Literacy for ALL in our Playrooms

Developing our Storytelling

2024-25

House Keeping

- Restrooms

- Fire Safety

- Tea/Coffee

Literacy for ALL – Year 2		
Content	Date	Time
Session 1 Fostering A Love for Reading; Our Role	Friday 13th September	9.30 – 12pm
Session 2 Developing our Storytelling	Friday 4th October	9.30 – 12pm
Session 3 Gross and Fine Motor Development	Friday 25th October	9:30 -12pm
Session 4 Mark Making and Emergent Writing	Friday 8th November	9.30 -12pm

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Session 1 - Revisit

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Have a go…

1. Use the literacy environment tool to audit your spaces **or** interactions and experiences.
2. Carry out observations to support your evaluation of your provision in promoting reading for pleasure.

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Our role in helping to foster reading for pleasure – in setting
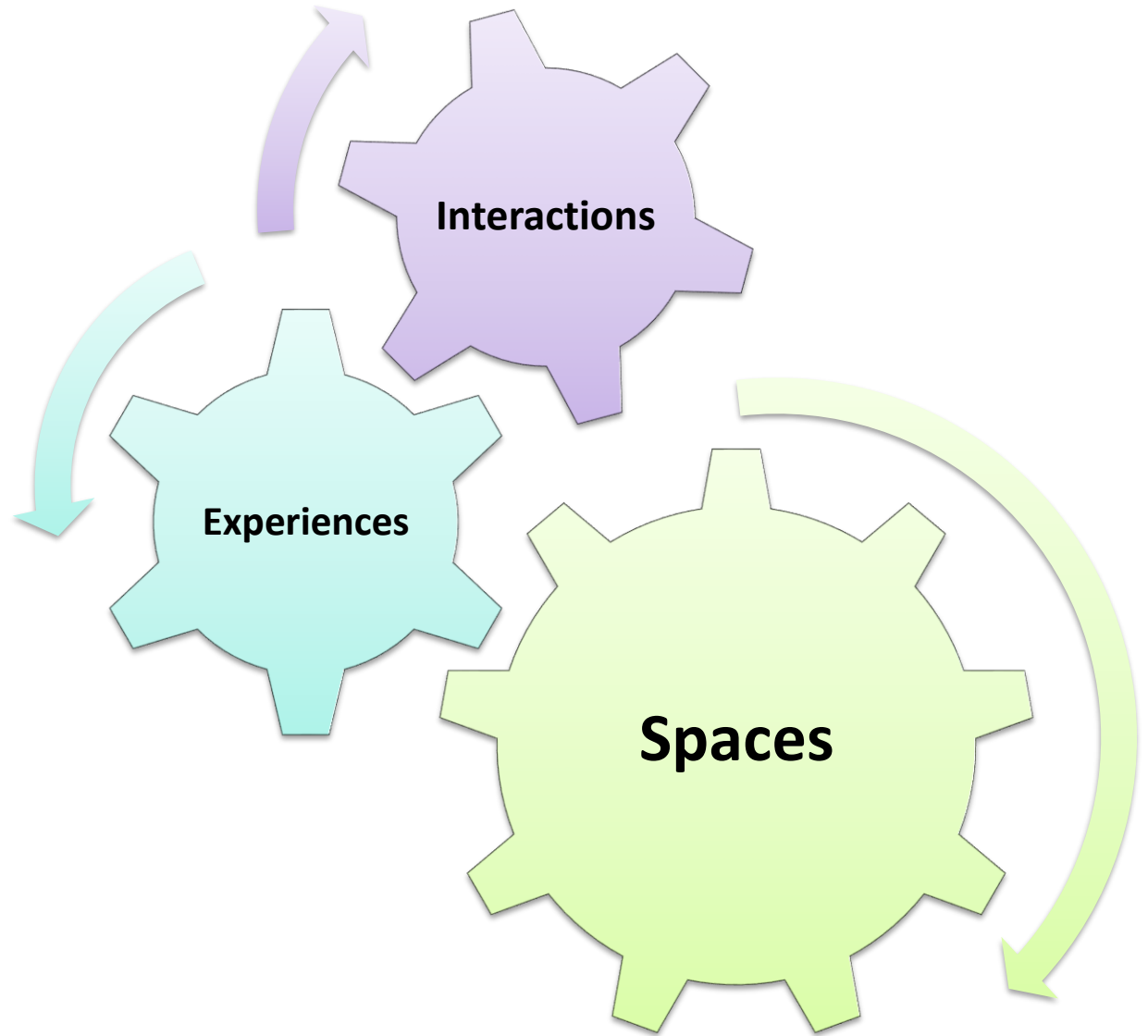
Interactions

Experiences

Spaces

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"Communication skills are developed through relationships with other people and **sharing stories helps develop strong, safe and loving relationships and secure attachments**. It can be a time to **relax**, have **fun** and **connect with others**. Reading stories aloud and sharing books supports children to **develop language** and **understand new concepts**."
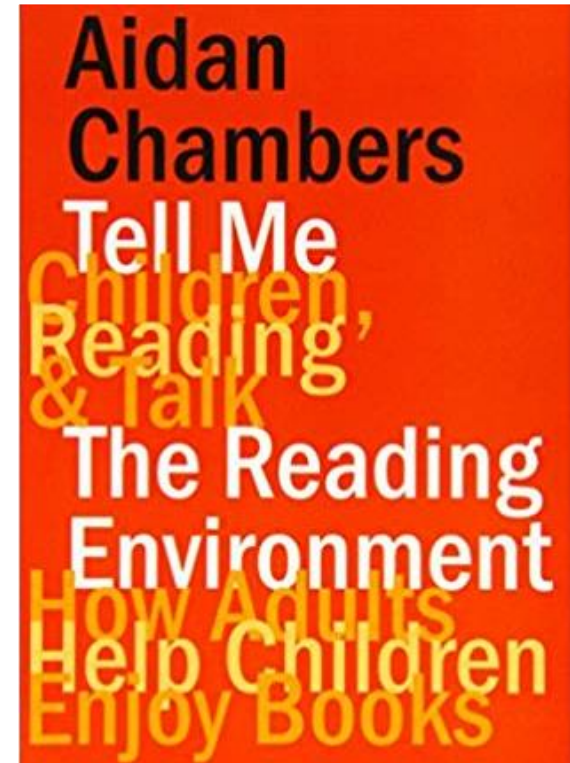
SEIC (accessed Sept 2024)

Developing Communication and Language: Stories

Thoughtful Readers

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

Chambers, A. (2011)
The Reading Environment.

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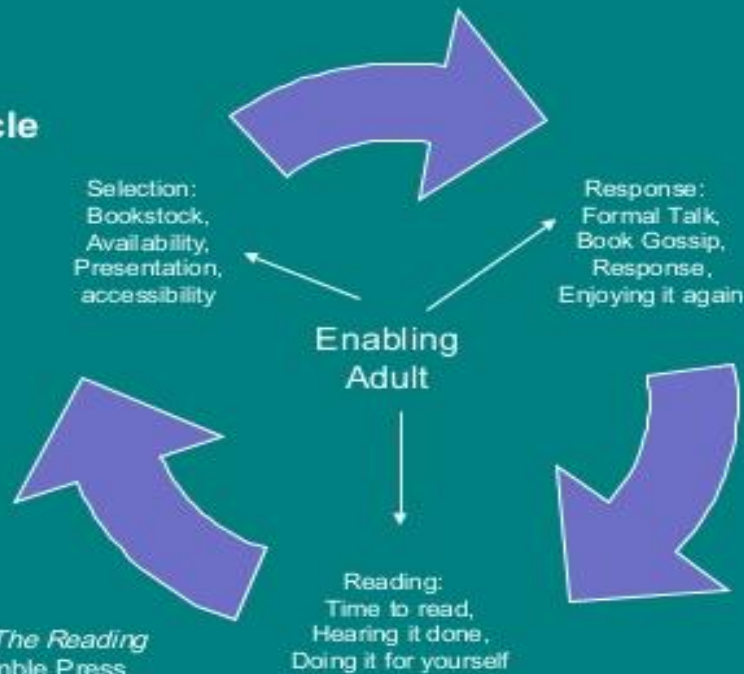Engagement, Participation and Inclusion

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Social context of reading

Aidan Chambers

The Reading Circle

Selection:
Bookstock,
Availability,
Presentation,
accessibility

Response:
Formal Talk,
Book Gossip,
Response,
Enjoying it again

Enabling Adult

Reading:
Time to read,
Hearing it done,
Doing it for yourself

From: Chambers, A. (1991). *The Reading Environment*. Stroud, UK: Thimble Press.

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Book Talk:
Responses to stories

Questions to ask yourself:

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

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Book Talk: Three Sharings

How does book talk start?

- Enthusiasm - What the reader likes or dislikes e.g.

   Was there anything you especially liked/disliked about this text?

- Puzzles - What the reader doesn't understand e.g.
   Was there anything that took you by surprise?
   'I wonder why...?'

- Connections - The connections that the reader makes, i.e. text to self, text to text, text to world e.g.
   Has anything that happened in this book ever happened to you?
   'It reminded me of...'

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Key Considerations

- Are the **length** and **quality** of **interactions sufficient** to allow children time to **think**, **respond** and **comment**?

- Are **adults modelling**, **commenting** and **questioning** in a way that is **scaffolding learning** effectively and **extending** children's **thinking**?

- Are children supported to **communicate** their **thoughts**, **ideas** and **feelings** in a range of ways?

- Are practitioners using **vocal tone**, **volume**, **pitch** and **gesture** to convey meaning?

SEIC: Developing Language and Communication: Stories

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Print Rich Environment

We can make our learning environments print rich when we carefully consider its purpose and meaning for the children within our settings:

| |
|---|
| Labels e.g. shelving – returning resources |
| Signs and notices |
| Charts, lists, schedules e.g. birthday display, daily 'timetable'/rhythm of the day, lunch choices |
| Role play e.g. menus, shopping lists, telephone directory |
| Name recognition e.g. coat pegs, self-registration |

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Our Daily Routine

AM

- Welcome
- Free play/Experiences
- Open snack
- Outdoors/Woods

Hello

Play

Snack

PM

- Welcome
- Free play/Experiences
- Outdoors

Pride & Joy Nursery
Calendar Board

Today is

The date is 2 8

The month is September

The weather is

The season is Autumn

There are   Children

·spaces·

Make your own playdough

| Get your bowl and spoon | 2 Cups of flour | 1 Cup of salt | 1 spoon of oil |

Wash your hands | Choose your snack | Eat your snack | Drink your milk | Tidy away | Find your photograph

| 1 One | 2 Two | 3 Three | 4 Four | 5 Five | 6 Six |

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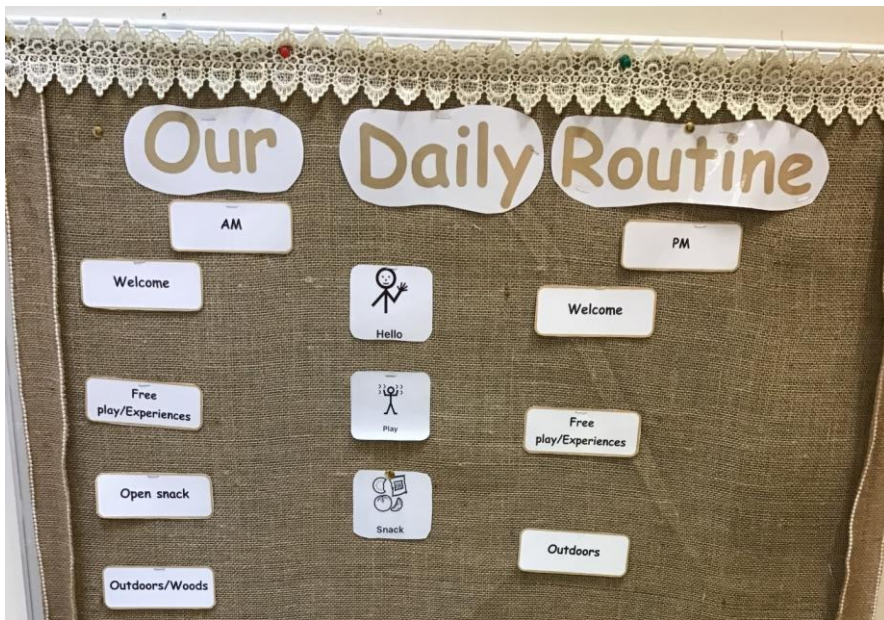
Aims AM

To deepen our knowledge of how to further support children to become thoughtful and engaged readers.

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

Education Endowment Foundation

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.

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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

Turning Book Reading into a Conversation

PAUSE

"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 f**requent 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

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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

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Story Comprehension
Story Elements

- **C**haracters – what we learn about the characters, personalities, how they think, feel

- **A**ctions – consequences of actions, how this builds excitement

- **S**etting – identify and describe setting

- **P**roblem – motivate children to figure out how problem will be resolved

- **R**esolution – 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**.

- **P**roblem – *"I'm wondering why Goldilocks was out in the woods alone."*

- **A**ctions – *"I wonder why Goldilocks was so hungry and tired."*

- **C**haracters – *"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 <u>explore</u> what is happening (**a**ctions) as a result of a problem

- *What might happen next?* Encourages children to link events to <u>predict</u> the next **a**ction or the **r**esolution

- *Why did ___ do that?* Encourages children to <u>explain</u> the characters **a**ctions

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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**
  - **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**

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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.

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

Explain

Experiences

Emotions

Evaluate

Predict

Problem -solve

Project

Pretend

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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?

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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.

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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 let 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…

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To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / LIT 0-16a / ENG 0-17a**

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	

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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**
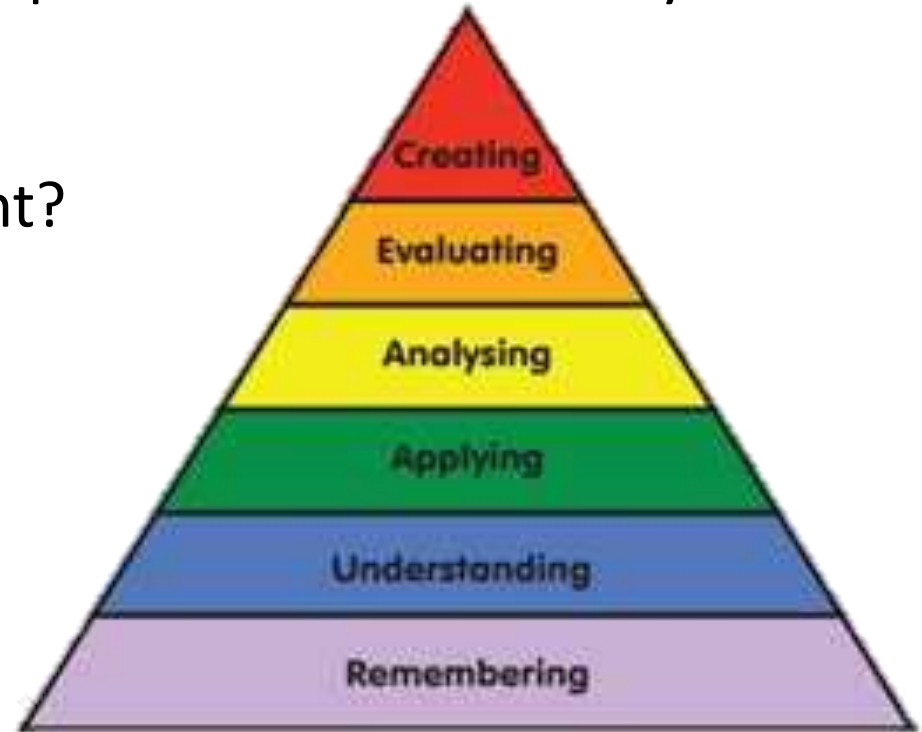
- Will **encourage 'thoughtful' readers**

Types of questions

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

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

interactions

Creating

Remembering

Evaluating

Understanding

Analysing

Applying

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interactions

Higher Order Thinking

Creating, Remembering, Evaluating, Understanding, Analysing, Applying

Remembering

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 ...?

Analysing

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...?

Evaluating

select, choose, decid... 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..?

Understanding

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?

Applying

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...?

Creating

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...?

- **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.

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Tips for effective questioning

- Use Extending Conversation within the group – strive for 5

- 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.**

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.

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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 💜
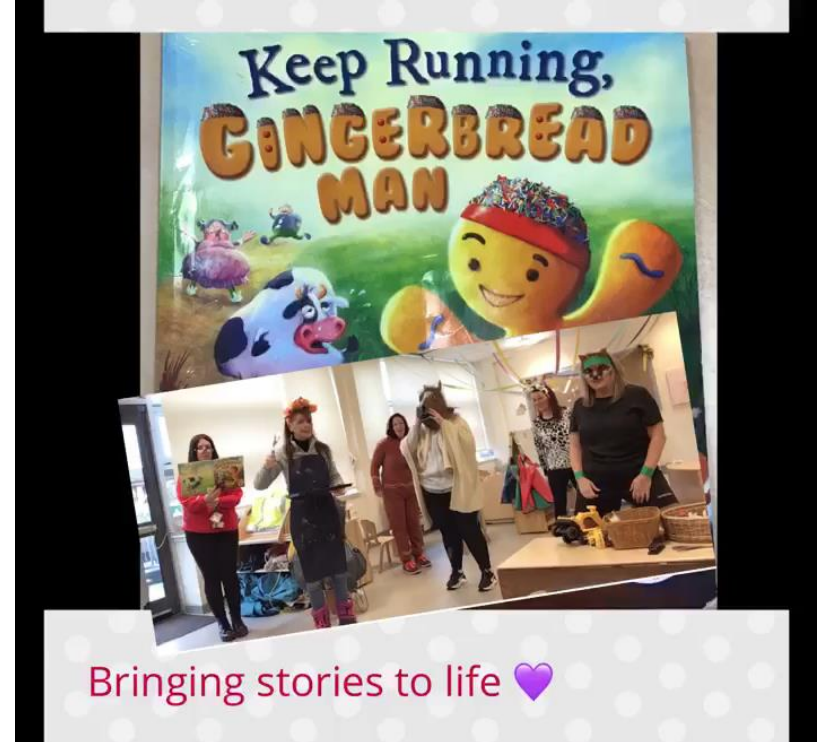
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Children as Storytellers

"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

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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**

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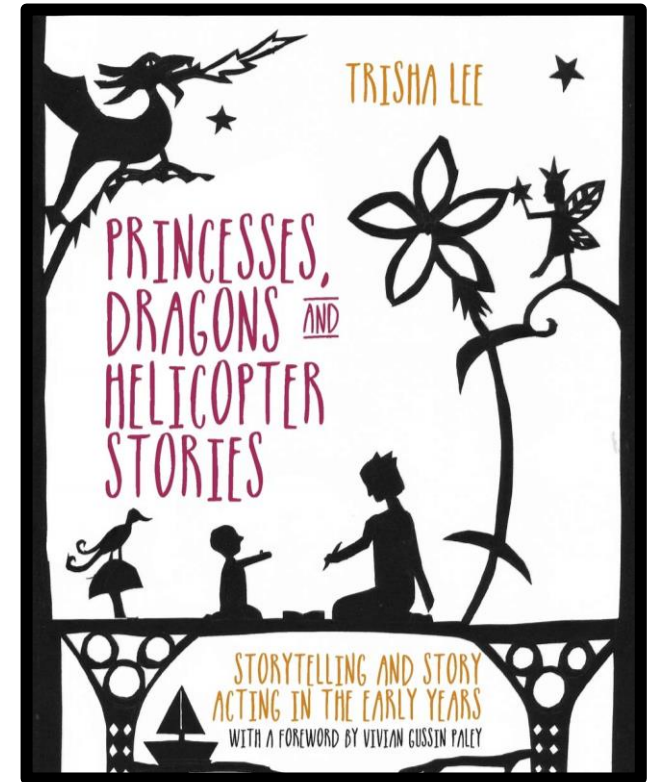
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Story Acting

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.

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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.

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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**.

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One night time a big dog went to the forest because he was looking for mushrooms. He found a key in the forest It's a key for the house. The cake in the house, the dog eat it all. It's a strawberry cake. He had a sore tummy after it He go to bed.

Once upon a time I went to the school with mummy. In the afternoon I saw an elephant at the zoo. The elephant got into the rocket and flew to the moon, then it came back down from the moon

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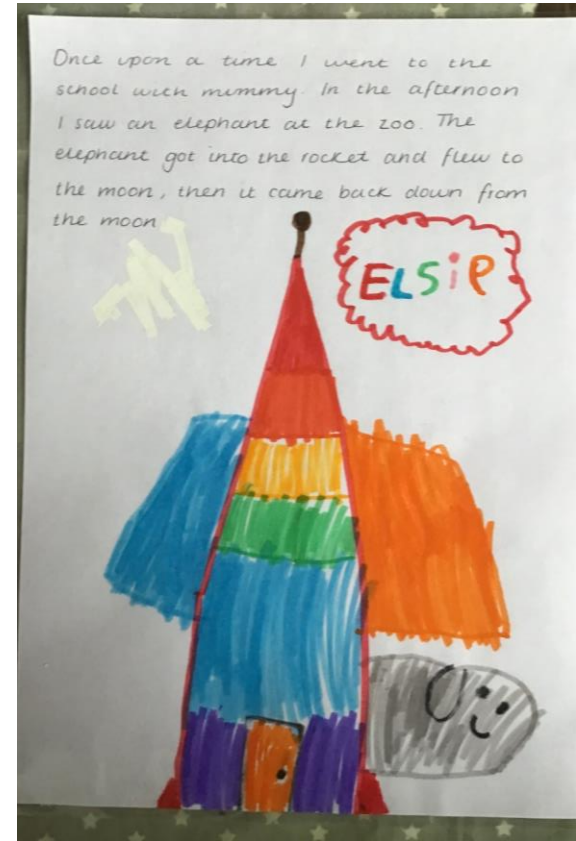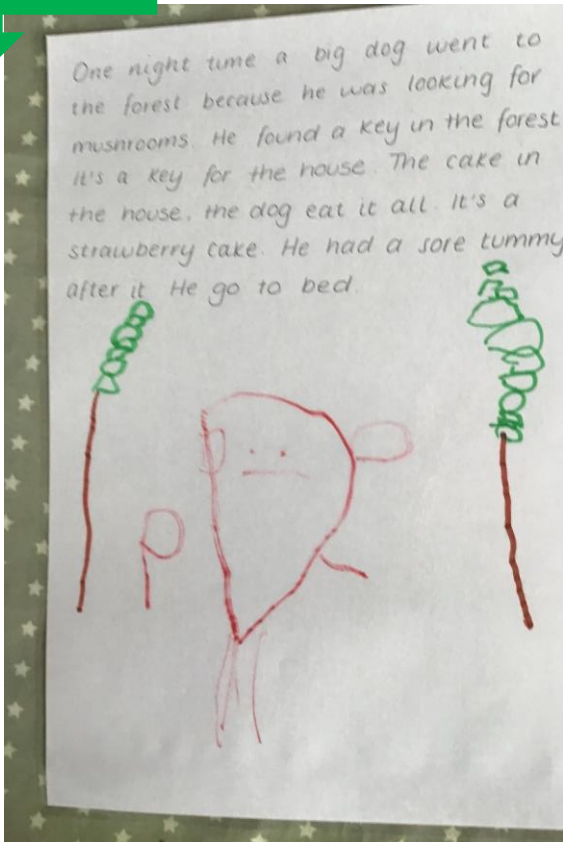
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Have a go!!

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.

Reading

Enjoyment & Choice

LIT 0-01a
LIT 0-11a
LIT 0-20a
LIT 0-01b

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

Tools for Reading

ENG 0-12a
LIT 0-13a
LIT 0-21a

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

Understanding Analysing and Evaluating

LIT 0-07a
ENG 0-17a
LIT 0-16a
LIT 0-19a

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

Finding & Using Information

LIT 0-14a

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. 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.

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Take Away…

Go to 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?

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