

## I can tell a story

| Points of reflection  | What you may see me do  | How familiar adults can help me   |  |
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| <p><b>First point of reflection-</b> to show an interest in stories and rhymes</p>                              | <p>I actively engage with stories and rhymes by listening, joining in with actions, repeated refrains and movements related to a story or rhyme.</p> <p>I actively look at books by myself or with others interacting with pictures (e.g., naming).</p> <p>I may begin by pretend-playing on my own with toys like farm animals, wild animals, dinosaurs, or people.</p> <p>I may put on a costume to become a superhero or another characters. In my role play I start to pretend and putting play sequences together (e.g feeding a baby and putting them to bed)</p> | <p>-Read rhymes and stories regularly and help children remember and recall favourites</p> <ul style="list-style-type: none"> <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> </ul> | <p>Birth to 3<br/>DM links-<br/>CL, L,<br/>EAD,<br/>PSED</p> <p>OP&amp;L 30 months and 36 months</p>                                       |
| <p><b>Second point of reflection -</b> children take part in pretend play, making up and developing a story</p> | <p>I start to pretend play with other children (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>I look at books independently or with other children, holding them the correct way up. I begin to ask questions about stories and infer information from pictures.</p> <p>I can retell my favourite stories and rhymes</p> <p>I interact with Tales Toolkit when my teacher tells a story and make suggestions to help adults tell the story.</p>   | <ul style="list-style-type: none"> <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 the iPad and play it back to children (individually or in a group)</li> </ul>  | <p>Birth to 3<br/>MN links-<br/>CL, L,<br/>PSED, CL,<br/>EAD</p> <p>3 to 4 –<br/>PSED, L,<br/>EAD, CL</p> <p>OP&amp;L 42 and 48 months</p> |

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| <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>I start to use Tales Tool kit by myself to start to make up stories using this and other props</p> <p>I take on a role in my pretend play and may change my voice; the way I move etc to get into character.</p> <p>I can talk about stories that I like</p> <p>I can make predictions about unfamiliar stories</p> <p>I sometimes make up my own songs and sing to myself when playing</p> | <ul style="list-style-type: none"> <li>- Modelling Tales Tool Kit either at carpet time or during the session</li> <li>-Opportunities for singing and dancing daily</li> <li>-Core book display</li> <li>- Book area contains books that children like and are familiar with as well as new and interesting stories</li> <li>-Adults support with prompts, suggestions, and modelling story language.</li> <li>-Photos are taken and stories are scribed for children to keep and retell with others</li> <li>-Adults scribe stories and share them with the class</li> </ul> | <p>3 to 4<br/>DM links-<br/>L, EAD</p> <p>OP&amp;L 54<br/>and 60<br/>months</p> |
| <p><b>Final point of reflection-</b> Children can use Tale Toolkit or other resources to develop their own stories. They can tell their story to one or more people.</p> |  |   |   |