

# Literacy for All In Our Playrooms



## Developing Storytelling 2





## 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



# Aims AM

To deepen our knowledge of how to encourage children to become storytellers.

To consider how we can use story acting to promote children's storytelling



# Content AM

Children's  
Responses -  
Book talk. Aiden  
Chambers

Helping children  
to become  
storytellers –  
Story Acting

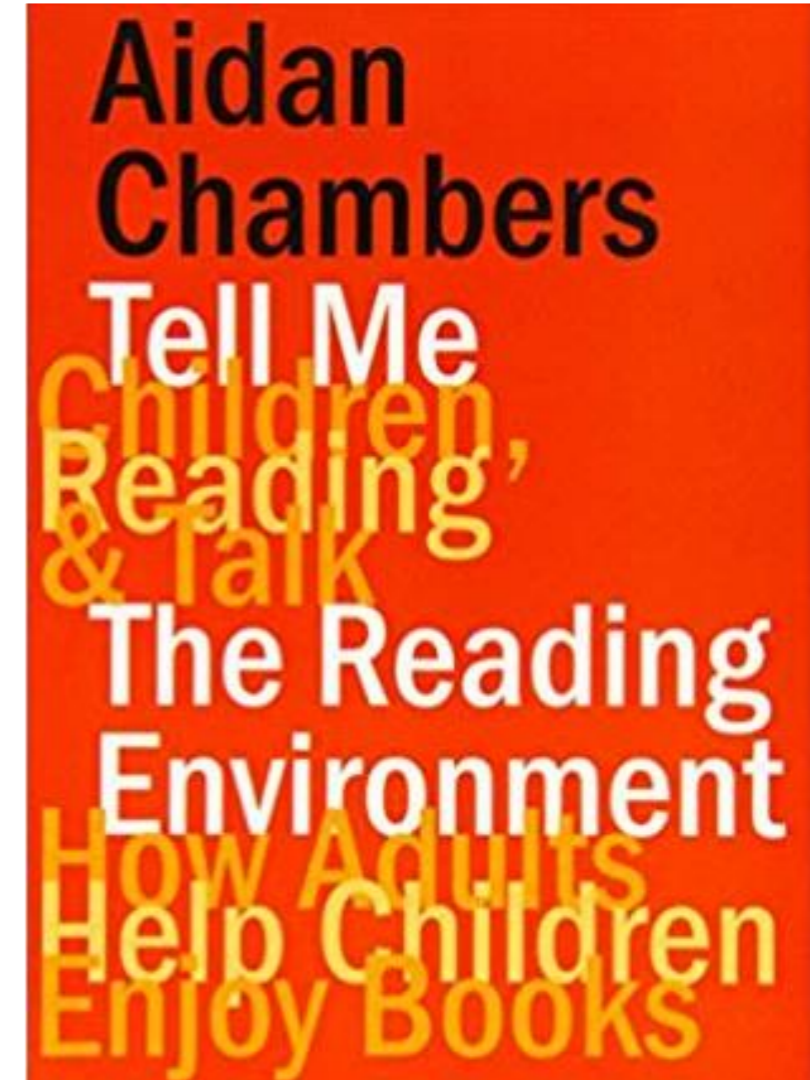
# Children's Responses



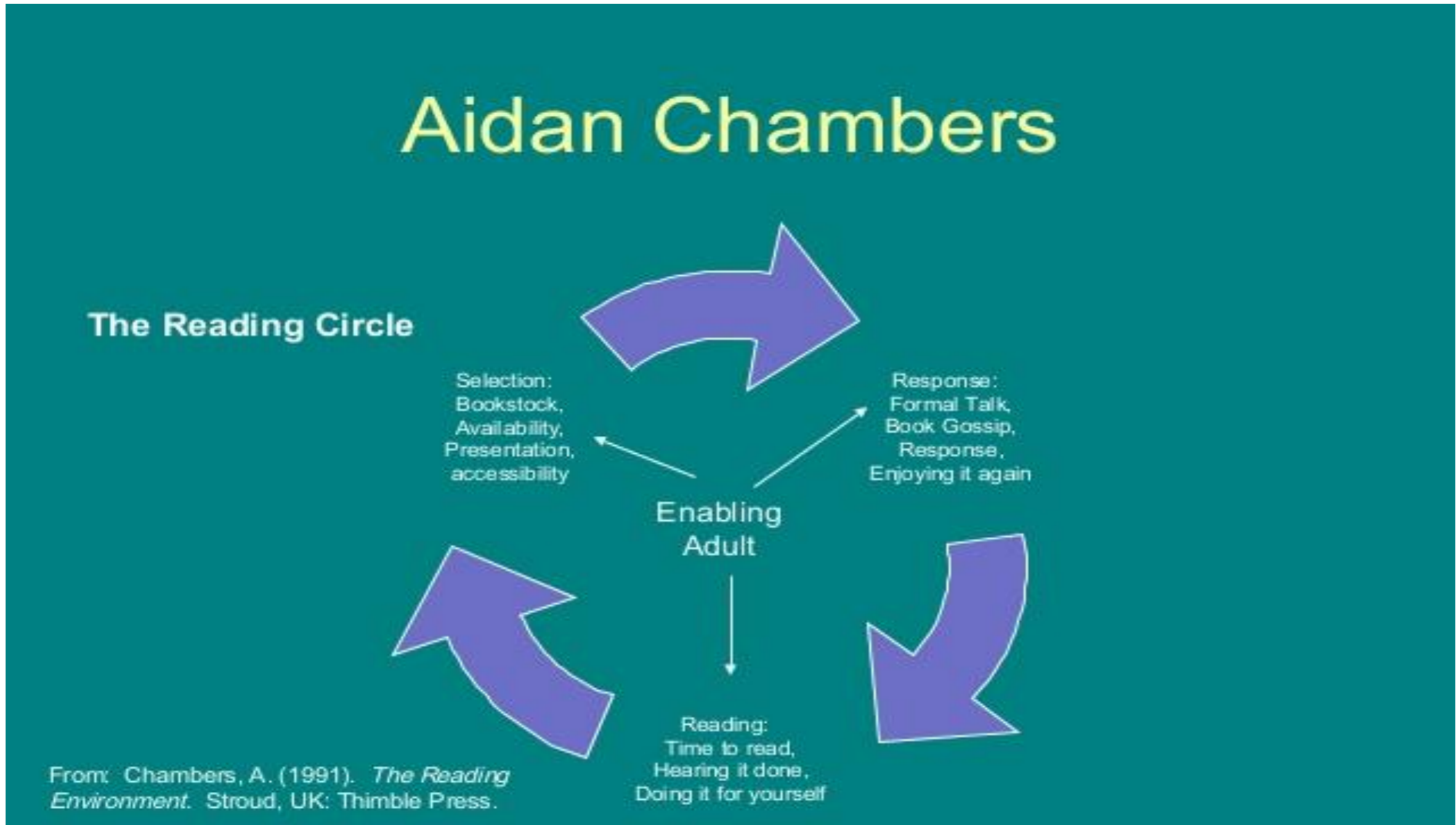
# Thoughtful Readers

“How do they shift from being pastime consumers of print into being attentive readers of literature?”

Chambers, A. (2011)  
The Reading Environment.



# Social context of reading







# Book Talk:

## Responses to stories

Questions to ask:

1. Have children enjoyed it and do they want to experience it again?
2. Do they want to talk about it with others? Book talk!  
Informal – gossip talk  
Formal – imaginative talk

# Group Book Talk (or programme talk!)

Share with your group a favourite book (or programme) that you are all familiar with.

Discuss it with your group for five minutes.

Observer to feedback – which type of talk did you notice did you notice? Give some examples.



# Book Talk: Three Sharings

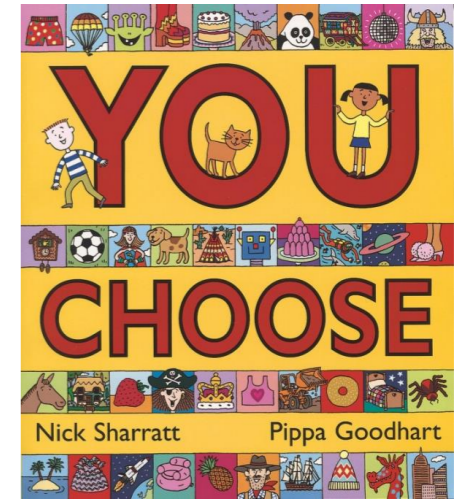
How does book talk start?

- Enthusiasm - What the reader likes or dislikes
- Puzzles - What the reader doesn't understand.
- Connections - The connections that the reader makes, i.e. text to self, text to text, text to world.

# Collaboration







# You Choose Task

TASK: Plan for using this book (or another) with a group of children.

Consider what questions/interactions you would need to plan to encourage the Three Sharings when using this book with children.

Consider sharing enthusiasm, puzzles and connections







# Interactive Shared Reading





# Bringing Stories to Life

Role play can:

- Develop children's abstract thinking and use of imagination.
- Help children gain an increased understanding of the story structure and sequence of events.
- Give children further insight into the characters' personalities and motivations.
- Develop vocabulary, oral language and literacy learning as children take on roles and develop their own story narratives.
- Foster social interaction between children as they plan, negotiate and create together.

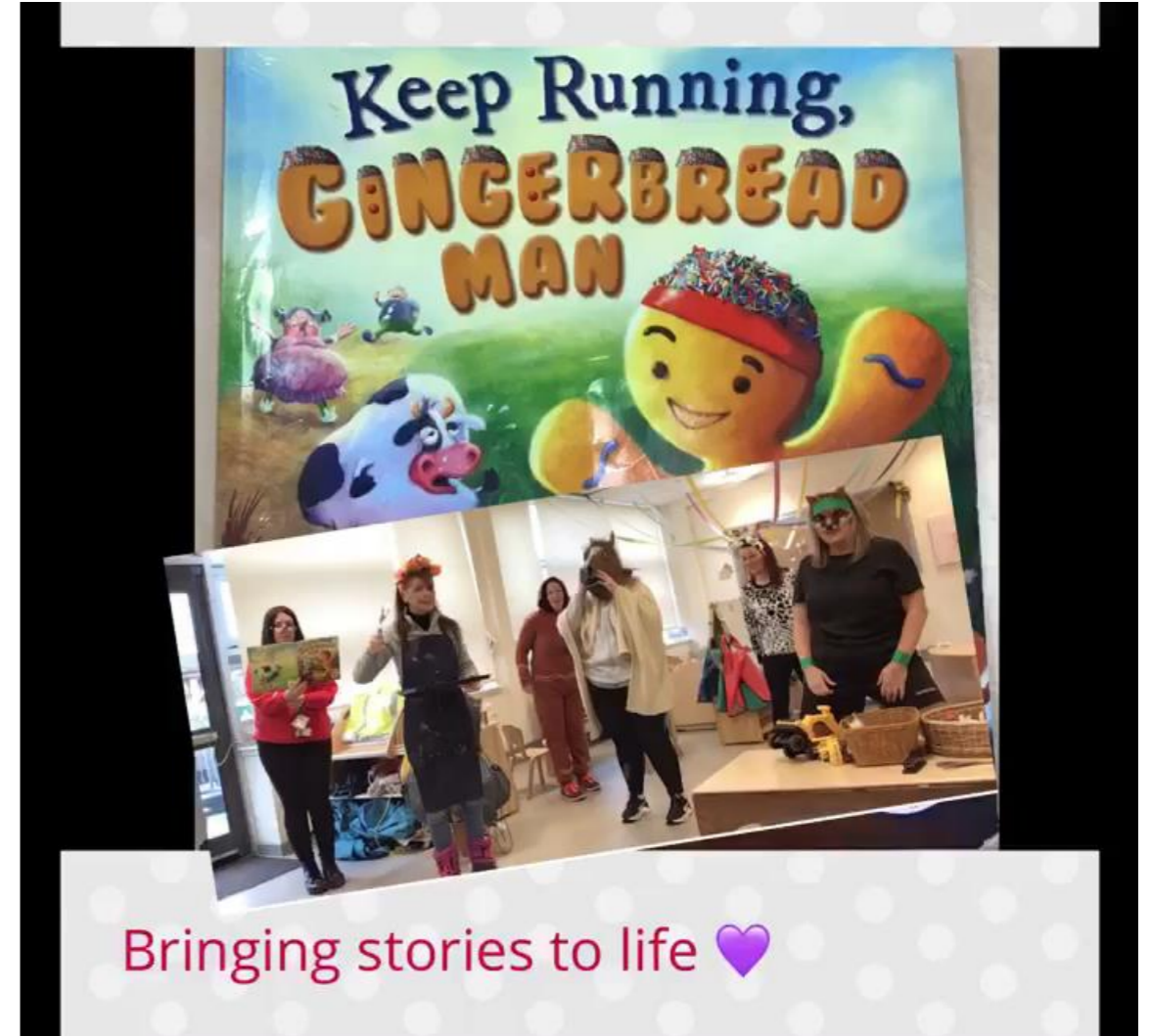




# Bringing Stories to Life

- Assign a part to each child
- Give each child a prop to represent the character they will portray.
- Perform the role of the narrator and guide the children's creation of dialogue.
- Allow the children to use their own words
- Keep a copy of the story and props available to children
- Offer repeated opportunities

# Bringing Stories to Life



Bringing stories to life 💜

# Children as Storytellers







# Children as Storytellers

---

*“Human beings are designed to communicate, and we are born innately equipped with the potential to develop our own narratives as we experience the world around us and to create our own stories to tell, to connect us to others.”*

(Cited in Bruce, McNair and Whinnet, 2020 p.31)



# The benefits of story acting

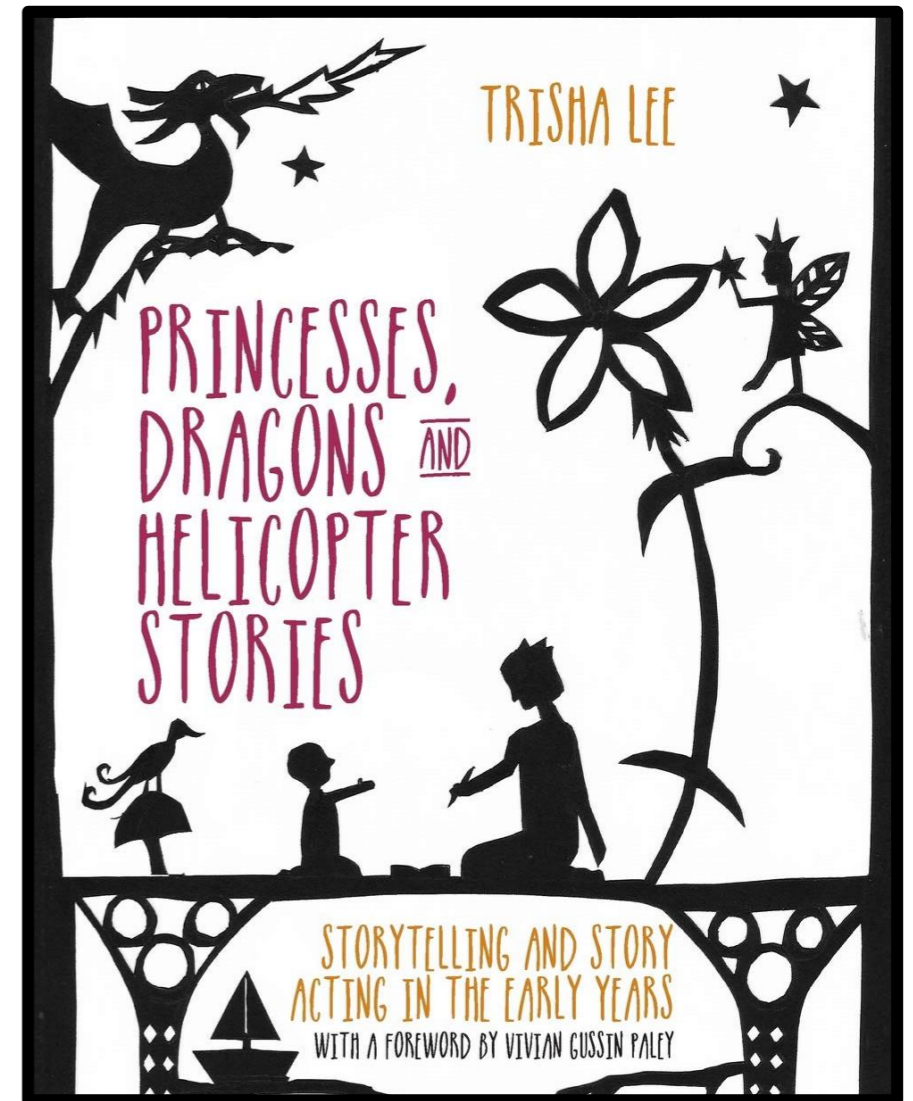
- Promotes creativity and imagination
- Develops communication and language development
- Vocabulary development
- Develops confidence and self belief
- Provides a opportunity to address stereotypes e.g. gender roles.
- Encourages negotiation and compromise

# Story Acting

1. Story Scribing together
2. Read story back over together
3. Story Acting

Lee, T (2016)

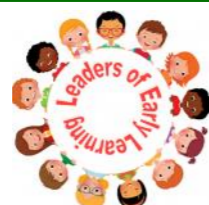
*Princesses, Dragons and Helicopter Stories*



# 1. Story Scribing

- Scribe stories together
- Record the words of the child accurately.
- Allow a child to complete a sentence before scribing it.
- Read each sentence back to the child as it is scribed.
- Slow your writing down so that you say and write the words at the same time e.g.  
Once.....upon.....a..... time.

# Children as Storytellers







## 2. Read the Story

- Point out the story structure e.g. what happens at the beginning, middle and end.
- Underline all the characters as you read the story back.
- Ask the storyteller which character they would like to play and draw a circle around it

# 3. Story Acting

- Act out stories as soon as possible
- Children sit in a large circle with a 'stage' space in the middle.
- Follow routines to help children become familiar with the process.
- Read the first sentence, inviting children to act out the various roles.
- Ask questions or use verbs to help children feel more comfortable acting in front of an audience
- Incorporate objects, buildings and sound effects.
- If a story contains dialogue invite the actor or audience to say the words.
- Clap at the end of each story.

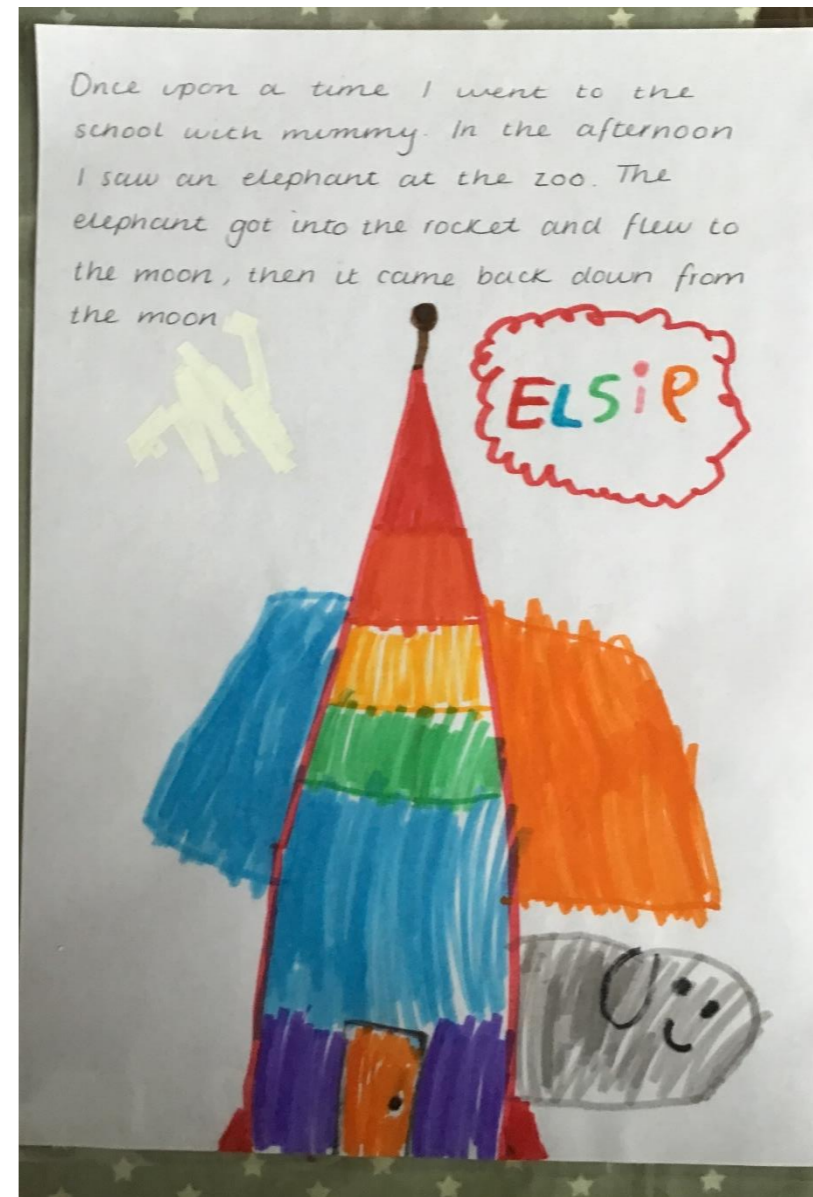
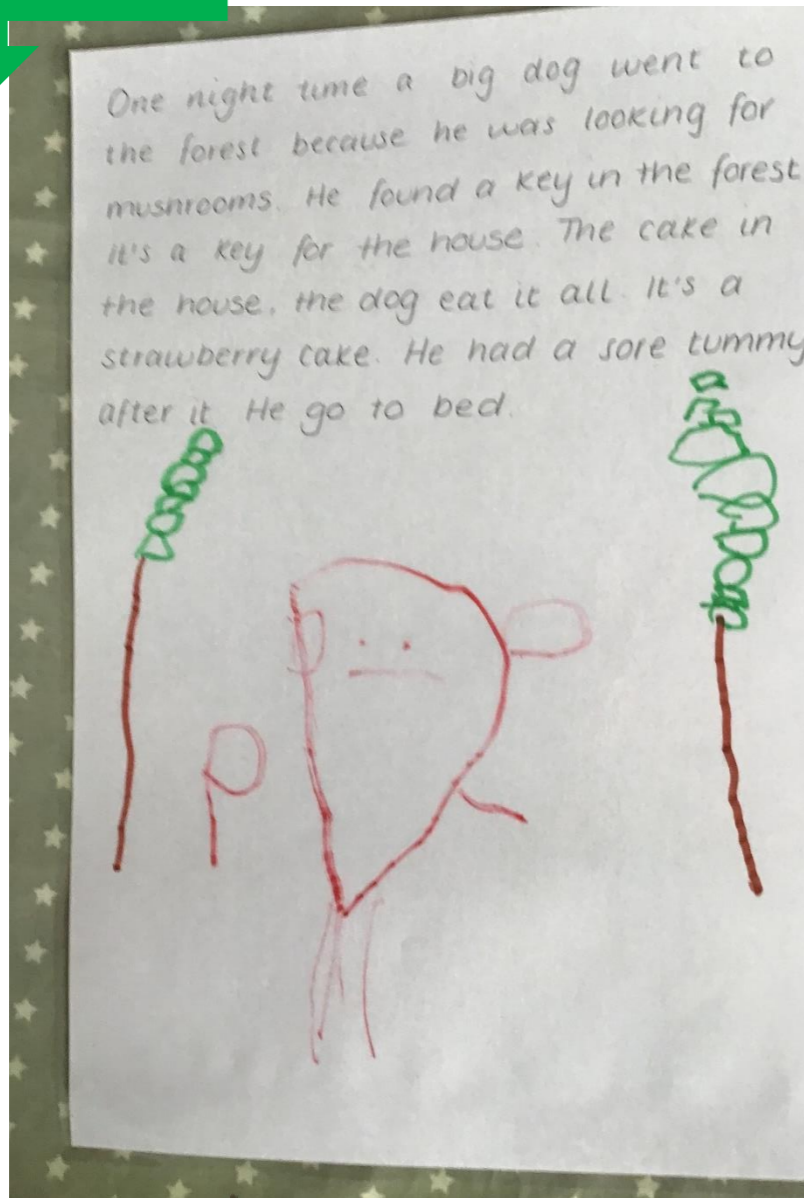
# Role of the adult

- Storytelling and story acting to be central part of daily routine. Adult should facilitate the story acting experience.
- Create a 'story book' to record children's stories
- Storyteller is the 'inventor of the narrative so allow them to lead.
- Storyteller will often become the director.

# Children as Storytellers







# Scribed Stories

# Case Study

The Three Horrid Pigs and the Big Friendly Wolf.

~ as told by Bruno on 10.12.15

Horrid pigs - bad

"Go away"

House (straw) wolf coming - wolf bad

"Chinny chin chin" "raaarrrghh"

Wolf coming - "chinny chin chin"

Oh - see - chickens - "Help me!"

Wolf house

Good house.

Goldilocks and The Three Bears

~ as told by Bruno on 25/1/16

(points to words as she reads title)

Three porridges - too hot. Went for a walk.  
Goldilocks ate porridge. Baby's porridge - too cold and just right.

The chairs - too hard, too soft. Baby bear's - but it's broken.

The beds - too hard, too soft. Baby bear's bed just right. The bears looking in the window. She's sleeping.

"Who's been eating my porridge?" said baby bear. Daddy bear is angry.

Daddy bear said, "Who's been sitting in my chair?"

Mummy bear said, "Who's been sitting in my chair?"

Baby bear said, "Who's been sitting in my chair and broken it all?"

Daddy bear said, "Who's been sleeping in my bed?"

Mummy bear said, "Who's been sleeping in my bed?"

Baby bear said, "Who's been sleeping in my bed?"

Goldilocks jumped out the bed and run.

Bruno 26.1.17

## Jack and the Beanstalk

Jack and his mother stayed in a house. "Sell your cow," said the mum. He sold the cow to an old man. The man gave some magic beans. Jack took the beans. He threw them beside the plants. There was a ginormous beanstalk in the morning. He climbed up the beanstalk and he found the castle. It was a giant's castle. He found some gold and a harp and a goose. The giant was there. "Fee, fi, fo fum! I smell a boy!" First Jack hid in the big oven and waited until the giant was asleep. He climbed up the beanstalk again. He took them and stole them. He went down the beanstalk. Jack got an axe and chopped the beanstalk. It went CRASH! The giant lay and he was dead.

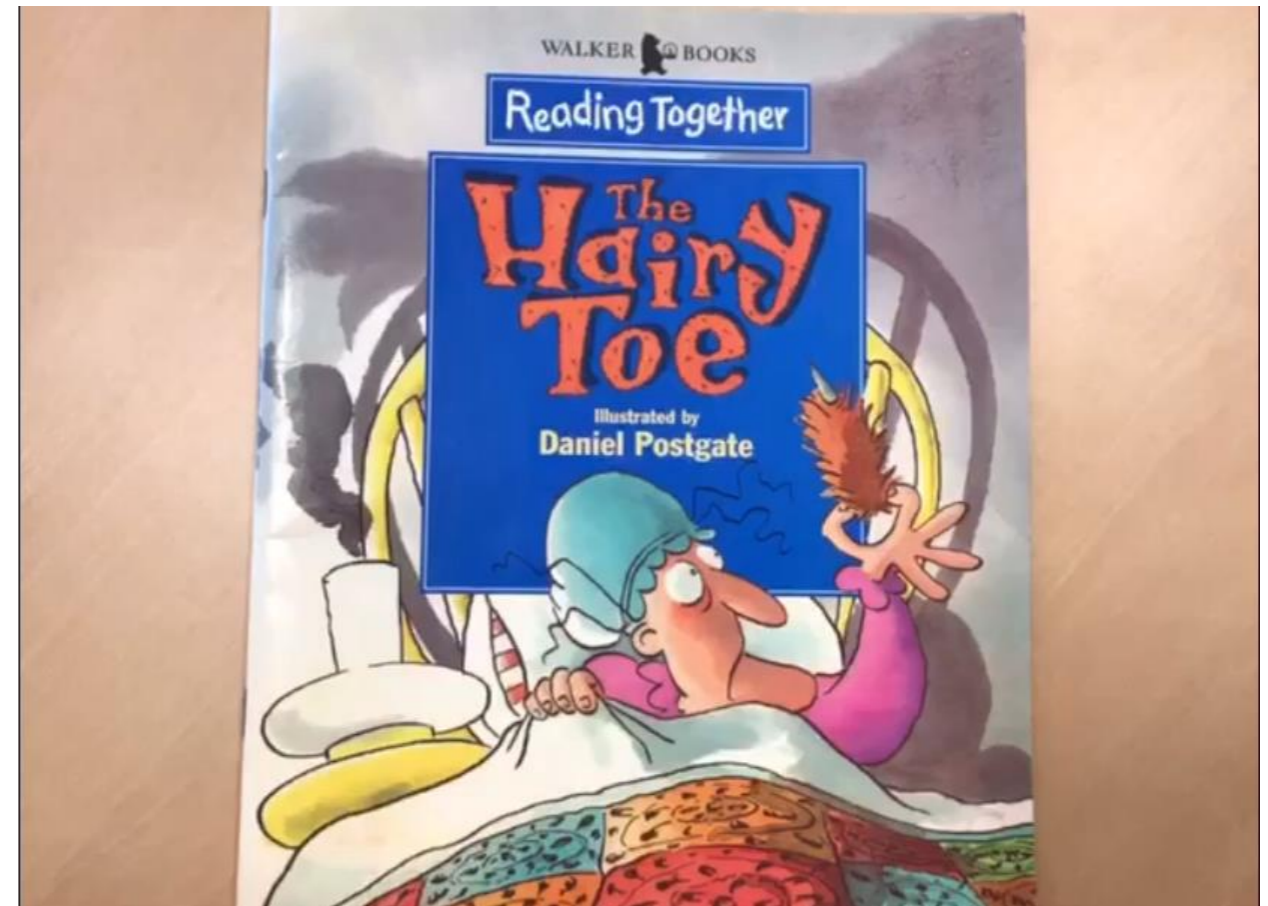
# Have a go!!

One of you take on the role of the adult and one a child – scribe the child's story.

The adult should then facilitate the 'story acting' session with the rest of the group acting as children.



# Digital Enhancements





# Early Level Tracker 1

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

# Tasks



Have a go...

1. plan for and use a text with children to encourage the Three Sharings. Think carefully about the questions and record some responses to bring back to next session.
2. Have a go at leading a story acting session.
3. Identify opportunities for early mark making in your establishment: Bring some examples of interesting mark making tools.

Children as  
Storytellers

# Take Away...

Go to [www.menti.com](https://www.menti.com) or scan the QR code using another device.

Enter the code **6510 5881** in the top bar, where it say *'enter code to vote'*.

<https://www.menti.com/alvd79btcb3w>

What will you take away and explore further in your setting as a result of attending this mornings session?





**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
	1pm-3pm	Leadership of Change 2 (FLO)	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	



# Contacts

- Gemma Macdonald

[gw21macdonaldgemma@glow.ea.glasgow.sch.uk](mailto:gw21macdonaldgemma@glow.ea.glasgow.sch.uk)

- Twitter: @GlasgowLEL

- Blog: Google Leaders of Early Learning

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



# Literacy for All In Our Playrooms



## Developing Storytelling 2

