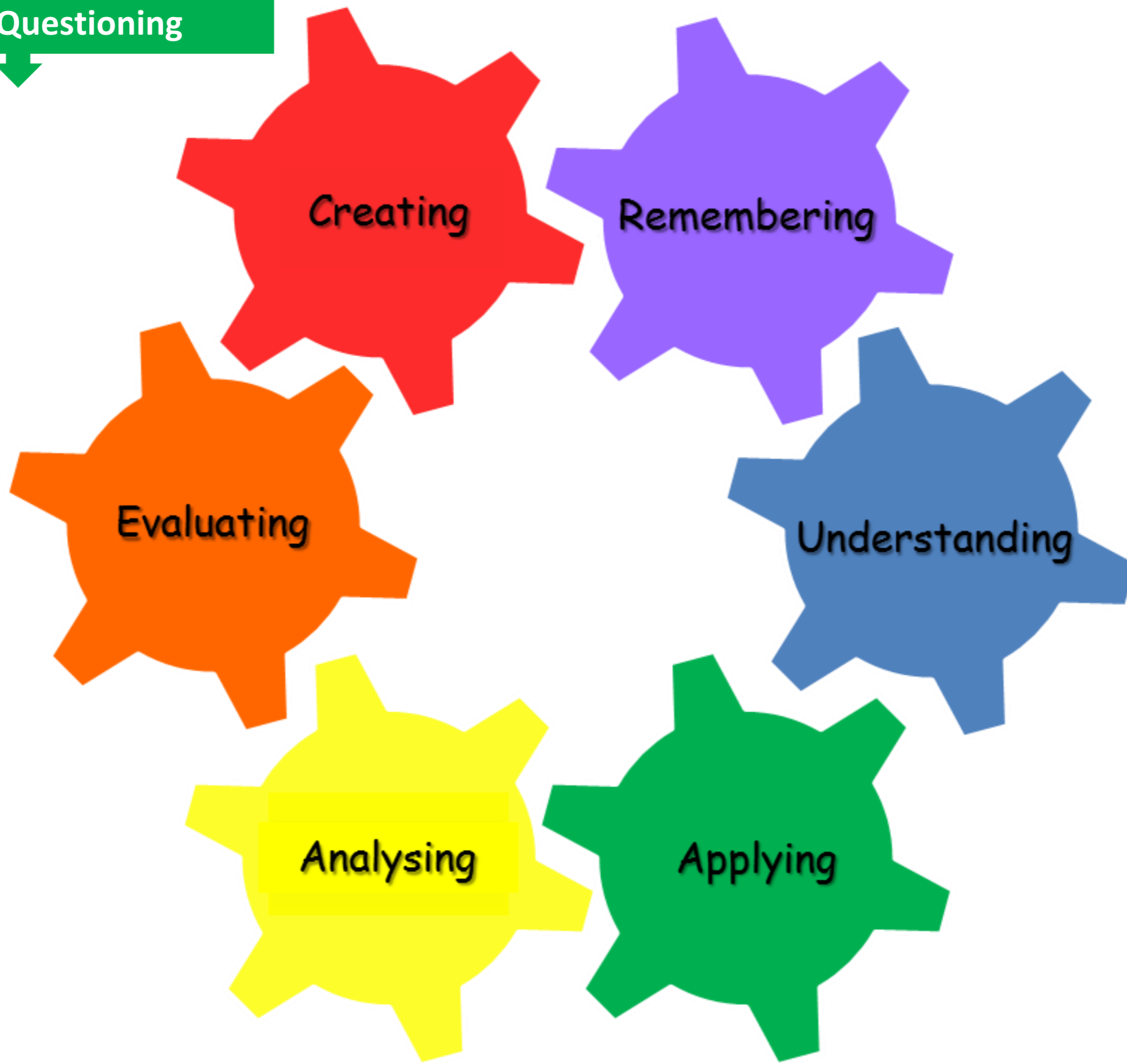
Higher order or Lower order questions. Discuss with your partner:

- Which are more important?
- Which are more difficult?



PAUSE

Effective Questioning



Effective Questioning



list, tell, describe, name, recite, show, recall, repeat, quote...

- What happened before... after...?
- How many ...?
- What is ...?
- Who was it that ...?
- When did ...?
- Who did ...?
- What did ...?
- Why did ...?
- Who spoke to ...?

Remembering

Compare, identify, sequence, research, categorise, explain...

- How would you sort/classify...?
- What was the problem with...?
- How is ... similar to ...?
- Which part of the story was the funniest/ saddest...?
- How did...?
- How would...?
- When did...?
- Can we find out...?

Analysing

select, choose, decide, discuss, prioritise, recommend, judge...

- Do you think ... is a good or bad thing?
- What changes to ... would you make?
- Did ... make the right choice?
- Why did they choose ...?
- Would you have...?
- Why were...?
- How would you feel if...?
- Do you believe...?

Evaluating

explain, predict, describe, report, observe, identify, give examples

- Tell me in your own words what happened?
- How would you explain ...?
- Who do you think ...?
- Tell me what happened first/next/after...?
- What did he/she look like?
- Why did...?
- Where did?

Understanding

act out, draw, sort, construct, use, complete, solve, collect...

- What questions would you ask?
- Can you show me...?
- Can you tell me which...?
- Why did...?
- Can you sort...?
- Can you finish...?
- Can you construct...?

Applying

imagine, create, design, plan, construct, invent, improve, predict

- What would you do if?
- What could ... do instead?
- How could you change the ending?
- How could you design / invent a new way to ...?
- How would you explain/describe /show...?
- What could happen if ...?
- What other way could you...?

Creating

- I can use the information to build new ideas.
- I can say what I think about the information and back up my opinion.
- I can break down the information to understand it better.
- I can use the information in a new way.
- I can explain the ideas in the information.
- I can remember facts about the information.

Tips for effective questioning

- Use Extending Conversation within the group.
- If a child asks a question, ask the question to the whole group.
- If a child notices something, ask the other children what they think of it.
- When children talk about experiences, ask the others if something similar has happened to them.
- When children ask questions or make comments, use Observing, Waiting and Listening.

Concepts about Print



Concepts about Print

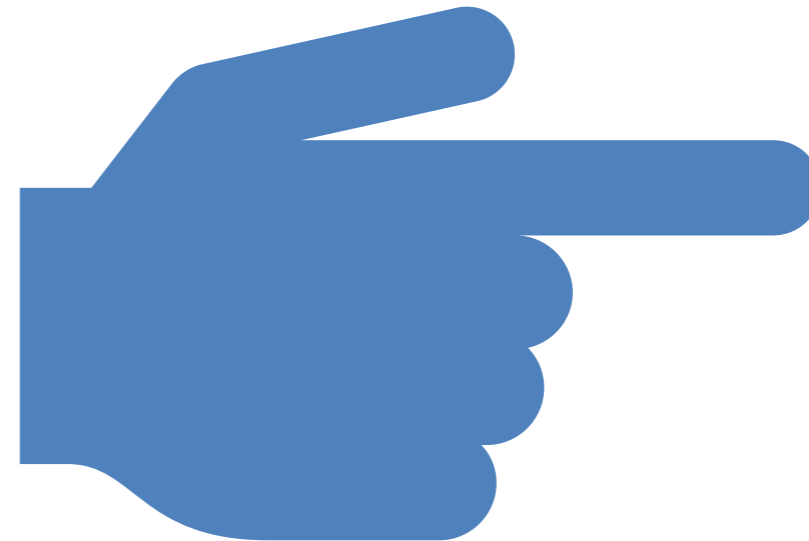
1. Print has meaning
2. Books are used in a specific way
3. Print is read in a specific way
4. Print includes letters, spaces, words and punctuation marks.



Point Out Print (POP)



Verbal



Non Verbal



Using POP during book reading

Point out the **front** of the book

Point out the **title** of the book

Point out the names of the **author** and **illustrator**

Show how we read from **left to right** on the page

Show how we read from **top to bottom** on the page

Explain the meaning of print in **speech balloons**.

Explain how **illustrations** relate to the meaning in the text.

Explain how words being read match the words on the page, with spaces between the words.

Explain how we read print, not just illustrations.

Explain the meaning of **punctuation marks**.



Learning Environment



PAUSE

**Pause and
Reflect**

How do you make print POP?

How often do you change print?

How often do you draw children's attention to print?



POP Rich Environment

- Labels
- Signs and notices
- Charts, lists and schedules
 - Birthday list
 - Attendance chart
 - Weather report
 - Shopping list
 - Daily schedule
 - Graphs
- Role Play
- Name recognition





Early Level Tracker 1

<p>Enjoyment & Choice</p> <p>LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b</p>	Become increasingly aware that there are different types of texts e.g. stories, non fiction	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words	Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning
<p>Tools for Reading</p> <p>ENG 0-12a LIT 0-13a LIT 0-21a</p>	Can recognise own name and some other familiar words as appropriate	With support can aurally identify most familiar initial sounds starting with own name and friends' names	With support begin to generate some words with same initial sound		Begin to recognise the difference between a letter and a word		
	Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words		Begin to use context clues such as illustrations to support understanding of stories.		Begin to be aware of some basic punctuation when sharing a story		
<p>Understanding Analysing and Evaluating</p> <p>LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a</p>	Explore and discuss features such as title, author, blurb, illustrator and pictures		Discuss the basic differences between fiction and non fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text		
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppets and drawings			
<p>Finding & Using Information</p> <p>LIT 0-14a</p>	Identify some familiar print from environment	Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose	With support, find information in a text to learn new things	Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts	Retell some key events from a familiar story		

Tasks



Have a go...

1. Use the literacy environment tool to audit your spaces **or** interactions and experiences.
2. Plan for and use a text to develop children's understanding of story elements **OR** the language of thinking and learning.

Instructions

Go to
www.menti.com

Enter the code
6597 8527



Or use QR code

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<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>

