Literacy for All In Our Playrooms







Developing Storytelling 1

















Glasgow's Improvement Challenge (GIC) Health & Safety

"Distance Aware" Encouraging people to take care and respect the space of others

All participants should choose a seat on entry and use this space for the full training session. Please wipe desks/communal tables before leaving.

Doors and windows will be opened to increase natural ventilation where it is practical, safe and secure to do so while maintaining appropriate internal temperatures.

Tea and toilet facilities should be used at designated areas, following signage



















House-Keeping

- **Fire Alarm:** Tested Wednesday at 10am. No other fire alarm planned so in the instance of hearing it please take guidance from the trainer and make your way to the nearest exit. Be mindful of the children attending Royston Primary, if you feel you could support the class teacher in getting the class out safely please do so.
- **Parking:** Please be considerate of residents and that if parking attendants do patrol the area they will give tickets to cars parked on the pavement or on yellow lines during restricted times.
- **Refreshments:** Please ensure that at the end of training all cups, spoons etc are placed in the bins provided.



• **Facilities:** male/female toilet locations









2023-2024 dates for your diary LfA year 2 01/09/23 9:30am-12pm Session 1: Developing Our Storytelling 1 Gemma 1pm-3pm Leadership of Change 1 Gemma 15/09/23 9:30am-12pm Session 2: Developing Our Storytelling 2 Gemma Leadership of Change 2 (FLO) 1pm-3pm FLO team 06/10/23 9:30am-12pm Session 3: Fine and Gross motor development Gemma 1pm-3pm Leadership of Change 3 Gemma 03/11/23 9:30am-12pm Session 4: Early writing and mark making Gemma 1pm-3pm **HGIOP** – Baseline Gemma 17/11/23 9:30am-3pm Session 5: Early Literacy through block play Gemma 26/04/24 9:30am-12pm **HGIOP** – Final







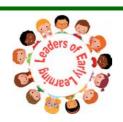


Aims AM

- To consider how we build on and sustain successes of year one.
- To deepen our knowledge of how to deliver high quality storytelling that develops talking, listening and reading skills.
- To explore concepts of print.









Content AM

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









Getting to know the group

Share in your group



- Your experience of telling stories in your setting
 - what works well?
 - what are the challenges?









Reflection





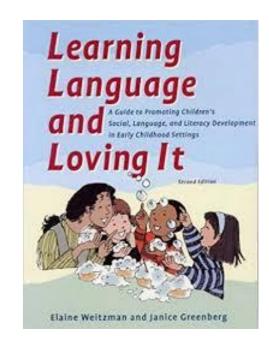


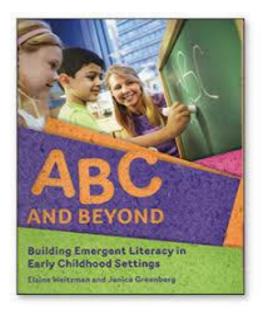


Reflection

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













Reflection

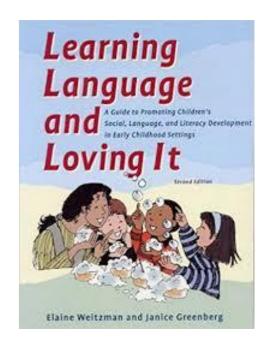
Listening and Talking Year 1

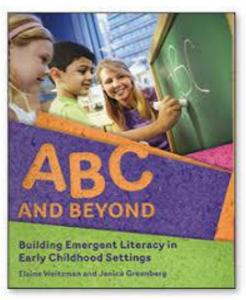
Key Measures

Listening and Talking Tracker 1

Supporting tools:

- Conversational styles
- Leuven Scales
- POLLI (Peer observation of learning leading to improvement)
- 6 stages of developmental progression
- PA tracker
- Leuven Scales













Self-evaluation











Realising the Ambition



National practice guidance for early years in Scotland

73

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 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.
- 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











PREPARING FOR LITERACY

Improving communication, language and literacy in the early years

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 evidencebased and has been evaluated elsewhere.

In addition to using evidencebased 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

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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 of 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











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 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

Selecting vocabulary

Model 'think alouds'

Overarching focus

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
- 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

- A useful strategy 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
 - Models 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



















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...



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



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...

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 lables
 - 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









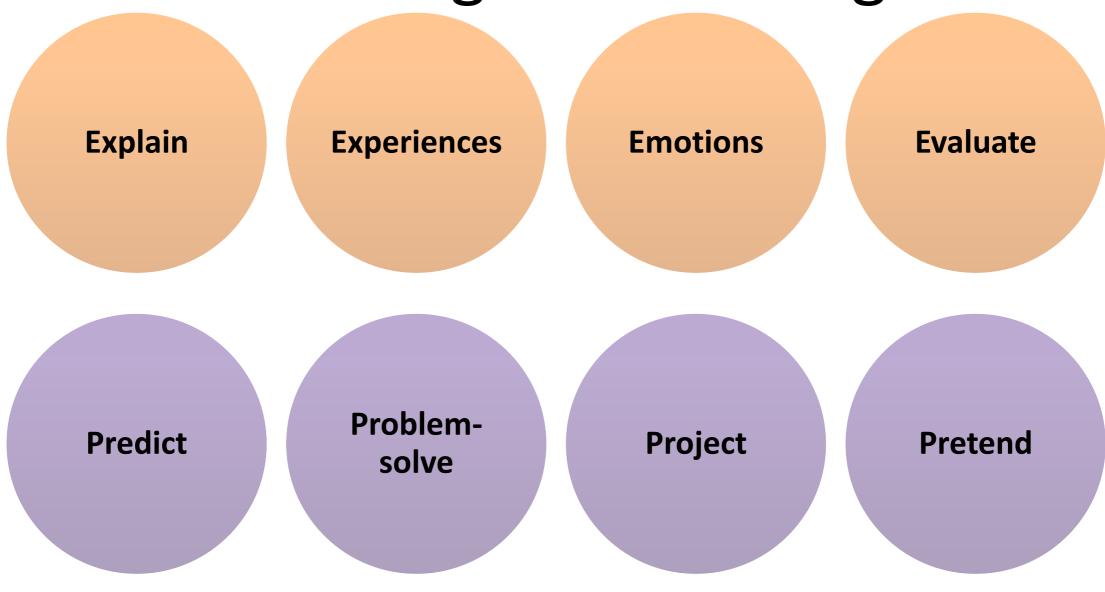








Promote language for thinking and learning



















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

















Evidence-based Strategies: Interactive Shared Reading 2

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?

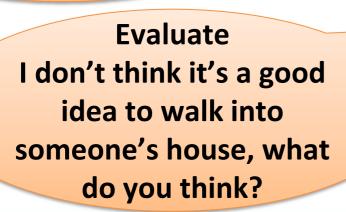
Predict
What do you think will
happen if Goldilocks
falls asleep in Baby
Bears bed?

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 let when he saw
his broken chair...

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



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





















Have a go...

In 2s or 3s, choose a story and either plan for the development of story elements or the language of thinking and learning...

- Identify the learning intention and success criteria for your planned experience (remember to refer to the E's and O's and benchmarks (and frameworks) to support.
- Consider how you would introduce the story and actively involve the learners
- Plan for quality interactions, what questions might you ask?
 Consider this for the first read, second read and subsequent reads.

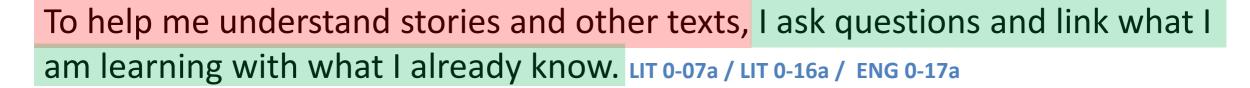








Reading



I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a

Benchmark statements:

- Engages with texts read to them.
- Asks and answers questions about events and ideas in a text.
- Answers questions to help predict what will happen next.
- Contributes to discussions about events, characters and ideas relevant to the text.
- Shares thoughts and feelings about stories and other texts in different ways.
- Retells familiar stories in different ways, for example, role play, puppets and/or drawings.
- Relates information and ideas from a text to personal experiences.

Understanding
Analysing and
Evaluating
LIT 0-07a
ENG 0-17a
LIT 0-16a
LIT 0-19a
Supporting
Guidance

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

















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









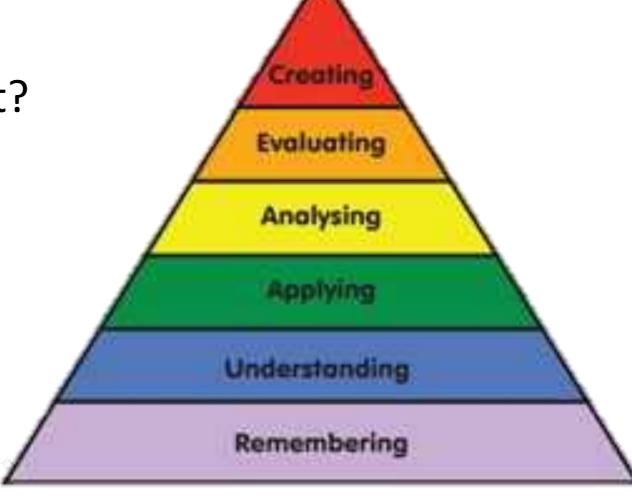
Types of questions

Higher order or Lower order questions. Discuss with your

partner:

Which are more important?

Which are more difficult?





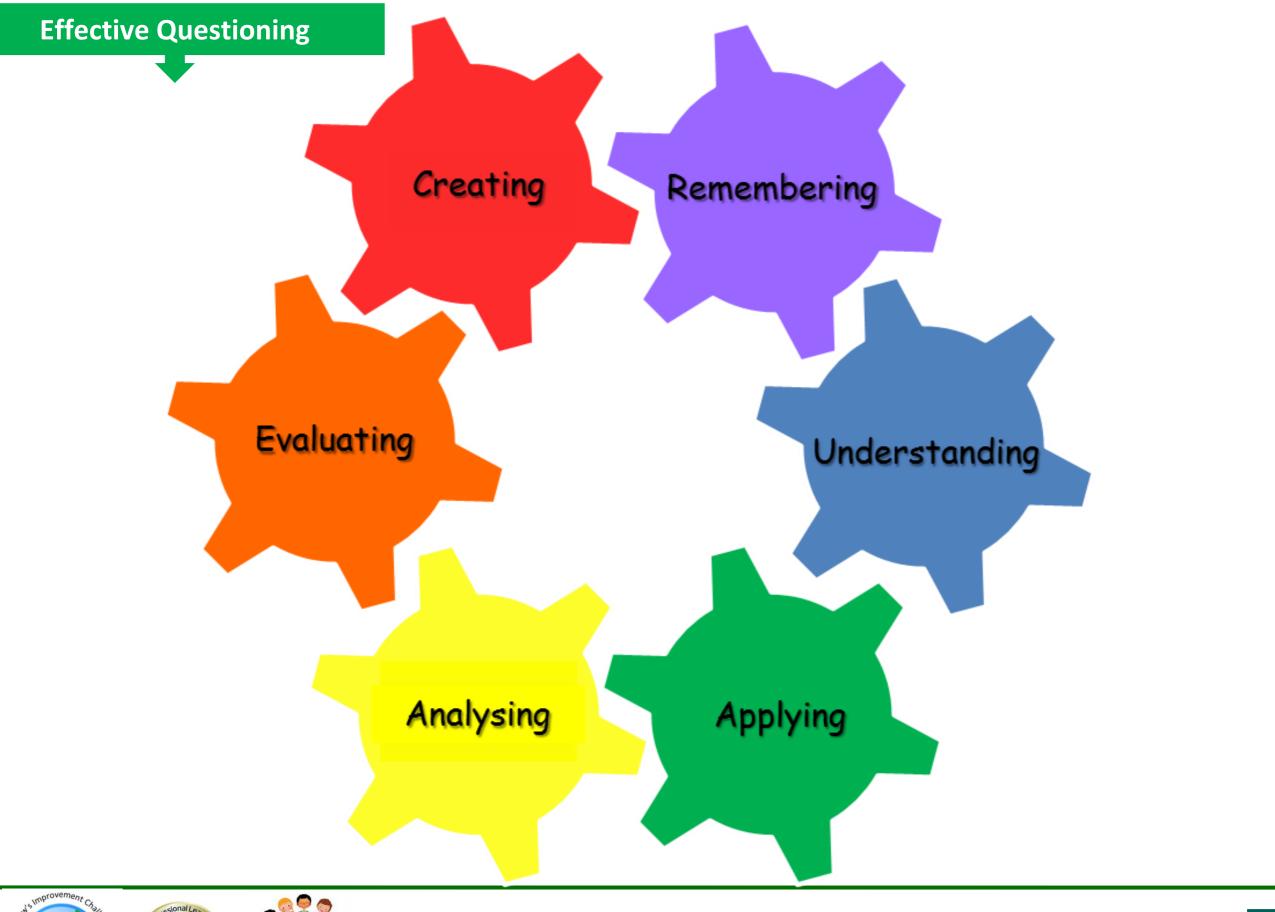






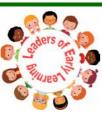














Effective Questioning



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

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

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

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

Books are used in a specific way

3. Print is read in a specific way

4. Print includes letters, spaces, words and punctuation marks.











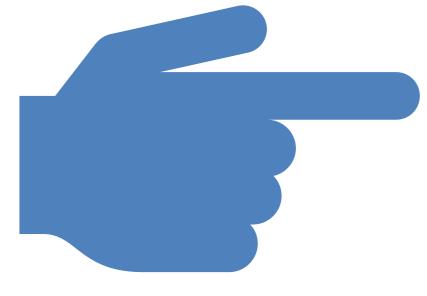






Point Out Print (POP)





Verbal

Non Verbal

















Using POP during book reading

- 1. Point out the front of the book
- 2. Point out the title of the book
- 3. Point out the names of the author and illustrator
- 4. Show how we read from left to right on the page
- 5. Show how we read from top to bottom on the page
- 6. Explain the meaning of print in speech balloons.
- 7. Explain how illustrations relate to the meaning in the text,
- 8. Explain how words being read match the words on the page, with spaces between the words.
- 9. Explain how we read print, not just illustrations.
- 10. Explain how letters work the names of letters, first letters in a word, upper case letters.
- 11. Explain the meaning of punctuation marks.

















Learning Environment

How do you make print POP?

How often do you change print?

How often do you draw children's attention to

print?



Pause and Reflect

















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

	Enjoyment & Choice LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b	I	With support, start to select texts that can be explored for enjoyment		t texts	I		Begin to develop vocabulary through listening to and exploring different text forms		Be supported to select appropriate texts within collaborative and play contexts		ate nd	Enjoy exploring ar reciting nursery rhymes, songs or chants	d Generate a short string of rhyming words (can be nonsense rhymes)	
					patterned repetition o and ident	th predictable texts through f rhyme, refra ify deliberate stakes	steady beat in with familia	along songs nes	Begin to de clap out syl and familia	lables in ov	wn name	confi handlin		vith book e.g. holding	Begin to become aware that print conveys meaning
	Tools for Reading ENG 0-12a	Can recognise own name and familiar words as appro	I Tamiliar Initial Solings Starting with own			Muth cuppo	With support begin to generate some words with sar initial sound					Begin to recognise the difference between a letter and a word			
	LIT 0-13a LIT 0-21a	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 use context clues such as illustrations to support understanding of stories. Begin to use context clues such as illustrations to support understanding of stories.							•						
	Understandin g Analysing and Evaluating	Explore and discuss feature	es such as titl and pictures	e, author, blur	b, illustrator	1	the basic differe I non fiction and understandi	begin to d	I	known alre and te	port, use veady about eady about xt type to lerstanding	t subject help		estions about	simple open ended events and ideas in a text
	LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a	Use knowledge of familiar stories and other		reading and after character text and		characters and i text and begin	ribute to discussion about events, racters and ideas relevant to the Rext and begin to make some links own experiences and other texts		Rete	tell familiar stories in different way e.g. role play, puppets and drawings					
	Finding & Using Information LIT 0-14a	formation Identify some familiar print from environment Regin to show an awareness of feature of fiction and non fiction texts who choosing texts for a particular purp			en With	support, find information in a text to learn new things		in oper abo	Begin to answer simple open ended questions about what has been explicitly stated in specific sections of nonfiction texts			Retell some key events from a familiar story			

Tasks







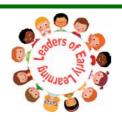


Have a go...

- 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.











Take Away...

Join at menti.com use code 52917603

Open Mentimote [2]

Instructions

Go to

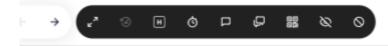
www.menti.com

Enter the code

52917603



Or use QR code











Contacts

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