

Communication and Spoken Language Policy



Policy Document Status			
Date of Policy creation	10 September 2024	Chair of Governors	Gill Stubbs
Adoption of policy by Governing Board	25 September 2024	Executive Headteacher	Jenny Gascoigne
Inception of new Policy	26 September 2024	Governor/Staff Member Responsibility	Vicki Prinold and Linzi Garner
Date of policy review	26 September 2026	Day Care Manager	Shelley Thursfield

'Pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised'. DfE National Curriculum (2014)






The Nature of Speech, Language and Communication

The National Curriculum for English reflects the importance of spoken language in children's development. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing vocabulary and grammar and their understanding for reading and writing.







Our curriculum has a strong emphasis on spoken language to develop children cognitively, socially and linguistically. We believe positive communication helps children to build social relationships which provide opportunities for friendship, empathy and sharing emotions. Speaking and Listening are also modes through which learning occurs. We know that teaching speaking skills can make a huge difference to a child's confidence and capability.

We believe that good interactions between adults and children make a big difference to how well communication and language skills develop. We know that children benefit from being with responsive and enthusiastic adults who show an interest in talking with them. The number and quality of the conversation's children have with adults and other children throughout the day in a language rich environment is crucial to their development. They need to understand spoken language and have good spoken language (**see appendix 1**).




We believe good interactions use:

-  words
-  body language
-  facial expressions
-  actions
-  songs

We know that good language development is progressive, and children need to:

-  Understand spoken language
-  Understand and use vocabulary
-  Understand and use sentences
-  Understand stories and narrative
-  Use clear speech and understand grammar
-  Develop positive social interactions with adults and their peers

To ensure all our children achieve well we recognise the importance of:

-  An engaging and enriching curriculum
-  Quality first teaching and learning.
-  The effective use of formative assessment.

Curriculum

Our ambitious curriculum immerses children in progressive knowledge and skills and equips them with personal characteristics required to succeed in life.

Our curriculum considers that each child is unique and supports language development by ensuring they:

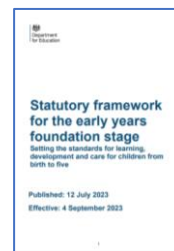
- ✚ are involved in playful, language rich environments full of stories, songs, rhymes, signs, talk and imaginative play with opportunities to learn new words.
- ✚ engage in hands-on experiences to encourage learning and provide contexts for new words to be explored.
- ✚ hear stories, read out loud so children hear how sentences are structured, how questions are formed and how language can be used to express a wide range of emotions and actions.
- ✚ are immersed in the flow of language to help them to develop their listening and comprehension skills, to lay the building blocks for effective communication.

Our curriculum is designed to take into account the legal requirements of the Early Years Foundation Stage Curriculum [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/statutory-framework-for-the-early-years-foundation-stage.pdf) and the Primary National Curriculum. [English programmes of study: key stages 1 and 2 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/english-programmes-of-study-key-stages-1-and-2.pdf)

Early Years Foundation Stage

Communication and Language

Listening, Attention and Understanding



Children at the expected level of development will:

- ✚ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- ✚ Make comments about what they have heard and ask questions to clarify their understanding.
- ✚ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Children at the expected level of development will:

- ✚ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- ✚ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- ✚ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Key Stage 1

Spoken language – Years 1 to 6

Pupils should be taught to:

- ✚ listen and respond appropriately to adults and their peers
- ✚ ask relevant questions to extend their understanding and knowledge
- ✚ use relevant strategies to build their vocabulary
- ✚ articulate and justify answers, arguments and opinions
- ✚ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ✚ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✚ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✚ speak audibly and fluently with an increasing command of Standard English
- ✚ participate in discussions, presentations, performances, role play/improvisations and debates
- ✚ gain, maintain and monitor the interest of the listener(s)
- ✚ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ✚ select and use appropriate registers for effective communication.

Quality Texts

The study and enjoyment of quality texts are at the heart of our English curriculum. We aim to develop children's deeper understanding of the English language and their literary heritage through the explicit teaching of 'storytelling' and learning quality texts 'by heart' as part of the 'Talk for Writing' teaching sequence. We have compiled a reading spine, a selection of 'essential reads' that will create a living library inside a child's mind.

- ✚ Reading stories aloud and sharing books supports children to develop language and understand new concepts.
- ✚ Encouraging children to notice pictures and understand words, will strengthen their language skills and widen their vocabulary.
- ✚ For children, feeling connected and secure is essential for learning, and the emotional warmth of storytelling can enhance their readiness to learn and absorb language.
- ✚ It's a shared activity that fosters closeness, trust, and mutual enjoyment.
- ✚ Interactive storytelling, where children are encouraged to ask questions, predict outcomes, or even contribute their own ideas, is particularly beneficial.
- ✚ This two-way communication fosters critical thinking and encourages children to use their own words to express thoughts and feelings. It's a safe and supportive environment for them to experiment with language, try out new words, and practice articulating their ideas

'Love, Laugh, Learn'

Resourcefulness, Resilience, Reciprocity, Reflectiveness

- ✚ Listening to, sharing and discussing a wide range of high-quality books with the teacher and other adults and to each other will engender a love of reading.
- ✚ By listening frequently to stories, poems and non-fiction children begin to understand how written language can be structured in order, for example to build surprise in narratives or to present facts in non-fiction.
- ✚ Children's vocabulary can be developed when they listen to books read aloud. Knowing the meaning of more words increases a child's chances of understanding when they read themselves.
- ✚ Listening to and discussing information books and non-fiction establishes the foundations for children's learning in other subjects.
- ✚ Through listening, children start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course they can draw on such grammar in their own writing.

Guidance

The school uses evidence-based research for developing the curriculum and for the professional development of teachers and support staff. Please follow the links for more information.

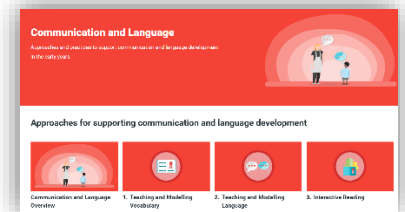
[Help for early years providers : Interactions \(education.gov.uk\)](https://www.interactions.org.uk/)

<https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language>

ICAN CHARITY

<https://www.stokespeaks.org/>

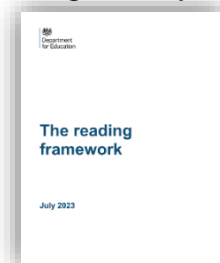
[Staged Pathway.pdf - Google Drive](#)



Communication Friendly Setting

Key staff have completed Elklan's Speech and Language training for Early Years. They have cascaded essential knowledge and practical support strategies they have learnt to the rest of the staff. **(see appendix 2).**

<https://www.elklan.co.uk/>



The Reading Framework

The reading framework guidance discusses the importance of talk and stories, and the critical links between these, especially the role stories play in developing young children's vocabulary and language. We have used this guidance to ensure teachers have expert knowledge **(see appendix 3).** [The reading framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/)

Planning

'Planning can be done in many ways but the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborative on understanding their beliefs of challenge and progress and work together to evaluate the impact of their planning on children's outcomes'
John Hattie (Report of the Independent Teacher Workload Review Group 2016)

We consider planning as the thinking process at the heart of teaching. It is critical and underpins effective teaching. Oral language opportunities are built into the medium-term planning for each subject area. Children build their vocabulary as they move through school. Technical vocabulary is included in the medium-term planning and progression documents. Planning is reviewed annually by subject leaders and teachers to ensure:

- ✚ Big questions are included to inspire discussion.
- ✚ Active, practical tasks are planned for hands-on experience.
- ✚ Planned opportunities for children to think critically and creatively to solve problems.
- ✚ A sequence of lessons is planned to build children's knowledge of content and conceptual knowledge.
- ✚ Subjects are fully resourced.

Teaching

We teach and promote spoken language, using a range of strategies and approaches including:

- ✚ Screening children to identify possible speech, language, communication and auditory difficulties and provide specialist support, where appropriate.
- ✚ Planning learning opportunities across the whole curriculum that expect and encourage full and active participation by all children.
- ✚ Promoting and encouraging the use of Standard English, where appropriate for audience and purpose.
- ✚ Encouraging talk at home through home learning opportunities.
- ✚ Using 'Talk Partners' and 'Sustained Shared Thinking' across the whole curriculum to develop children's talk, thinking and social skills, and ensure all children are positively engaged in their learning.
- ✚ Using the 'Talk for Writing' story-telling approach where children learn quality stories, poems and nonfiction texts 'by heart'. Children are then expected to use and apply the learnt language features and structures, embedded in the quality texts, in their own speech and writing, where appropriate.
- ✚ Using 'Book Talk' in Shared and Guided Reading sessions to develop children's oral, emotional and spiritual responses to quality texts.
- ✚ Planning regular opportunities for structured talk across the whole curriculum to develop children's social, moral, cultural, emotional and spiritual responses, particularly in PSHEE, RE and class 'Circle Time'.
- ✚ Ensuring regular opportunities to develop children's performance skills for a range of audiences, for example through Class Worship, Talk for Writing sharing during Worship and school drama productions.

'Love, Laugh, Learn'

Resourcefulness, Resilience, Reciprocity, Reflectiveness

- ✚ Making use of drama and role play opportunities throughout the whole curriculum.
- ✚ Planning class and group discussions and debates across the whole curriculum.
- ✚ Providing opportunities to take part in public speaking competitions and community events.

Speaking and Listening Rules

Rules for effective discussions are agreed with and modelled for children. There is an expectation that everyone takes part. Children are supported to consider the opinions of others.

Role Play and Drama

Role play and drama are an integral part of developing spoken language because it can help children to identify with and explore characters and try out the language they have listened to. Children are able to extend language with pretend play and acting out stories. Teachers offer props and ideas to deepen the learning. This may include imaginative play with small world resources such as dolls houses, farms or garages, open ended materials (those which can be used in more than one way) such as blocks or loose parts. Teachers encourage language development through creativity and problem-solving during activities like:

- painting
- exploring
- observing nature
- music

Vocabulary

We teach and encourage all children to have a wide and growing vocabulary through a range of strategies and approaches including:

- ✚ Sharing spelling lists/ key words to learn particularly the age-related spelling lists detailed in the DfE English National Curriculum (2014) and subject specific words explored in the curriculum themes.
- ✚ Collecting and displaying key words and phrases linked to the class reading of quality texts for children to 'magpie' and use in their own language and writing.
- ✚ Creating 'Talk for Writing' model texts that include new vocabulary for children to explore and use in their language and writing.
- ✚ Modelling the use of the correct vocabulary, including the use of Standard English, where appropriate.
- ✚ Explicitly teaching and exploring the language of questions and responses, for example, in Guided Reading sessions.
- ✚ Planning word-based investigations looking at patterns and word origins.
- ✚ Using dictionaries, thesaurus, and ICT.
- ✚ Exploring vocabulary choices and the effect they have on the reader through the analysis of model texts in Shared and Guided Reading and Writing sessions.
- ✚ Organising small group vocabulary intervention where required.
- ✚ Using key vocabulary resources within the classroom environment.
- ✚ Using a metacognitive approach to the teaching of vocabulary.

Vocabulary teaching will:

- ✚ Be active.
- ✚ Be progressive and systematic.
- ✚ Make links from known words.
- ✚ Develop an understanding of shades of meaning.
- ✚ Include instruction verbs.
- ✚ Include subject specific vocabulary such as accurate mathematical and scientific words.

New vocabulary will be taught at the beginning of the lesson, before learning that requires these words is needed. Key words for the lesson will be displayed for the duration of the lesson. Strategies used to pre- teach new vocabulary/

- ✚ See the word, hear it, say it
- ✚ Oral rehearsal of the word
- ✚ Exploring the word's shape and length
- ✚ Words linked to images
- ✚ Root words identified
- ✚ Definitions shared
- ✚ Prefixes and suffixes
- ✚ Examples of use within context (and non-examples)

Learning Environment and Resources

The school's expectations for learning are displayed to help children understand what is expected. Children are taught about 'how' to learn and 'learning power' characters are displayed as visual aids to help children remember the characteristics for learning. Classrooms also have visual aids to remind them of good skills for learning.



Parental Involvement

Learning at home: parents are the first and ongoing educators of their children, as such we ensure they receive information and support to develop their child's language development at home. (**See appendix 4.**)

[Help your baby learn to talk - NHS \(www.nhs.uk\)](http://www.nhs.uk)

[Ages and stages - Speech and Language UK: Changing young lives](#)

Home/School Partnership: we have an open-door policy and encourage parents to engage with their child's education at school and nursery.

Parental representation: we ensure parents have the opportunity to express their views and take these into account on policy matters affecting the education of their child. Parent Governors also bring a parent's point of view to our Governing Board meetings

Spiritual, Moral, Social, and Cultural (SMSC) development

The teaching of Speaking and Listening offers opportunities to support the personal development of our children. Groupings allow children to work together and discuss their ideas and feelings about their own work and the work of others in a sensitive way. They are given opportunities to collaborate and co-operate across a range of activities and experiences. Working collaboratively helps children to gain an understanding of themselves and others.

Special Educational Needs




All children (including those with SEND and/or English as an additional language) can use their established or preferred mode of communication. However spoken words are required to achieve the Early Learning Goal for Communication in Reception, the Year 1 Phonics Screening Check and for achieving the Key Stage 1 expectations for Reading and Writing.

Where a child has a SEND, teachers will work in partnership with parents as their child's first educator to identify the child's level of development. The school will work with other professionals to support a child's Speech, Language and Communication Needs (SLCN). Please follow the link to find out more on how to support a child's SLCN. [Communication and Interaction | Whole School SEND](#)

English as an Additional Language

We recognise and value linguistic diversity and we are inclusive of children whose home language is not English. However, standard assessments in Reception, Year 1 and Year 2 measure a child's competency in English. In such cases teachers will observe the child over time and seek input from the parents, and/or bilingual support assistants from the Multicultural Development Team (MDT), to be confident about what the child knows and understands.

Assessment

-  Every child entering nursery and Reception receives a home visit during the visit the teacher or key person will complete an Early Communication Screen (Stoke Speaks Out) 2-5 years. This helps teachers to identify any speech, language or communication gaps early.
-  An Early Talk Boost or Talk Boost screening will be completed for any child who have been identified as having Speech, Language or Communication Needs.
-  The Reception Baseline assessment also identifies any language or vocabulary deficiencies.

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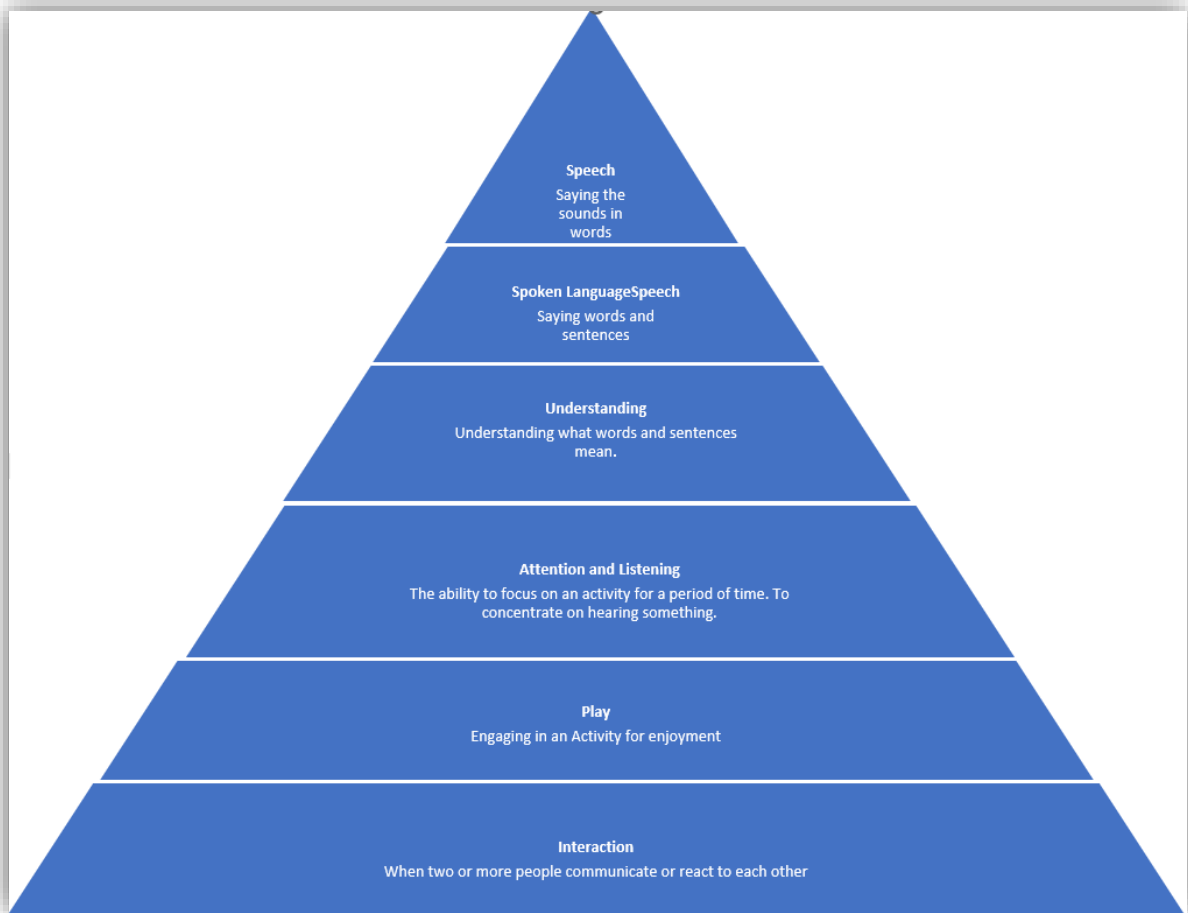
Resourcefulness, Resilience, Reciprocity, Reflectiveness

- ✚ Teachers will work with the school's Special Needs Coordinator to deliver an intervention programme if appropriate.
- ✚ The school has trained staff who can deliver specific intervention programmes to children SLCN.
- ✚ 2-year progress checks and Observational Check Points in Development Matters are used to ensure children's speech, language and communication is developmentally appropriate.
- ✚ Class teachers assess pupil's learning during every part of the lesson and are expected to adapt their teaching and planning to meet their children's needs and interests.
- ✚ National Foundation for Educational Research (NFER) assessments are used for summative assessments, these tests give a standardised score for attainment.
- ✚ Statutory National assessments are completed each year
 - Reception Baseline Assessment
 - Year 1 - Phonics Screening Check
 - Year 2 - Phonics Screening Check retakes
 - End of KS1 assessments (not statutory)

Monitoring

This policy will be reviewed as a minimum every 2 years by the subject leader. At every review, the policy will be approved by the full governing board.

Appendix 1: The Communication Pyramid



Speech	Language	Communication
Volume	vocabulary	Adapt communication style to suit situation and audience
Using Pitch	Understanding grammar	Conversations
Speech Sounds	Narrative structure	Take turns in conversations
Fluency	Use of grammar	Listen
Clear speech	Organised sentences	Use language to persuade, negotiate, predict, and account for consequences
		Understand non-verbal communication
Tone of voice	Inference	Use language to enable conflict resolution and collaboration
Intonation	Understanding meaning	
Stress on words	Verbal reasoning	

Appendix 2: Lanyard prompts; Top Tips for communication, Clever Questions and questions in developmental order.

10 top tips for Communication

1. Say name first
2. Repeat what is said
3. Use simple repetitive language
4. Extend what they have said
5. Wait, give time to respond
6. Model rather than correct
7. Use all senses
8. Use gesture, tone of voice, facial, expression
9. Be careful with questions
10. Have fun!

Clever Questions

- *Tell me about...*
- *What do you think?*
- *What would happen if...?*
- *Why do you think...?*
- *Can you show me...*
- *Why did you...?*
- *How do you know?*
- *How do you think we could...?*
- *I wonder if ...*

Remember to set a challenge



Questions in Developmental Order



We first understand:

- *Who?*
- *What?*
- *Where?*

We then understand:

- *Why?*
- *When?*
- *How?*

Appendix 3: Reading Framework

Reading Framework

THE IMPORTANCE OF TALK

High-quality talk and a language-rich environment are central to the approach to developing literacy. The quality of adults' interactions with children affects their vocabulary acquisition and cognitive development. Developing pupils' spoken language is integral to all subjects in the National Curriculum and EYFS so that they can articulate their understanding, develop their knowledge, and build the vocabulary they need to support their learning.



READING IS A CATALYST

Reading for pleasure is associated with higher levels of literacy achievement. There is also a relationship between cognition and motivation, proficiency and motivation in reading. Those who are good at reading do more of it; they learn more and expand their vocabulary and knowledge. This enables them to understand more of what they read. For those who read less, or who find reading difficult, the opposite is true. Reading more makes children more academically able.



VOCABULARY ACQUISITION THROUGH TALK

High-quality adult interactions and purposeful experiences can build children's vocabulary size. The report provides an example for how a visit to a fire station might unleash the teaching of semantic fields linked with some of the key information. For example, by talking of fire, pupils would learn and connect words such as blaze, flames, heat, smoke, plumes and extinguish. This supports later reading by helping children comprehend texts when they see such words.



THRIVING ON REPETITION

By re-reading stories to children, teachers can deepen the children's familiarity with a story and increase their emotional engagement. Re-reading allows children to hear new vocabulary over again, which helps them commit the meaning of new words into their long-term memory. Additionally, children have new opportunities to connect with characters and their feelings, and to relive the excitement and emotion of stories.



DEDICATED TIME FOR STORIES, POEMS AND RHYMES

There should be a dedicated story time each day as well as a dedicated poetry or singing time in Reception and Year 1. This should be a priority. Extra small-group storytimes can be used as additional inputs for children with speech, language and communication needs. Schools should encourage parents to read aloud to their children and to provide opportunities for children to read at home.



THE LANGUAGE OF STORIES

Listening to stories enables children to encounter vocabulary they are unlikely to hear in everyday speech (Tier 2 vocabulary). Teachers can support this vocabulary acquisition by explicitly explaining the meaning of new words and providing additional examples of their usage to enforce their meaning. Listening to stories also allows children to hear a wider range of sentence structures which not only supports their grammatical understanding, but also the bank of sentences they can draw from when they come to speak or write.



BOOK CORNERS

The quality of the books in a book corner is what makes a difference - as beautiful as the decorations may be. Book corners should enable children to browse the best books, revisit ones they have been read to in class, and to borrow books to read or retell at home. Every child should be able to spend time in the book corner, where they should also be able to share books with each other. The focus should always be on making a big difference to children's reading habits.



ADULTS MODELLING SPEAKING AND LISTENING

Adults can plan to develop children's vocabulary through everyday experiences. This can include adding adjectives and adverbs into interactions so that children begin to expand their word knowledge and understand them in a greater range of contexts. Children should also be explicitly taught what good listening is like, both through direct instruction and through teacher modelling. Good listening should also, of course, be reinforced and rewarded with praise.



PARTNER TALK

Children benefit from being taught how to talk to a partner, speaking in complete sentences and taking turns as appropriate. Children should be taught to speak to each other in sentences and to listen to each other's ideas. Teachers can use these interactions to assess what children know, as they listen in to their discussions and give feedback. Pairs can then be selected to share their responses with the group.



NO HANDS UP

The practice of asking for children to raise their hands to share can reduce the opportunities for interaction. It can limit the number of children who the teacher 'hears', exclude children who raise their hands and aren't heard, and suggest to children who don't raise their hands, that they don't need to participate. Over time, the difference between interactions of those who raise their hands and those who don't, grows the language gap that we want to eliminate.



CHOOSING BOOKS TO READ ALOUD

Teachers should choose books which engage children emotionally. Young children care about what their teachers think about the stories they read. The report gives a guide of how to choose books to ensure children are presented with a wide range of stories from a wide range of contexts. There should be a 'core' set of stories for each year group which reflects a wide range of backgrounds and contexts, which can be supplemented by teachers' choices.



SYSTEMATIC PHONICS INSTRUCTION

Schools should implement a systematic phonics programme. There is not enough space here to capture the full importance of phonics, but it is important to point out that fidelity to a systematic programme, with the implementation monitored by the school's leadership team, is one of the most effective ways of teaching all children how to read and write. Decodable books allow children to practise and memorise their learning from phonics lessons, so that they build their accuracy, fluency and confidence with their phonics knowledge.



CHILDREN WITH SEND

The framework quotes a range of recent research findings which supports the teaching of systematic synthetic phonics for children with SEND. Teachers will have to adapt the pace of instruction, based around their understanding of a child's unique needs and profile; however, all children should be considered as being able to learn to read using a phonics programme.



Appendix 4 Storytelling Techniques for All Ages-parent advice

Below we explore how to adapt the storytelling experience to meet the developmental needs and interests of children as they grow.

For Babies (0-1 year)

Technique: Soft, melodic storytelling with lots of facial expressions and gentle gestures.

Why it works: Babies are fascinated by the human voice and face. Using expressive tones and animated expressions captivates their attention and begins to introduce them to the rhythm and sounds of language. This early exposure lays the groundwork for language learning.

For Toddlers (1-3 years)

Technique: Interactive storytelling with simple, repetitive phrases, and opportunities for toddlers to join in.

Why it works: Toddlers love repetition because it helps them predict what comes next, making them feel secure and engaged. Encouraging them to participate, even with simple sounds or gestures, promotes language development and keeps them actively involved in the story.

For Preschoolers (3-5 years)

Technique: Use of vivid imagery, character voices, and props to bring stories to life.

Why it works: Preschoolers have active imaginations and can understand more complex narratives. Using different voices for characters and incorporating props makes the story more engaging and stimulates imaginative play, enhancing their narrative skills and vocabulary.

For Early School Age (5-8 years)

Technique: Incorporating questions, predictions, and moral lessons into the storytelling.

Why it works: Children at this age are capable of more abstract thinking and can understand cause and effect. Asking them to predict what happens next or discussing the moral of the story encourages critical thinking and reflection. It also helps them to connect the story to their own experiences, enriching their understanding and empathy.

For Older Children (8+ years)

Technique: Shared storytelling where the child is encouraged to contribute to the story, either by taking turns to tell parts of it or by deciding what happens next.

Why it works: Older children have the language skills and creativity to co-create stories. This collaborative approach fosters creativity, boosts confidence in their storytelling abilities, and enhances their understanding of narrative structure. It's also a fantastic way for them to practise expressive language and delve into more complex themes.

From Listening to Telling: Encouraging Children to Become Storytellers

Every child has stories to tell. Encouraging your child to narrate their day, invent tales, or describe an imaginary friend fosters creativity and confidence in using language.

Start with prompts related to their interests or use story cards with pictures as cues for creating their own tales. The joy and pride they find in storytelling will fuel their desire to explore and use language more deeply.

Here are some tips to facilitate this process:

Encouraging Storytelling Skills

Start with Shared Storytelling

Begin by telling stories together. You can start a story and ask your child to come up with what happens next. This shared storytelling approach makes the process less daunting and shows them that storytelling is simply sharing ideas and imagination.

Use Prompts

Give your child story prompts to spark their creativity. These can be as simple as a picture, an object, or a starting sentence like, "Once upon a time, in a deep, dark forest..." Prompts provide a starting point from which their imagination can take off.

Encourage Everyday Storytelling

Encourage your child to tell you about their day in the form of a story, including details about what happened first, next, and last. This not only helps in structuring their narratives but also in seeing the storytelling potential in their everyday experiences.

Create a Story Bag

Fill a bag with random objects or pictures and let your child pull out items to include in their story. This fun activity requires them to think creatively about how unrelated elements can fit into one narrative.

Ask Open-Ended Questions

While listening to their stories, ask open-ended questions that encourage them to expand on their ideas, such as, "What does the magical tree look like?" or "How

does the hero solve the problem?". This shows interest in their story and stimulates further creativity.

Praise Efforts

Praise their efforts, not just the story's content. Highlighting their creativity, imagination, and bravery in sharing their story reinforces their confidence and enthusiasm for storytelling.

Enhancing Storytelling Techniques

Provide a Variety of Books

Expose them to a wide range of books, including different genres and styles. This broadens their understanding of narrative possibilities and enriches their vocabulary, providing more tools for their storytelling arsenal.

Storytelling Games

Engage in storytelling games that have rules for constructing stories, such as story dice or collaborative story-writing apps. These games provide structure that can make storytelling less intimidating for beginners.

Model Storytelling

Share your own stories, especially ones that relate to your experiences or make-believe tales. This models the joy and creativity of storytelling, encouraging them to try it themselves.

Encourage Visualisation

Encourage them to close their eyes and visualise their story before telling it. This helps in making the narrative more vivid and engaging, both for the storyteller and the listener.

Tips for Using Books to Teach Storytelling

Read Aloud Together: Books designed with simple, engaging narratives are perfect for young readers. Reading aloud helps children understand the flow of a story and introduces them to the structure of beginning, middle, and end.

Encourage Recitation: Once your child is familiar with a story, encourage them to recite it back to you. This can be done by looking at the pictures and remembering the narrative.

Discuss the Story: After reading, talk about the story. Ask your child what they liked, what they didn't understand, or how they felt about the characters' decisions. This encourages critical thinking and deeper engagement with the narrative.

'Love, Laugh, Learn'

Resourcefulness, Resilience, Reciprocity, Reflectiveness

Create a Story Together: Use the themes or characters from the book as a springboard for creating new stories together. You can take turns adding sentences to build on the story, encouraging your child to use their imagination and creativity.

Practice with Phrases: Books with repeated phrases incorporated frequently are an excellent resource for practising conversational English. Encourage your child to use these phrases in their own storytelling, enhancing their conversation ability.