



May Park Primary School reflected on Dimensions 3 and 5 to inspire children to be story tellers and writers.



We are thinking of more ways that children can write for a purpose- here is our wishing tree!

As part of this we have reflected on how story structure, character and problem solving through play supports narrative understanding, which in turn contributes to children's emergent writing. We have been developing supportive resourcing such as storytelling prompts, open ended resources and child-led writing invitations.

At May Park we look to seek out high-quality pedagogical frameworks, and practice reflective engagement to ensure that writing provision is continually reviewed and shaped by current thinking and research.

Practitioners demonstrate creativity and reflective innovation using Tales Toolkit as an inspiration for independent writing opportunities.



Valuing all writing and mark-making is very important to us and the children- children can add their work any time they wish for everyone to see!





These approaches support the characteristics of effective learning and support children to be curious, motivated and thoughtful learners.



We have a big focus on imaginative play and actively encourage children to become story-tellers. 'Tales Toolkit' has equipped children with a strong understanding of story-telling elements and developed their confidence to become imaginative and fun story-tellers.

Using a Bristol Standard Birth to Five Framework question like the one below could help you begin your reflective, quality improvement journey...

Consider your current cohort of children. How has your curriculum evolved across the year as you meet the needs of your unique children and community?

How has this changed compared to previous years?

Dimension 3: The Reflective and Researchful Practitioner

Dimension 5: Play and Learning Experiences

