



Pori Drwy Stori Practitioner Toolkit

My Book

Pori Drwy Stori is the national programme for Reception-aged children in Wales, brought to you by Booktrust Cymru, funded by the Welsh Government to help support literacy and numeracy in the classroom and at home. As part of the programme, every child in your Reception class will receive a copy of the My Book resource.

My Book has the look and feel of a professionally-produced book and will make your class feel like real authors. It has been designed to develop pupils' skills in mark making and writing. It is a very flexible resource, to be used in the ways that will best suit the needs of your class and the abilities and interests of your pupils.

Some teachers choose to use My Book to help pupils begin to develop their own stories; others use it to collect drawings, words and ideas about different topics and activities. Pupils can write in it, draw in it, stick pictures in it... You and your class should use the resource in the way that will work best for you.

This toolkit is packed with fun ideas for lessons and activities using the My Book resource, and they are inspired by teachers from across Wales.

At the end of each activity you will find a section highlighting some of the links to the National Literacy and Numeracy Framework (LNF) and the different outcomes for Reception pupils in Oracy (O), Reading (R) and Writing (W). Activities can be easily differentiated and adapted to suit your pupils, especially when it comes to the level of writing expected. Many of the activities involve a lot of oracy work, using speaking and listening work as a starting point to get pupils talking about and sharing ideas for their My Book before writing and mark making.

We have included suggestions in the toolkit for using My Book to link to activities at home and helping to develop a home-school link. Some schools have successfully engaged parents / carers in Pori Drwy Stori in a number of ways, from displaying photos and posters where they can see them and posting messages on Twitter and the school website, to holding activity sessions, launch meetings and celebration events for parents to attend. We have included a letter template in this toolkit to help send messages home.

'When we look to the international testing, there's some evidence to show it's the countries where parents get involved in the children's education which are the most successful. If we're to improve our standing internationally that's got to happen in Wales as well.'

Huw Lewis. The Minister for Education and Skills, April 2014.

The interactive toolkit is broken down into three sections:

- 1) **Getting Ready:** tips on how to get started with the My Book resource.
- 2) **Hide and Sheep activities:** activity ideas.
- 3) **Celebrating:** suggestions on how to review the term and celebrate your successes.

Contents

Click the page headings below will take you to each activity.

Please note that these activities are not intended as an exhaustive list and you will no doubt have other ideas that will work well in your school. This toolkit aims to give you some ideas to help you make the most of My Book – every child and every school is different. Feel free to develop and adapt the ideas here. Most of all, we hope that you and your pupils have fun with the Pori Drwy Stori My Book.

Getting ready

Ways to prepare to use the resources3

My Book activities:

What's in a My Book?4

About the author5

Rainbow cloud6

Picking a setting for a story7

Main characters8

Writing workshop9

Sentence structure10

Finding words for characters11

Problems and resolving12

Giving Compliments13

Dear...14

In the hot seat15

Story sacks16

My Book – Our Book!17

We've lost our pencils!18

Homes for characters19

Story Maps20

Templates:

• Story Map21

• Letter template23

• Characters24

• Locations25

Celebrating:

Ways to celebrate your My Book achievements22

Getting ready

You've received your Pori Drwy Stori resources and are preparing to use My Book. Here are some things to think about to help you get started.

Deciding on your My Book approach:

My Book is a very flexible resource and teachers have used it with great success in many different ways. There are no wrong ways to use it – it's about finding what's right for your class and your school. How long will you spend on My Book? It often works best when used over a number of lessons and weeks so it can develop over time.

- Will you focus on one story in My Book or use it for collecting a number of shorter pieces?
- If you choose to focus on one story, will you base My Book on a story pupils know (e.g. a fairy tale) or will you use it to get them to create their own stories?
- Shorter pieces could include different pages about pupils' own lives (e.g. me, my home, my town / village, things I like) or link to a range of things you study in class. Other options include using My Book as a form of diary for the term.
- How will pupils fill the book – writing, pictures, collage etc?
- How can you use My Book to develop the link between home and school? It could fit in with some homework activities, and there are a lot of ideas in this toolkit to help give you ideas.

Create a buzz:

- Talk about the resources and the activities on your school website and / or social media pages.
- If you send newsletters home, remember to include Pori Drwy Stori updates!
- Put information on posters around the school that update parent and carers with news about what pupils have been doing with My Book.
- If you use Parent Mail, you could send regular updates about Pori Drwy Stori activities in lessons.

Informing parents:

- Ensure that every parent / carer understands what My Book is, why it's important and how they can help their child get the most from the resource.
- If you've already used Pori Drwy Stori resources, some parents will probably be familiar with the programme. However, many schools still find it very useful to inform parents about the programme at the start of each term and explain the focus and activities.
- Some schools have a Parents' Meeting at the start of term and explain Pori Drwy Stori then. Others show resources in Parents' Evenings or make posters to display on the doors.
- Use the letter template at the end of this toolkit to send letters home to parents / carers to let them know about Pori Drwy Stori and the activities you have planned for this term.
- Share our website with parents so they can get more information: www.poridrwyystori.org.uk.

Whole school documentation:

How can you make sure Pori Drwy Stori is embedded in your Whole School Documentation?

- The programme could link to:
- Learning and teaching policy
- School aims
- Parental involvement policy
- Homework policy
- Self-evaluation report (1.2.2 1.2.3 2.1.2 2.1.3 3.1.3 3.3.1)
- School brochure

What's in a My Book?

My Book is designed to look like a professionally-published book, including key features such as title, name of author and illustrator, cover and blurb. Use this activity to help pupils make links with their My Book and books they have read and to get them excited about using the resource.



Instructions



1. Spread out a number of books on the table. It helps if these are books the children already know e.g. story books that you have read or information books in the class.
2. In small groups, talk to pupils about what the books have in common e.g. pictures, titles, words. Some pupils might spot features such as the author's name and the price. You could guide the discussion with questions such as 'what's the book called? How do we know?'
3. Show the pupils the blank My Book resources. Ask them if they can find some of the features you have identified on the other books on the My Book.
4. Explain that pupils will be writing their very own My Book and will be real authors! Make this real by getting them to write their own names on their My Book.

Resources required:

- A selection of books, ideally ones pupils know
- Copies of My Book

LNF links

Learners are able to:

- Exchange ideas in one-to-one and small group discussions, e.g. with friends (O).
- Show an interest in books and other reading materials and respond to their content (R).



About the author

Use a photo of pupils or a self-portrait to create an 'About the author' page in their My Book resource. This activity starts in the classroom and can then be used at home to involve families and share facts about your class.



Instructions



Tip: It helps if the teacher creates their own 'About the author' page first with the class. This will help pupils to have confidence to complete the activity at home.

1. Place the photo or self-portrait in the centre of an A4 page (it can be a separate sheet to stick into the My Book later).

2. Draw lines coming from the picture and at the end of each line give answers to questions such as:

- What colour are my eyes?
- What I am good at?
- What hobbies do I like to do?
- What is my favourite food?

The questions can be pictures, simple words or even images from magazines.

3. Pupils can complete some spaces in class, but leave some spaces free to be filled in at home. Questions for home could include:

- What am I good at?
- Who do I live with?
- What does my house look like?

4. When the 'About the author' pages come back to school from home, ask children to talk about them and share their biographies.

5. The pages can then be added to pupils' My Book resources.

Resources required:

- Paper
- Crayons
- Pictures from magazines
- Example picture – teacher's own
- Template letter – send a letter home explaining what you would like the families to do with the activity and how it links to My Book

LNF links

Learners are able to:

- Talk about things from their experience and share information (O).
- Convey meaning through pictures and mark making (W).
- Copy and write letters, words and phrases (W).



Rainbow clouds

Use 'Rainbow clouds' to explore descriptive words and inspire pupils before they complete the 'About the author' page in their My Book.



Instructions



1. Prepare in advance some cut out cloud shapes for each child and four or five different-coloured strips of paper to hang from the bottom of each cloud.
2. Ask pupils to write their name in the middle of their clouds.
3. Ask pupils to draw pictures about themselves (e.g. portraits, things they like) or to write words to describe themselves. You could discuss simple adjectives and ways of describing things in advance to help pupils select words.
4. Attach the rainbow strips to each cloud.
5. Pupils can talk about the things they have drawn and the words they have chosen in small groups. (NB You may prefer to ask pupils to talk about themselves and choose words for each other in pairs or small groups before they choose what to put on their rainbow strips.)
6. Hang the clouds from the ceiling or on a display board – and, of course, ask children to choose one to put in their My Book!

Resources required:

- Paper or card cut into cloud shapes
- Coloured paper cut into strips
- Crayons, pencils etc
- Glue

LNF links

Learners are able to:

- Use words, phrases and simple sentences (O).
- Express what they like and dislike (O).
- Convey meaning through pictures and mark making (W)..

Picking a setting for a story

Have fun talking about ideas for where stories can take place. Encourage your pupils to come up with ideas for settings, thinking about what might happen in different places and comparing settings.



Instructions



1. Display pictures of different settings around the classroom. These could include a castle, a beach, a forest, a busy town, the North Pole and even the moon!
 2. Ask children to talk about the different settings in small groups. Ask them to talk about what they can see and what might happen there. Put children into small groups to talk about each place, and ask them to come up with their own places too. Use prompt questions such as:
 - Which is your favourite place?
 - Where would you most like to go?
 - Who might live there?
 - Why would a character in a story go there?
 - What could happen in that location? (Think about fun things, exciting things, dangerous things and scary things!)
 3. Ask children to think about other places where stories could take place, too.
 4. Pupils should now be excited about different possible settings and may even have ideas for their own stories now. You could ask them to draw their chosen setting in their My Book and even write some words about it, too.
 5. You could also talk about why settings are important in stories – questions such as ‘what would happen if an elephant was in the middle of the town?’ or ‘how might a lion feel in the North Pole?’ could be enjoyable for pupils!
- Tip: You could also use objects to suggest settings and to make pupils guess the places e.g. a pebble for the beach, a crown for a palace.

Resources required:

- Selection of images of different locations – there is a template at the end of this Toolkit to help you
- box of objects that represent different settings

LNF links

Learners are able to:

- Exchange ideas in one to one and small group discussion, e.g. with friends (O).
- Express what they like and dislike (O).

Main characters

Get your class talking about the characters from stories that they already know, and then get them thinking about characters for their own stories!



Instructions



Show your class pictures of characters from stories that they already know. These could be typical characters such as a princess or a wizard, or characters from books you have read in class or television.

Tip: You could also use objects and ask pupils to guess who they might belong to e.g. an eye patch for a pirate, a fireman's helmet etc.

2. Now help your class think of characters for themselves by showing different objects and asking which characters they might belong to. Have fun and get the class to be as imaginative as they can – a crown might belong to a King, or to a thief who has broken into the castle!

3. Ask the children to start thinking about who the main character in their story will be. Use prompt questions:

- Is it a boy, girl an animal – or something else?
- What do they look like: what is their hair colour, are they tall or short, fat or thin?
- What sort of clothes do they wear?
- Are they happy or sad, naughty or nice, funny or angry?

Once the children have chosen a character, they could try to guess each other's. You could ask them to draw a picture of the other child's character.

Tip: If children find it difficult to choose a character, you could provide a selection of different pictures to help give them more inspiration. They could then guess each other's character from clues given by looking at all the pictures.

4. Ask pupils to draw their characters in their My Book. More able pupils could write some words or sentences to describe them, too.

5. You could also ask groups of children to sort their characters, choosing how to group them e.g. all the girls together, all the animals together, all the happy characters etc. Talk about why the characters belong in the different groups.

Resources required:

- Selection of images of different characters – use the templates at the end of this Toolkit to help you
- A box of objects that represent different characters

LNF links

Learners are able to:

- Exchange ideas in one-to-one and small group discussions (O).
- Talk about things from their experience and share information (O).
- Show that they have understood others e.g. by drawing a picture (O).

Writing Workshop

It's always useful to spend time of practising holding pencils – here are some fun ways to help children get the grip right.



Instructions



Explain to children how to hold a pencil, with their index fingers and thumbs. Here are some of encouraging children to hold a pencil correctly, using their index finger and thumbs.

- Ask children to make an OK sign with their fingers. Then ask them to open their finger and thumb slightly, and with their other hand slip the pencil between their finger and thumb. The pencil should now be in the correct writing position!
- If you have any spare socks – you could ask parents to bring in old socks – cut two holes in them for index fingers and thumbs to poke out so that the other fingers remain inside the sock. This helps children to practise writing using only their thumb and index finger.
- Place pencil in front of your pupils on a table and ask them to pick it up by pinching the pencil tips with their index and thumbs only – this way they can practise using those two fingers as grips. You could even make this into a game – how many pencils can you pick up in thirty seconds, or pick up all the red pencils etc.

Once pupils have grasped how to hold their pencils, they can then have fun writing or making marks. Remember, it doesn't matter if they can't write letters or words yet; as long as they can assign meaning to their marks then that's a great first step!

Resources required:

- Pencils
- Paper

LNF links

Learners are able to:

- Hold writing implements appropriately (W).
- Write from left to right (W).
- Convey meaning through pictures and mark making (W).

Sentence structures

This activity helps pupils arrange words in sentences in the correct order – great practice for completing the My Book!



Instructions



1. Show your pupils a selection of words that make up a sentence – it works well if the words are on different pieces of card to move around.

Keep the sections short and simple, for example:

the ball.

dog

played

with

The

The dog played with the ball.

2. Ask if pupils can work out what needs to come at the start and end of the sentence – show them the capital letter and full stop clues.

3. Once the sentences are complete, ask pupils to copy them into homework books or My Book resources (you could ask them to stick them in if writing will be too challenging) and ask them to draw pictures to illustrate them.

Resources required:

- Example sentences, cut up into sections
- Work books
- Glue
- Crayons / pencils

LNF links

Learners are able to:

- Show an awareness of full-stops when reading (R).
- Read simple words...captions and texts (R).
- Recognise the alphabetic nature of writing and understand that written symbols have meaning (W).
- Begin to sequence words, signs or symbols appropriately (W).
- Distinguish between upper and lower case letters (W).

Finding words for characters

Use a group discussion to talk about characters and share good words to describe them.



Instructions



1. Pick a character that the children will know e.g. someone from one of the stories you have read as a class. It helps if you have a picture of the character.

2. Talk about the character as a class by asking questions like:

- What do they like to do?
- Are they good or bad? Happy or sad? Lazy? Quiet or loud?
- What do they want to do in the story?
- Would you like to meet them? Would you like to play with them? Why / why not?

Use the questions as a starting point for finding words to describe the character and write these down on the board or on cards.

3. If the words are on cards, ask pupils to match them to pictures of other characters.

4. Ask the children to use some of the words when they are talking about their own characters and writing their My Book.

Resources required:

- Paper or cards / white board
- Blue tack
- Pictures of characters – you could use the template at the end of this Toolkit

LNF links

Learners are able to:

- Use words, phrases and simple sentences (O).
- Exchange ideas in one-to-one and small group discussions, e.g. with friends (O).
- Read simple words such as consonant-vowel-consonant words (R).
- Copy and write letters, words and phrases (W).

Solving Problems

Use Circle Time or small group discussions to explore situations with problems from different points of view. This is a great way to develop empathy and to start thinking about characters and plots in stories. The activity also fits in well with the PSD Social Development and Wellbeing themes.



Instructions



1. Create some scenario cards for pupils. Such as :

- 'Your friend won't let you join in a game'
- 'You are lost and feeling afraid'
- 'You have told a lie to someone at home'
- 'Your best friend has done something wrong'

These can be based on your class topic or as part of a PSD program. Alternatively, you could choose situations from stories you have read or which the class know as the basis for your discussions.

2. In small groups, talk to pupils about how they and other people might feel in this situation and the different things they could do. Use this to explore how the problems could be solved.

3. In small groups, talk about how these problems could be solved and scribe what the pupils say. Once ideas have been generated, discuss with the pupils how each scenario might play out.

4. If you have been thinking about different characters, you could ask pupils what different characters might do in the situations to help them use empathy.

5. Pupils can then use these ideas in their own stories. They could draw a picture to show one of the problems and write key words around it in their My Book, or write some simple sentences about what happens and how the characters feel.

Resources required:

- Scenario cards – real life or from stories the children know

LNF links

Learners are able to:

- - talk about things from their experience and share information (O)
- - use words, phrases and simple sentences (O)
- - speak audibly (O)

Collaboration and Discussion

- exchange ideas in one-to-one and small group discussions, e.g. with friends (O)
- Take part in activities alongside others, with some interaction (O).

Giving Compliments

It's important to know what makes a person special. Compliments are a great way of showing people what makes them great. This activity begins in class and is then taken home and completed at home by parents or guardians. Pupils will focus on telling each other what they like about each other, either how they look or their personality.



Instructions



1. Choose one pupil every day to be the person who receives the compliments. This could be the Helpwr y dydd / Helpwr heddiw, or you could make it into a special additional role.
2. At some point throughout the day (preferably just before home time) ask the pupils in the class to think of one thing that they like about that child, something they think she or he is good at or something they want to thank that pupil for etc. You may want to focus on one type of compliment to begin such as 'things they did well today' or 'things they do to help' and develop these throughout the term.
3. Use a simple Compliments Sheet to record three compliments given by pupils (teacher scribed), one space for the class teacher to give that child a compliment and then finally a space for someone at home to write a compliment about the pupil that evening (to be returned to school the next day to be shared with the class).
4. The compliments can become a page in My Book or could be added to the 'About the author' section.

Resources required:

- Compliments sheet
- Pens / pencils

LNF links

Learners are able to:

- Talk about things from their experience and share information (O).
- Use words, phrases and simple sentences (O).
- Speak audibly (O).
- Exchange ideas in one-to-one and small group discussions, e.g. with friends (O).

Dear...

Why not send a letter to a character from a story your pupils know well? This is a really adaptable task depending on the abilities of your class.



Instructions



1. Ask your class to pick a story they know well. This could be a chance to discuss and vote to make a decision together you all use the same story/theme for your My Books.
2. Talk about the things that happen to that character and questions you might want to ask him or her.
3. Decide with the class what you will write to your character – it might be a 'thank you letter' for saving the day or asking a question.
4. Choose the way of 'writing the letter' that suits your class's ability. You could write a template and ask them to complete certain words, ask them to write the letter using words or pictures and / or use this as an opportunity for shared letter-writing with the class.
5. As an extension to this activity, pupils could write a letter as a character to another character within the story, such as baby bear writing to Goldilocks saying sorry for making a mess?

Tip: You could get pupils even more excited by starting the activity with a letter they have received from a character – write the letter yourself to persuade them it's true!

Resources required:

- Ideas of characters the children could write to – there are pictures to help at the end of this toolkit
- Paper
- Crayons / pencils

LNF links

Learners are able to:

- Take part in activities alongside others, with some interaction (O).
- Contribute to a form modelled but the teacher, e.g. through shared writing (W).
- Compose and dictate a sentence describing events, experiences and pictures to communicate meaning (W).

In the hot seat

It's time to get in the 'hot seat' and be a character from a story! This exercise is a great way to encourage discussions that contribute to the oracy curriculum, but more importantly, it's fun and creates opportunities for learning and laughter through play.



Instructions



1. Identify the 'hot seat' – it could simply be one chair, or you could decorate a space to make it feel really special.
2. Pick someone to be 'in the hot seat' – they must take on the role of a character from a story. They could choose the character themselves or you could show a picture from a storybook that you've been reading. You could also use one of the Pori Drwy Stori characters in the pictures at the end of this toolkit.
3. The rest of the class need to ask the person in the hot seat 'yes or no' questions. Of course, the person in the hot seat can only answer 'yes' or 'no'.
4. The class need to guess who the person in the hot seat is. To make it harder, limit the number of questions they can ask.

Tip: It might work best if you sit in the hot seat first and let pupils ask you questions so they know what to expect.

Resources required:

- 'Hot seat'
- Imagination
- Pictures of characters – illustrations from books or the Pori Drwy Stori characters at the end of this toolkit
- Imagination!

LNF links

Learners are able to:

- Ask questions about something that has been said (O).
- Show that they have listened to others (O).
- Make meaning from visual features of a text, e.g. photos (R).

My Book story sacks

Create a story sack for the classroom based on your My Book stories. You could also send story sacks home - sending fun, story-related items back home for families to enjoy together bridges the home and school gap by allowing them to explore stories together and helps parents play a part in My Book.



Instructions



1. Collect objects to suit your chosen stories that will fit in bags. You could link the story sacks to My Book by:

- Making sacks for the different Pori Drwy Stori characters
- Making sacks to link to stories you are linking to My Book
- Making sacks to link to school trips or other things that children are writing about in My Book

2. In the classroom, use the sacks to help pupils talk about different stories and to play, retelling the stories in their own words. They could also use the objects to create new stories for My Book!

3. Use the letter template at the end of this Toolkit to explain what the bag is for to parents / carers. Include some tips for families with ideas of how to use the items, such as:

- Ask your child to explain what the different items are and why they are important;

- Ask your child to tell you the story in their own words;
- Have fun acting out parts of a story using the items in the sack;
- Draw pictures of their favourite characters – then talk about why they chose them;
- Talk about different endings of stories, such as ‘what would have happened if Red Riding Hood didn’t visit her Grandma that day...?’

4. If possible, take photos of the class using the My Book story sacks to make a Pori Drwy Stori wall display – or to add to the My Book!

5. Pupils could draw pictures of items for their story, like the contents of a story sack, in their My Book.

Tip: Remember to write a label for bags going home with all the items listed so parents / carers know what they need to return!

Resources required:

- Objects related to characters and stories e.g. fancy dress items, props, toys
- Sensory materials linked to stories e.g. blue cloth for the sea, rough paper for a beach
- Other items linked to stories e.g. pictures to colour, even a cd of the story being read
- Colouring pages to go with the story
- Template letter – included at the end of this toolkit

LNF links

Learners are able to:

- Talk about things from their experience and share information (O).
- Join in, repeat or memorise rhymes, songs and stories with some support (O).
- Retell stories in a simple way (R).

My Book – Our Book!

There are many ways in which parents / carers and other family members can get involved in helping to write My Book. Co-authoring some pages is a really exciting way of getting children and families working together outside school.



Instructions



Ask parents / carers to contribute to My Book and help their child to complete a page. Some ideas are:

- Set pupils a challenge to interview someone at home and writing a page about them in My Book. You could use the 'About the author' activity idea and ask pupils to draw a picture and add words, or you could create a simple questionnaire to take home. The whole class could write this together, deciding what questions they want to ask.
- Set a drawing challenge – for someone at home! Pupils need to tell their story to someone at home and that person needs to draw a picture that can be stuck into My Book.
- Use simple surveys to explore some of the wider themes My Book can present – pupils could find out the favourite books, characters and settings of people at home, then share the responses in class.
- Photocopy a page from My Book and set a homework task asking children to complete it with someone at home. You could give specific instructions (e.g. find or draw 3 pictures that link to your story and write 3 words for each one) or make the task very open. You could then glue the pages into My Book.

Resources required:

- The template letter at the end of this toolkit will be very helpful here.

LNF links

Learners are able to:

- Talk about things from their own experience and share information (O).
- Show that they have listened to others (O).
- Retell familiar stories in a simple way (R).

We've lost our pencils!

Encourage children to engage in meaningful mark-making activities in the outdoor environment.



Instructions



1. Introduce the activity by linking it to a character from a familiar story. Explain that your character has left a treasure box hidden somewhere in the outdoor area.
2. Send the children outside to explore and find the treasure box. You could make clues or ask them to hide the box for each other to make it more fun.
3. Once the box has been found, ask children to predict what might be inside.
4. Open the box and share the contents – a letter from the character to the children! Depending on the ability of the children, encourage them to read any familiar words. Make sure that the letter asks for a reply.
5. Ask the children what they need to be able to reply to the letter. Eventually, they will say 'pencils'. Remind them that you are outside and ask how they will reply when they have no pencils!
6. Encourage children to write their responses using the natural resources in the sand, mud, grassy areas or chalk their responses on the playground. Encourage children to 'read back' their responses.
7. Invite children to use natural resources to complete a page in their My Book!

Resources required:

- Natural materials that can be used for mark making – sticks, feathers, stones
- Treasure box and letter from a character

LNF links

Learners are able to:

- Take part in activities alongside others, with some interaction (O).
- Convey meaning through pictures and mark making (W).
- Show understanding of different formats, e.g. cards, letters (W).
- Hold writing instruments appropriately (W).
- Discriminate between letters (W).

Homes for characters

In small groups explore the outdoor environment looking at different natural materials and their textures. Encourage pupils to talk about how the different materials look and feel before creating various rubbings.

Discuss why some of these natural materials would be good to use to create a 'home' for your main character in your story.



Instructions



1. Show small groups of children photographs of natural materials.
2. Ask the pupils to talk about and describe what they can see. Ask them to talk about the colours and what they think the materials would feel like.
3. Take each group in to the school garden or local outdoor area to see if they can find any of the natural materials from the pictures.
4. Ask the pupils to feel the materials – were their guesses right?
5. Have fun creating a rubbing using paper and wax crayons.
6. Discuss the colours, textures and shapes seen when exploring the different materials. Prompt children with questions such as:
 - Which natural materials you like / dislike?
 - Why would your character use these materials for their home?
 - What would your characters home look like?
7. Pupils could stick the rubbing into their My Book and add words or pictures – either to suit their story or simply as a record of what they have done. For example, if the stories take place in a forest, they could make bark rubbings to show the trees.

Resources required:

- Pictures of natural materials (bark, sand, leaves, stones, leaves, branches etc)
- Natural materials – best if they match the pictures
- Paper and crayons for making rubbings

LNF links

Learners are able to:

- Exchange ideas in one to one and small group discussion, e.g. with friends (O).
- Use appropriate vocabulary in and through play activities (O).

Story Maps

Story maps are a great way for students learn the elements of a story. By identifying characters, setting, the problem and a solution, pupils will be able to build their own stories. A basic story map focusing on the beginning, middle and end of a story is a good starting point for Reception children.



Instructions



1. Start by building a story map for the class for a story they have read in class. Start by asking them to think about what happened at the start of the story – use prompt questions to identify who was there, where they were etc. Include as many details as you can – the weather, time of day.

Alternatively, you could talk about a story map you have prepared yourself. You could use pictures and key words and see if the children can guess the story.

2. Get children talking about what happened 'next' i.e. the middle of the story. Talk about changes and things that happened e.g. did they go anywhere else? Who else did they talk to? What happened next? Explain that this is the middle of the story.

3. Talk about what happened at the end of the story and add this to your map.

4. Once pupils understand the idea of a story map, you could ask them to sort pictures and / or words on to blank story maps to practise exploring ideas of sorting.

5. Now it's time to create your own story maps – creating a whole class story map is great fun, asking children to contribute ideas for the stages of your map.

6. Provide each student with a blank template and ask them to draw pictures to go in each section of their own story maps. More able pupils may want to add words, too, but starting with pictures will encourage children to have a go at telling you their story, which will make the writing and mark making part easier.

Resources required:

- Interactive White Board or large sheet of plain paper
- An existing story map (many are available for free from the internet)
- Individual sheets of paper with story map templates

LNF links

Learners are able to:

- Exchange ideas in one to one and small group discussions, e.g. with friends (O).
- Retell familiar stories in a simple way (R).
- Begin to sequence words, signs or symbols appropriately (W).
- Contribute to a form modelled by the teacher, e.g. through shared writing (W).

Story Map

Name

Draw or make in each section

Beginning



Middle



End

Celebrating

There are many ways of celebrating your pupil's achievements with My Book. After a term of hard work and fun, they should have their very own books ready to share with friends and family. It's definitely a time to celebrate!

Here are some ideas for celebrating My Book in your school. Remember that you don't have to wait until all the My Books are finished to start celebrating. You could invite parents to class to hear 'work in progress' updates or share what you've done so far in a mid-term assembly. This could also help inspire pupils to keep going with their My Book.

My Book library

There are many ways of displaying the completed My Books. One fun thing to do is make a 'class library'. Display the books on book shelves – even in the school library itself! – so pupils get a real sense of themselves as writers.

Hold a library session where pupils can 'borrow' each other's My Book to read it. You could invite parents / carers to come to the library session and read the books, too.

This could also be a great opportunity to make links with your local library. Could you display the My Books there, so pupils feel like real authors – and get a chance to visit the library?

My Book assembly

Assemblies are a great way of making children feel special and celebrating achievements. Pupils could show the school a page from their My Book – some might even want to read a page out loud!

If a whole school assembly isn't right for your class, have a classroom-based celebration instead.

My Book Book Club

Invite parents / carers to your 'My Book Book Club'. Pupils can share parts of My Book with them and they will have a chance to learn more about what the class have been achieving.

Certificate ceremonies

Certificates are a lovely way to recognise pupils' achievements and give them something concrete to take home. They can be given out in assemblies, class award ceremonies, or when parents are in school e.g. you could invite parents / carers to

come ten minutes early at the end of the day for a certificate ceremony.

You could create an 'I'm an author now!' certificate for pupils once they have completed My Book. Children could also create certificates for each other, or for parents / carers who have helped them complete their My Book. The emphasis here is on the 'Thanks' to strengthen family involvement and engagement.

My Book dedications

Show pupils a number of books with dedications at the front. Explain what a dedication is and ask pupils to write a 'thank you' for their My Book – ideally to someone at home who has helped them with the task.

Show and tell sessions

Host sessions where children have a chance to show off their My Book to their class mates. You could even ask them to have 'author interviews' where pupils ask each other questions about how they completed their My Book.

Pupil feedback

Find out what pupils most enjoyed about My Book. Put pictures of different things you did on the wall and ask them to draw a smiling face on the things they liked (and a sad face on the things they didn't like!). You could add some numeracy: give them three stickers to put on the things they liked best – they can put three stickers on one thing or spread their stickers across different activities.

Parent evaluations and results display

You may wish to design a simple survey to use with parent / carers to find out which was their favourite My Book home activity. You could also use the evaluation to find out what the families enjoyed doing and being involved in to help plan future work, as well as to find out what they think their children gained from the overall experience.

Tell us about it! We love hearing about your experiences with Pori Drwy Stori. If you'd like to share what you've done with the My Book resource or give us some feedback about the programme, please contact poridrwystori@booktrust.org.uk

Pori Drwy Stori

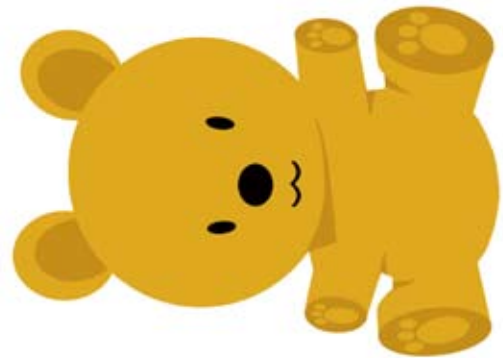
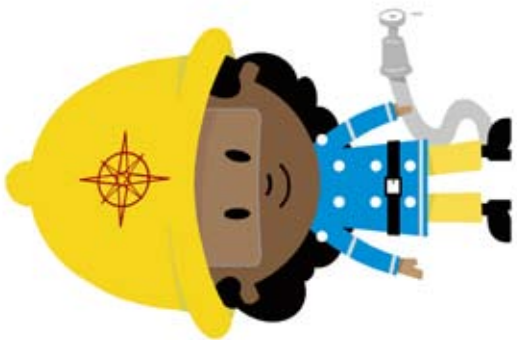
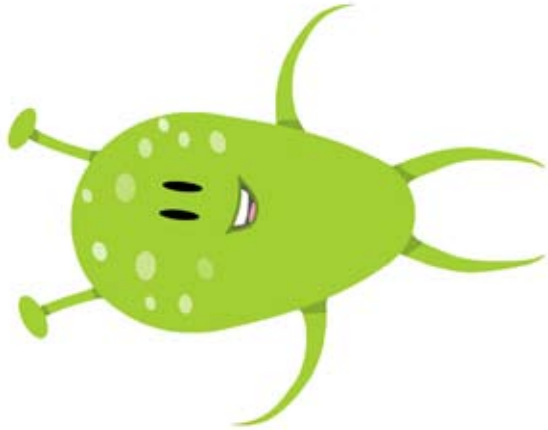
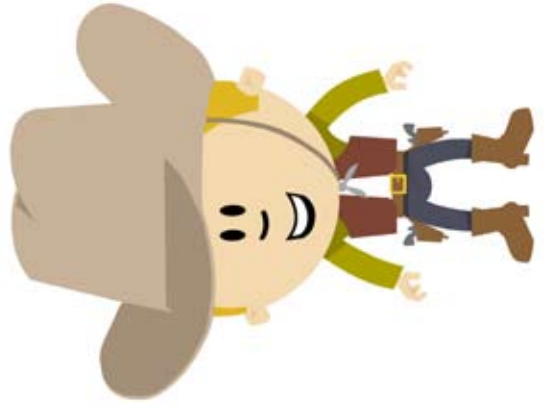


Dear Parent/Carer,

Insert your text here

Pori Drwy Stori is the national programme for reception-aged children in Wales, brought to you by Booktrust Cymru, funded by the Welsh Government to help support literacy and numeracy in the classroom and at home.

www.poridrwestori.org.uk



Characters

Here are a selection of images of different characters – use them as prompts to help your class pick a scene for their story/activity.



Scenes

Here are a selection of images of different locations – use them as prompts to help your class pick a scene for their story/activity.