

# To become a Story Teller and tell a story



**Aspect of Educational Programme** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

## Autumn Term – we are all special

**Planned outcome** – *To be able to identify a favourite book and talk about it. To be able to choose a book, hold the book correctly and turn the pages*

**Experiences** –

- Show and tell 'My Favourite book'
- Story share with parents
- World Nursery Rhyme week nursery rhyme box – share nursery rhyme to a group of children or to the class

### Role of the Adult

- To approach children and support them to make a choice about the type of book that they may like
- To use story bags to model telling a story using familiar prompts
- To model telling a story using story books without words (using story language)
- Teach the children how to vote for a story to be read at the end of the day- choice of 2 stories

### Continuous Provision

- ❖ Range of books available to meet the interests of the children
- ❖ Range of sensory board books (sensory and auditory)
- ❖ Story bags with prompts and puppets
- ❖ Bump into a book strategy in place
- ❖ Having access to a range of story books without words

## Spring Term – All change

**Planned outcome** – *To be able to identify characters in a book. To be able to identify key events in a familiar story.*

**Experiences** –

- To dress up as a favourite book character for World Book day and talk about the story.
- To tell a story to a friend, a trusted adult or to the class (Helicopter stories, identity play)

### Role of the Adult

- Model writing a helicopter story in front of the children, allowing children to contribute ideas
- To write the Helicopter Story dictated by the children
- To draw attention to features of fiction books – (front cover, author, illustrations, blurb)
- Find opportunities for the children to transfer the idea for a game into a story
- Remind children to vote for their choice of story at the end of the day - choice of two stories

### Continuous Provision

- ❖ Bump into a book strategy in place
- ❖ Themed book boxes with a selection of fiction and non-fiction text available
- ❖ Helicopter stories class book on display for the children to access
- ❖ Story writing frames available for the children to access
- ❖ Pots box for Helicopter stories to be placed in (those that are ready to be shared to the class)

Summer term – What a wonderful world

**Planned outcome** - *To retell a story in my own words or to tell my own story using features of a familiar story.*

**Experiences** –

- To tell a helicopter story with a main character and to use some story language e.g. Once upon a time, the end, there was a ...'
- To listen to a range of stories shared in various ways (watching an animation of a story, listening to a story being read aloud)

**Role of the Adult**

- To draw attention to features of non-fiction books – (front cover, author, illustrations, blurb)
- To support children to write their own Helicopter story
- Support children by asking questions about their stories to encourage deeper thinking
- Make comparisons between similarities and differences between well-known stories
- Provide opportunities for the children to vote for their choice of story independently – choice of three stories

**Continuous Provision**

- ❖ Bump into a book strategy in place
- ❖ Book box specifically for fiction and another for non-fiction
- ❖ Story book style writing frames available for the children to access (with space for front cover, illustrations, authors name and blurb)

**Interventions – NELI**

**Circle Time**

**Continuous Provision**

**Story/song time**

**NELI** Develop social phrases, engage in two-way conversation with a friend, listen and respond to ideas, speak clearly to give feedback  
(Learn and practise new vocabulary (4 words a week), listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts)

Listen attentively to others, speak clearly to explain ideas, thoughts and feelings.  
Helicopter Stories

Use message centres to create secret symbols/sounds/words/phrases/sentences to make things happen, read messages left by Adventure Island characters, write messages to Adventure Island characters, engage in and talk about books, retell stories and create their own

Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs

Range of stories to be available in the book areas and all areas of the provision so the children can 'Bump into a Book'.

These stories will vary depending on children's current interests.

IMPACT

**To become a creative Story Teller** who can identify features of a story and share it with others.