

Focus plan for Communication, Language and Literacy	
(Communication)	Activity - Story-making activity
Date -	
Learning intention To promote communication skills, by the development of a simple story.	
Resources A selection of items or pictures to stimulate ideas - could be either themed or random selections. For example, a selection of garden implements, seeds or bulbs to produce a story about growing plants.	
How the activity will be carried out In small groups in a quiet area of the setting, children should be given the opportunity to examine the objects to decide on their use, then the process can be started by asking a question such as 'What do you think might happen with these things?' Encourage the children to talk about what might be going to happen, modelling its development into a simple story format. Write down the resultant story, encourage the children to provide illustrations (with their own captions) and produce a book for further discussion in the reading area. Over time, the children may develop quite a little library of their own stories!	
Questions to ask/Language to use What are these things? Where would we use them? How do we grow it? What would we do with it when it's grown? Language - big, small, trowel, rake, hoe, sieve, watering can, hose, compost, peat, soil, dig, hole, plant, water, sun, rain, warm, cold, grow, measure, tall, taller, shoot, root, colours. Beginning, middle end.	
Differentiation (Birth to Three) Provide just a few items, telling a short story yourself to model the activity. Ask the children for ideas to help your story along.	Extension Ask the children to find their own items about which to tell a story - or ask them if they can make one up 'from their heads'. Encourage them to record their story, pictorially if they want, with captions written by them or scribed by the adult.
Evaluation	

