

ATIVE
ES IN
MARY
ATION

ON NOT BE ING A
TREE

ONAL
E UOB
ATION

THE LEARNING SPACE

Value Continuum

Stop Go Clap Jump

Partner Interviews

Story Soup

In the city of Rome/Brighton/Leeds

Listen to the story

321 Reduction

The bare bones


AND THEN...

STORYTELLING AND YOUR CLASSROOM

- Character Walk
- Retell the story from another perspective
- Link to your year group
- Role on the wall
- Draw/make/paint a scene from the story
- What would you do next?

THE JOURNEY NORTH

- An old man is weary after his travels. As he enters a forest, he is shown great kindness and hospitality. But can we sometimes give too much to help others?

- A beautiful and thought-provoking story from India.



TELLING STORIES

Clare Murphy and Michael Rosen telling stories together.

A BBC Word of Mouth Interview to listen to after the session.



CURRICULUM AND ASSESSMENT REVIEW FINAL REPORT

"Respondents also called for more specificity in oracy and Drama, recognising these as beneficial for life and work.

Although requirements for speaking and listening and Drama exist in the current English Programmes of Study, responses to the Call for Evidence highlighted that lack of specificity can lead to variation in the quality of teaching.

Ofsted also found that spoken language is not always well understood or taught effectively. We therefore recommend that, throughout the English curriculum, requirements for speaking and listening are given greater clarity and the curricular aims and outcomes are better specified. This should be supported by the creation of an oracy framework to give further guidance (see oracy)."

THANK YOU

YOU HAVE PERMISSION TO BE PLAYFUL

TIME FOR QUESTIONS

