

To tell a story

Reflection Points	What we expect to see EY professionals do	Some of the provision we may provide to support	Links*
<p><b>First point of reflection-</b> to show an interest in stories and rhymes</p>	<p>Children start to actively engage with stories and rhymes by listening, joining in with actions, repeated refrains and movements related to a story or rhyme. They start actively look at books by themselves or with others interacting with pictures (e.g., naming). Children may begin by pretend-playing on their own with toys like farm animals, wild animals, dinosaurs, or people. They may put on a costume to become a superhero or another characters. In their role play they start to pretend and putting play sequences together (e.g feeding a baby and putting them to bed)</p>	<ul style="list-style-type: none"> <li>- Read rhymes and stories regularly and help children remember and recall favourites</li> <li>- Use story sacks and rhyme regularly</li> <li>- Use plenty of props when adults tell stories and ensure that children have access to these to re-enact them</li> <li>- Use core book collection to ensure that children can read stories that grow in complexity as they develop.</li> <li>- Ensure children's ideas are listened to and taken seriously</li> <li>- Enable mark making and adults will role model reading and the fact the marks carry meaning.</li> <li>- Scribe children's stories from the initial mark making to stories that are more complex</li> <li>- Always record children's ideas use the language appropriate to stories such as beginning, middle, and end.</li> <li>- Encourage children to record their ideas and stories.</li> <li>- Record children's verbal stories on Ipads and play it back to children (individually or in a group)</li> </ul>	<p>Birth to 3 DM links- CL, L, EAD, PSED</p>
<p><b>Second point of reflection</b> - children take part in pretend play, making up and developing a story</p>	<p>Over time, Children’s play becomes more complex. They are able to play with other children, developing the play together (e.g. deciding who will play what role in the home corner, or telling a story with the Duplo people where different Duplo people have different characters).</p> <p>They look at books independently or with other children, holding them the correct way up. They begin to ask questions about stories and infer information from pictures.</p> <p>They interact with Tales Toolkit and make suggestions to help adults tell the story.</p>	<ul style="list-style-type: none"> <li>- Always record children's ideas use the language appropriate to stories such as beginning, middle, and end.</li> <li>- Encourage children to record their ideas and stories.</li> <li>- Record children's verbal stories on Ipads and play it back to children (individually or in a group)</li> </ul>	<p>Birth to 3 MN links- CL, L, PSED, CL, EAD</p> <p>3 to 4 – PSED, L, EAD, CL</p>

<p><b>Third point of reflection-</b> children start to tell their own stories using Tales Toolkit with help from an adult. They become aware of story structure.</p>	<p>As children become confident in using Tales Toolkit, they increasingly take over, using the symbols and finding props to develop their own stories. Adults support with prompts, suggestions, and modelling story language. Photos are taken and stories are scribed for children to keep and retell with others. Children can talk about familiar stories, naming characters and recalling events. They can make predictions about unfamiliar stories.</p>		<p>3 to 4 DM links- L, EAD</p>
<p><b>Forth point of reflection- Children use Tale Toolkit to develop their own stories. They are able to tell their story to one or more people.</b></p>			