



Exciting Ideas for your Story Boards

by
Chapel Street Nursery School
and Children's Centre



When thinking about how to extend our story area, our main aims were to:

- Provide a resource that encourages Communication, Language and Literacy skills.
- Provide a resource that is focussed around the children's interests within nursery and at home.
- Provide a resource that provokes enthusiasm and excitement for each child.

We felt the best way to encourage children to take a more active role in our story area was to provide a resource that could be personal to them. With this in mind we decided to provide the children with opportunity to place themselves into story situations.

We also agreed that we needed to find out what makes stories exciting for children so through circle times and small groups we discussed the children's interests – their favourite stories, favourite television characters and settings/themes of stories that interest them.

How is this activity integrated into our story area?

The photos are kept in boxes in the story area and the story board is out at all times. Practitioners often sit with the children as part of a focused activity. Practitioners are there to write the story onto a story recording sheet. Once the child has told their story the practitioner asks the child if they would like to draw a picture to go with their story, if they don't then the child is able to take a photo of their storyboard. This is then put together, laminated and added to the catalogue of children's stories available in the story area for the children to access. A copy of their story is also added to their individual profile.

What will we need?

A Digital Camera – Take photos of the children in various poses.

A Printer – Print and cut out the photos.

Access to the Internet – Search for and print pictures of characters, backgrounds, objects etc

A Laminator and Laminating Pouches – Laminate all pictures for sustainability.

Velcro – Add Velcro to the back of the pictures.

A Story board/Surface that Velcro will stick to.

Card – Stick a copy of the child's story onto card with either a photo or drawing.

We write the children's stories as they are told even if they are grammatically incorrect. We have found by doing this the children are able to hear the sentences back and correct themselves when the stories are being read.



How will we extend this activity?

Drawing pictures – We will encourage the children to draw pictures to be laminated and added to the storyboards.

Children to Take Photos – We will give the children the opportunity to take photos of what they want in their stories e.g. features of their environment.

Story Maps – We will involve the photos of the children and objects in a story map session to enable the children to make stories in a range of ways.

Dictaphones – We would like to implement Dictaphones into the story area for both practitioners and children to record and playback the stories.

Areas of Learning

We have found our new approach to story boards to be a great tool for covering many areas of learning. Here are a few examples.

Communication, Language and Literacy

CLL1a - Learn new words very rapidly and are able to use them in communicating about matters which interest them.

CLL1i - Build up vocabulary that reflects the breadth of their experiences.

CLL1o - Have confidence to speak to others about their own wants and interests.

CLL2f - Use talk, actions and objects to recall and relive past experiences.

CLL4b - Listen to and join in with stories and poems, one to one and in small groups.

CLL4c - Begin to be aware of the way stories are structured.

CLL4d - Suggest how the story might end.

CLL5a - Distinguish between the different marks they make.

CLL5e - Use writing as a means of recording and communicating.

Personal, Social and Emotional

PSE1a - Show their particular characteristics, preferences and interests.

PSE1g - Display high levels of involvement in activities.

PSE3a - Learn social skills and enjoy being with and talking to adults and other children.

PSE3b - Seek out others to share experiences.

PSE6c - Make connections between different parts of their life experience.

Knowledge and Understanding

KU1b - Use others as sources of information and learning.

KU1d - Describe and talk about what they see.

KU4d - Remember and talk about significant events in their own experience.

KU6a - Are interested in others and their families.

Problem Solving, Reasoning and Numeracy

PRN2g - Use own methods to work through a problem.

PRN3c - Are beginning to understand variations in size.

PRN3f - Observe and use positional language.

PRN3h - Show interest in shape by sustained construction activity or by talking about arrangements.

PRN3u - Describe solutions to practical problems, drawing on experience, talking about own ideas, methods and choices.

Creative

CD1g - Talk about personal intentions, describing what they were trying to do.

CD4a - Begin to make believe by pretending.

CD4c - Use available resources to create props to support role play.

CD4f - Introduce a storyline or narrative into their play.

CD4h - Play cooperatively as part of a group to act out a narrative.

Physical

PD3c - Engage in activities requiring hand-eye coordination.



Have Fun!

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