

You Can... Encourage creative responses to stories

In addition to using pictures for sequencing, you can employ a variety of other strategies to consider ideas and events in stories. As well as recreating the events that happened in a story, you can envisage alternative events and create new characters; you can explore what might have happened if something had been different; you can get to know the characters and settings in quite different ways. Giving children opportunities to experience alternative events in stories can be a powerful motivator in helping them to want to have these experiences for themselves as readers.

Thinking points

- How can you persuade children to want to become readers themselves? Creating, nurturing and feeding a desire to read need to be your top priorities as a teacher. As well as teaching children reading skills you need to initiate a passion for reading in your children. To do this you have to ensure that children understand why people read and realise the pleasure they can gain from reading. This may be a more difficult challenge than teaching phonics.
- In order for children to fully experience books, they need to learn that stories go 'beyond the page'. Good writers create and weave the magic of the story so that the reader wants to enter the world of the story.

Tips, ideas and activities

- Make time everyday to read good quality stories to your children. The end of the day may not be the best time for this as children may be tired. Why not make an additional time in the day for active reading where you can develop a joined response to the stories you read?
- Make a collection of toys from car boot sales and the corners of the classroom to create resources for some of your favourite stories. It won't matter to the children if the resources are out of scale with each other, or that some are old and others are new: children enjoy manipulating toys as they retell and relive stories.
- Make opportunities for your children to paint and draw in response to a story. Can they paint a setting based on information in the story? Can they draw or make different versions of a character so that they can decide which one they like best?
- Listen to a story and agree on some music that adds to the emotional engagement of the listener. Try reading the story with the music playing softly in the background. *At what point in the story does the music need to change? How is the change signalled in the text?*



in the story does the music need to change? How is the change signalled in the text?

- Create opportunities for drama. This is a key strand running throughout the revised *Framework for Literacy* and however much you may like or dislike drama, your children will benefit from opportunities to use their entire bodies to create a character and role play events from the story.