

Contents

Literacy Superheroes	6
The importance of literacy	6
Reading	11
The importance of reading.....	12
Brain development and reading.....	13
Why is English the hardest language to learn?	16
Supporting boys' reading	17
Types of material read by gender in 2011	18
Differences in reading attainment	19
The history of storytelling	20
Technology and social media	22
The benefits of storytelling	24
Storytelling skills	25
Making stories exciting and fun	26
The magic of storybooks	27
Book awards	29
Types of books.....	31
Illustrations.....	33
Creating exciting reading spaces.....	34
Story sacks.....	37

Story boxes	41
Oral storytelling boxes	42
Story stones.....	45
Supporting parents.....	46
Book lending libraries.....	47
Conclusion	49
Writing	50
Developing successful writers.....	50
What do we mean by motor skills?.....	51
Gross motor development	51
Identifying physical development stages for writing	52
Developing fine motor skills.....	56
Mark making.....	58
Symbolic representation.....	59
Stages of writing development	60
Scribbling.....	60
Mark making resources.....	64
Mark making surfaces	65
Environmental print	66
The adult's role.....	70
Supporting a resource-rich environment.....	71
Home learning – supporting literacy.....	73

Conclusion 80

DO NOT COPY

Story stones



Story stones can be used to tell and develop stories. They can be bought or made using paints, stickers, pens, photographs or natural materials such as grass and sand to create textures.

Story stones can be used in a variety of ways to inspire children.

Group story telling – sit together with all of the stones in view to tell the story or you may hide the print face of the stones and turn them over as the story progress to introduce new characters and events.

Individual story stone activities – place your story stones on a 'create a story' table with small world people, animals, play dough, music or musical instruments for children to explore the objects and to create their own stories.

Partnerships with parents - create story stone bags and send them home with children or provide story stone kits to parents so that they can create 'family stories or favourite celebration stories' which the child can retell in the setting.

Experienced story tellers – ask each child to choose a stone out of the bag. Each child has to weave their chosen stone character/event into the story narrative.

Supporting parents

There is an abundance of research that tells us that parental involvement in a child's learning can have a significant impact on their development with positive effects that last into adulthood. Parents hold a wealth of information about their child. It is the practitioner's job to ensure they develop a positive relationship with parents and families to enable a two-way sharing of information and achievements.

Reflection.

Reflect on your partnerships with parents.

- What percentage of your communications involve you giving information to parents and what percentage is parents sharing information with you?

In an ideal world, there would be a 50:50 sharing information cycle. If this is not the case with some of your parents, then think about ways in which you can improve this (see