



Let's Learn Together

Helicopter Stories– 31st January 2023

What does the EYFS Curriculum Expect?

The EYFS Curriculum for Communication and Language is broken down into two areas:

- Listening, Attention and Understanding
- Speaking

What does the EYFS Curriculum Expect from 2-3 year olds?

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| 2-3 Years | <ul style="list-style-type: none"> Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. |
| | <ul style="list-style-type: none"> Listen to other people's talk with interest but can easily be distracted by other things. |
| | <ul style="list-style-type: none"> Listen to simple stories and understand what is happening, with the help of the pictures. |
| | <ul style="list-style-type: none"> Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. |
| | <ul style="list-style-type: none"> Understand and act on longer sentences like 'Make teddy jump' or 'Find your coat'. |
| | <ul style="list-style-type: none"> Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). |

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| 2-3 Years | <ul style="list-style-type: none"> Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. |
| | <ul style="list-style-type: none"> Use the speech sounds p, b, m, w. Are usually still learning to pronounce: <ul style="list-style-type: none"> - l/r/w/y - f/th - s/sh/ch/dz/j |

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| 2-3 Years | <ul style="list-style-type: none"> Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. |
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3-4 year olds?

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| 3-4 Years | <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. |
| | <ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" |

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| 3-4 Years | <ul style="list-style-type: none"> Use a wider range of vocabulary. Sing a large repertoire of songs. |
| | <ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. |
| | <ul style="list-style-type: none"> Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: <ul style="list-style-type: none"> some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. |
| | <ul style="list-style-type: none"> Use longer sentences of four to six words. |
| | <ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult |


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| | <p>or a friend, using words as well as actions.</p> <ul style="list-style-type: none"> Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." |
| 3-4 Years | <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. |

4-5 year olds?

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| Reception | <ul style="list-style-type: none">Understand how to listen carefully and why listening is important. | Reception | <ul style="list-style-type: none">Listen attentively, move to and talk about music, expressing their feelings and responses. |
| | <ul style="list-style-type: none">Engage in story times. | | |
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| | | | <ul style="list-style-type: none">Learn rhymes, poems and songs. |
| | at school and at home. | | |
| | <u>ELG: Listening, Attention & Understanding</u> | Children at the expected level of development will: <ul style="list-style-type: none">- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;- Make comments about what they have heard and ask questions to clarify their understanding;- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. | |
| <ul style="list-style-type: none"><i>Listen to and talk about stories to build familiarity and understanding.</i> | <u>ELG: Being Imaginative and Expressive</u> | Children at the expected level of development will: <ul style="list-style-type: none">- Invent, adapt and recount narratives and stories with peers and their teacher.- Sing a range of well-known rhymes and songs.- Perform songs, rhymes, poems and stories with others, and –when appropriate- try to move in time with music. | |

4-5 year olds?

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| Reception | | | <ul style="list-style-type: none">• Connect one idea or action to another using a range of connectives. | | <ul style="list-style-type: none">• Develop social phrases. |
| <ul style="list-style-type: none">• Use new vocabulary through the day. | | | <ul style="list-style-type: none">• Describe events in some detail. | | <ul style="list-style-type: none">• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Use new vocabulary in different contexts. |
| | <ul style="list-style-type: none">• Ask questions to find out more and to check they understand what has been said to them. | | <ul style="list-style-type: none">• Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. | | <ul style="list-style-type: none">• <i>Listen to and talk about stories to build familiarity and understanding.</i> |
| | <ul style="list-style-type: none">• Articulate their ideas and thoughts in well-formed sentences. | | | | <ul style="list-style-type: none">• <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i> |
| <div>ELG: Speaking</div> <div>Children at the expected level of development will:<ul style="list-style-type: none">- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</div> | | | | | |



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PRIMAR



What is Helicopter Stories?

- In its simplest form, Helicopter Stories lets children dictate their stories which are written down verbatim, exactly as they are told, by an EYFS or Key Stage 1 practitioner. The children then gather around a taped out stage and the stories are acted out.
- Alongside the simplicity of this approach is an ethos that is child-centred, creating a culture of curiosity and wonder at the dexterity of children's imaginings during both the telling and the acting out of their stories.



Key principles

- The stories must be written down verbatim and grammar and inaccuracies not corrected.
- When the story is acted out the children are invited up in order around the circle, they do not pick what they want to be.
- The children do not need to join in if they do not want.
- The adult can encourage children to show them how a child might do something ("Can you show me how a bird might fly?") but must not show the children suggested movements.

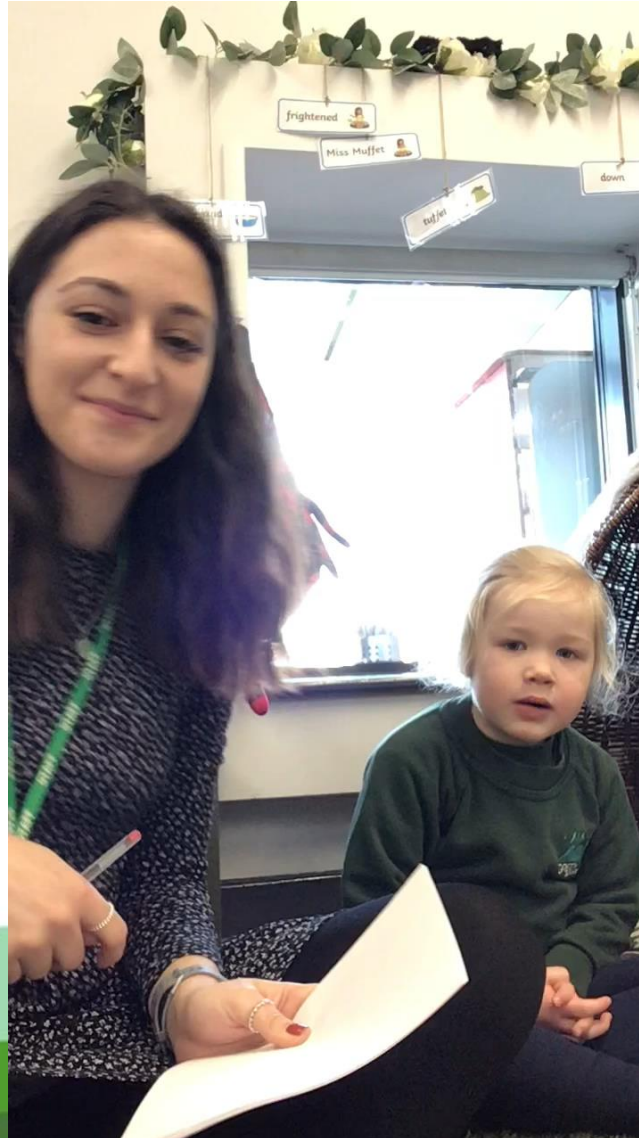
The Benefits:

- An inclusive, whole-class approach which values every child's contribution;
- Facilitates high levels of engagement;
- Creates confidence and self-assurance;
- Supports the development of speaking skills as children express and share their ideas;
- Helps to develop accurate, active listening skills and understanding;
- Supports co-operative and collaborative and creative learning;
- Develops positive relationships within a shared storytelling experience;
- Allows children to explore early literacy and the power of words as they see their stories come to life, and develop their ability to use and adapt language to communicate;
- Offers children a bridge into the world of creative writing as they begin to see the links between the oral stories they compose and the words on a page.

How this works in Little Berries



How this works in Little Acorns- taking a story.



How this works in Little Acorns- acting the story.



How this works in Reception-taking a story.

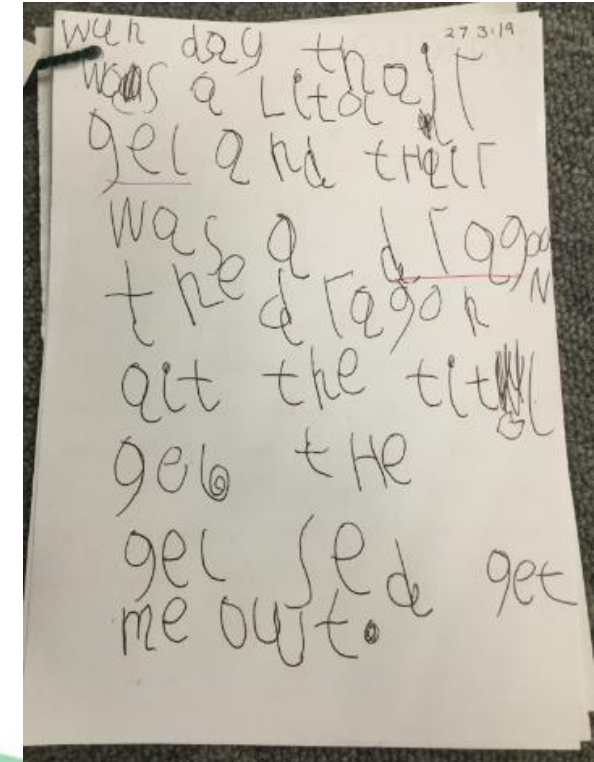
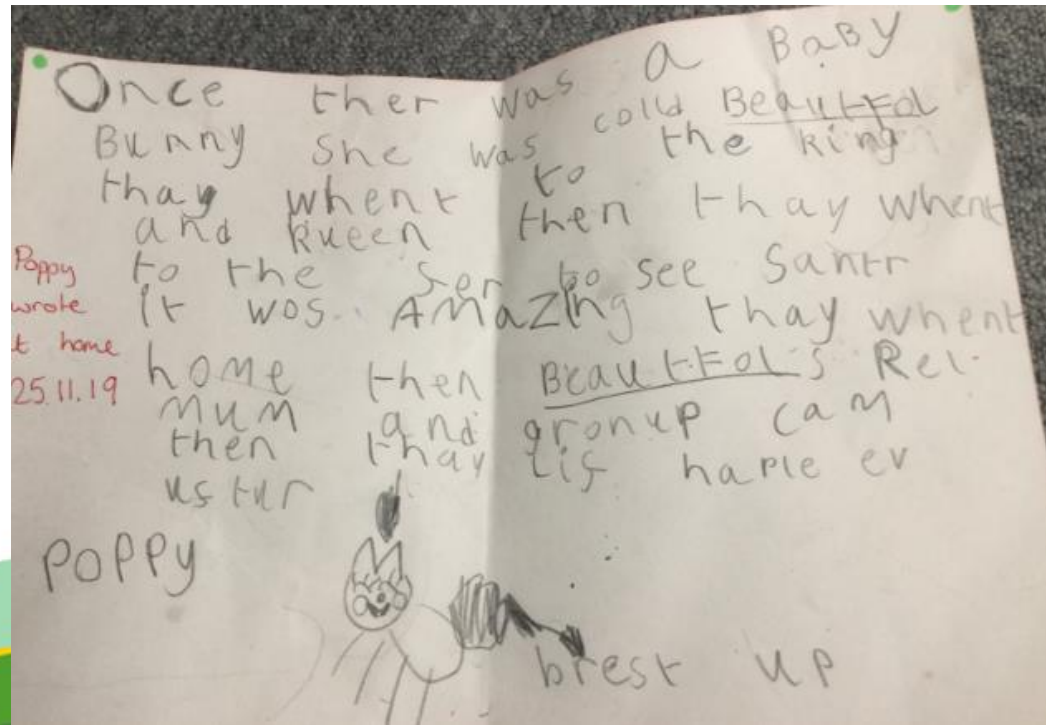
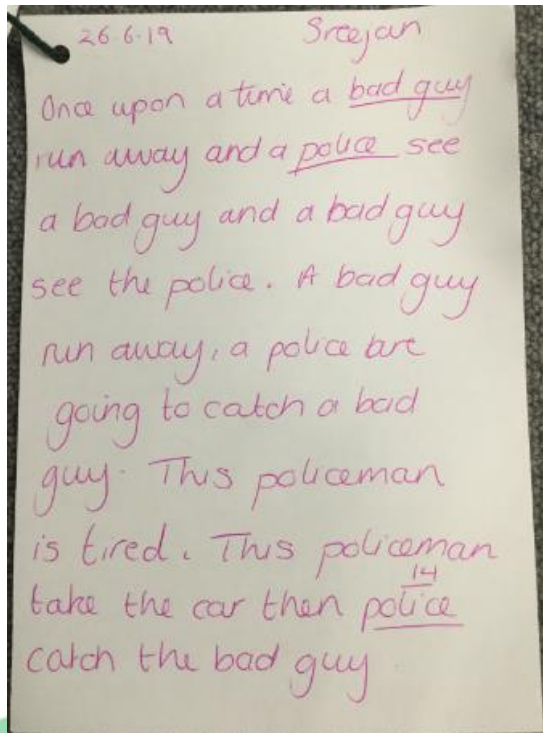


How this works in Reception- acting the story.



What impact have we seen so far?

- Increased confidence
- Rapid improvement in communication and language especially for our children with SEN and EAL
- Greater engagement in story telling and writing



How can you do this at home?

- Encourage children to tell you stories either verbally or with you scribing. Remember to write the stories verbatim and not to correct the children.
- Ask the children to work with siblings/other family members to act out the story.
- Praise good acting and use of body.
- Read lots of stories to the children to allow them to build on their bank of story ideas.
- Do not show the children how to do certain things, encourage them by asking: 'I wonder how you could show me you are flying/jumping/happy.'