University of Wales Trinity Saint David

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Level 7

How does the use of visual aids during story telling support children in retelling the story in a foundation phase classroom?

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Student Self Evaluation Form

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)				x		
2. Intellectual Skills (Analysis)			x			
3. Pedagogic and Professional Applications (Practical Application and Deployment)				x		
4. Key Transferable Skills			x			

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I felt that I used a good range of literature around my subject and linked it to my research and own practice well.	In some cases I feel I could have been more critical with my evaluation. In some cases I was still unsure on referencing, particularly in the reference list.

Content page

	Page number
Aim and Purpose of Research	4
Research Context	4
Literature Review	5
Methodology	8
Ethical Considerations	12
Lesson Study	13
Discussion	18
Conclusion	20
Recommendations	22
Reference List	23
Appendix	27

Aim and Purpose of Research

Story telling plays an integral role in most classrooms and supports children's learning in many different ways, including language and imagination skills (Ellison, 2010: 21). Reading stories to children is something I have always enjoyed and as Ellison suggests it has many positive effects on children's learning. While on Professional Teaching Experience (PTE), I spent 6 weeks in a nursery class and this is where I became particularly interested in the use of props and visuals aids. In the nursery we would often use puppets when talking to the children, especially during circle time. I noticed that the children seemed to enjoy listening to and engaging with the puppets. I wanted to develop this idea further and incorporate it with story telling. The aim of this active research study was to improve our practice as teachers. In particular, we looked at the use of visual aids during story telling and the effect this has on children's learning when re-telling the story.

Research context

The lesson studies took place in two Foundation Phases classrooms in English medium primary schools. The first school, School A, is in a rural area of Powys. After amalgamating two schools early this year it now has 95 children on role, with ages ranging from five to eleven and the free school meals (FSM) percentage for the school has been identified as 9.8%. This lesson study took place in the reception class that has 17 pupils, one teacher and one teaching assistant.

The second school, School B, is in a small town in the Torfaen Local Authority. It currently has 304 pupils on role ranging from three to eleven. Approximately, 37.7% of the pupils are eligible for FSM and 34% have been identified to have additional learning needs (ALN). This second study took

place in the morning session in the nursery class that has 23 children, one teacher and two teaching assistants.

Both my research partner and I were particularly interested in story telling and aware of the benefits in reading stories to children. Through discussions we decided that our lesson studies would aim to explore the effect of using visual aids, for example puppets, when telling stories to a class of children. We decided that the best way for us to measure the children's understanding of the story was through a story re-tell linked with a sequencing activity. This was carried out in small groups following the reading. For each class this meant that the children all listened to the story as a whole class and then carried out small tasks in their set groups following this.

Literature review

Story telling and reading to children at a young age is generally agreed to have positive effects on children's learning and overall development. Duursma *et* al. (2008: 554) support this suggesting that reading aloud to children through shared book reading has a direct link to improving the child's emergent literacy skills. Children who have developed good emergent literacy skills prior to learning to read and write are likely to have more success in future when reading and writing for themselves (National Early Literacy Panel, 2008). While there are a range of ways that teachers can develop children's emergent literacy skills, Byington and Kim (2016) suggest that the key is through engaging with storybooks and purposeful discussions linked these stories. However, they also stress it is important to give children the opportunities to access a range of engaging activities and experiences in an environment that students can talk, listen and think.

In addition to this, Plomaritou (2008) supports shared book reading in the classroom saying that stories are an ideal way to introduce children to new vocabulary and therefore improve language skills. Bloom (2002) suggests that if children hear words frequently they will learn around 10 new words a day. With this in mind, teachers should be providing the opportunities for children to be exposed to a diverse range of language. Duursma *et* al. (2008) argue that one way of achieving this is through reading aloud to children. In other words, through reading aloud children become familiar with new language and this encourages vocabulary growth. While it is true that children develop language skills simply through everyday communication, Klein and Kogan (2013) suggest that children that are read to regularly develop a more sophisticated vocabulary than those that are not.

It is clear that exposure to story-books is critical to a child's development however there is evidence to suggest that the style in which the story is read impacts development. Duursma *et* al. (2008: 555) argue that 'the style of reading, more than the frequency, impacts children's early language development.' They go on to suggest that an interactive style is beneficial to a child's development. This interactive style can also have an effect on engagement. There is extensive research to show that engagement level has an impact on children's learning across all areas. For example, Laevers (2012) argues that the higher the levels of engagement the more a child's development can progress. Bishop and Kimball (2006) suggest that the most important way to engage the children is to make story-telling fun, to achieve this Huff (2000) recommends the use of puppets.

Sipe (2002) demonstrates that children's engagement in a storybook read aloud can be presented in a variety of ways. He argues that the typical way, 'faces intent and rapt, listening with wonder and surprise', may not be the case for all children. Engagement can also be expressive and while it can

often be challenging when reading to a group of 30 children it is important to let the children become 'active participants' in the story (Sipe, 2002: 477). He suggests a 'Typology of Expressive Engagement', which are five categories that indicate expressive engagement. These five parts consist of: 'dramatising, talking back, critiquing, inserting and controlling'. While they are all interlinked the main interest for this assignment is the dramatisation category. Sipe (2002) suggests that dramatisation happens through physically or verbally imitating and interpreting what is going on and concluded that through being actively involved in the story telling children are more likely to be engaged.

In addition, there is evidence to suggest that dramatisation and engagement can also be achieved through the use of tangible objects. Soundy (1993 cited in Stadler and Ward, 2011:172) encourages the use of toy props when engaging children in story telling. Kim (1994 cited in Stadler and Ward, 2011:173) supports this further in her research finding that showed '4 and 5 year olds told more elaborate stories when they retold a story with dolls compared with pictures.' Further more, Stadler and Ward's (2011) research showed that when props were used during story telling children used more descriptive language when asked to retell the story. However, this research also showed that while the use of descriptive language increased this did not necessarily mean that the children's re-tells contained more complex language.

Huff (2000:98) also recommends the use of puppets during story telling. She suggests that they are a powerful way to reach children and can encourage children to interact and become more involved in the story. Similarly, Byington and Kim (2016) agree that experiences using content-specific props will enhance children's learning particularly in regards to language and literacy. In contrast, Hamilton and Weiss (2005: 10) suggest

that imagination skills are developed through children creating the images in their minds. It could therefore be argued that by giving the children a puppet, that represents a character in the story, we are narrowing the children's imagination.

Clearly reading is a vital part of a young child's learning and development (Levy, 2011). My research partner and I both have an appreciation of reading and enjoy reading stories to children. This research has helped us to understand the range of benefits that reading has on a child's learning. As both our classes are young children (ages three to five) we were particularly interested in how to get children more engaged and involved in the story and what effect this would have on how they re-tell the story. Again, as the children were young we chose to focus on the dramatisation element of Sipe's 'Typology of Expressive Engagement' (Sipe, 2002: 477) and chose to do this through the use of visual aids, for example puppets.

Methodology

The aim of this research was to gain a better understanding of how the use of visual aids develops children's learning, particularly when linked to reading stories. This was carried out using action research in the form of two lesson studies where, as Dudley (2014) suggests, the two researchers work collaboratively to plan, teach, observe and analyse each session.

Dudley (2014) encourages the use of lesson studies and while this form of action research has only become popular in the UK this century, Japanese teachers have been using it successfully since the 1870's, shown in the high standards of Japanese educational attainment. (Stigler and Hiebert, 1999 cited in Dudley, 2014:1). Lesson study is conducted over a cycle of research lessons. The first step is for the teachers to identify an area of pupils

learning that needs improving. The teacher's then plan a lesson collaboratively which is taught and observed by members of the group. During the lesson data is gathered through observations and focus group interviews, this data is then used to adapt the next lesson. This research cycle is then continued with the aim to achieve a more refined pedagogical approach and therefore better attainment of pupils (Dudley, 2014). This type of research gives teachers the opportunity to learn from each other in a real classroom and develop innovative ways to improve their teaching while working with the children that they teach (DFE, 2010).

There is a lot of research promoting the effectiveness of the use of lesson studies. Dudley (2014), is particularly in favour of their use, stating that through use of lesson studies teaching technique is improved and this in turn improves pupil attainment. This idea was supported through Dudley's pilot project that showed teacher learning and improved teaching methods had a positive impact on the children's attainment (Dudley, 2014). Robinson et al. (2009 citied in Dudley, 2014: 1) further support the use of lesson studies suggesting that collaborative research is essential in improving outcomes for pupils.

In addition, there are many case studies that also recommend the use of lesson study, they give real examples and data to show how pupil attainment has improved. For example, a case study carried out to help to improve mathematics in a year 6 class was said to have 'secured real progress for pupils struggling with some aspects' (The National Strategies, 2011). With its widespread success the use of a lesson study was chosen for this research. The aim was that by adopting this form of research the lesson studies would give the best opportunity to improve our teaching practice collaboratively and therefore have a positive effect on the children that we go on to teach.

While there are many positives, already highlighted, to carrying out Lesson Studies there are of course challenges that must be considered in order to ensure we achieve the most from the studies. Chokshi and Fernandez (2004: 521) suggest that one of the main challenges is that teachers can often be self-conscious when inviting peers into their classroom. They explain that because traditionally observations are used to evaluate the teacher this can often cause apprehension while teaching in front of peers. To help manage this Chokshi and Fernandez (2004) recommend that the lesson studies focus less on evaluating the teacher and more on the students learning. In addition, Dudley (2014) says that it is important that all teachers plan together and this gives the lesson a group ownership. Subsequently, the teachers feel less anxious and more likely to contribute and learn together (Chokshi and Fernandez, 2004: 522).

Taking into account the case studies and research it was decided that data would mainly be collected through observation and recorded through various methods. It was also decided that a non-participant observational method would be most suited for this lesson study. There are always challenges when observing children as children's behaviour is shown to change when they are being observed (Papatheodorou *et* al., 2012: 56). It was felt that by the observer not participating in the lesson this would help to minimise the disruption and distraction. This also supports the choice of recording method, which was written technique. This particular method does have some limitations. For example it could be argued that when observing in a classroom the written method could lead to important or interesting behaviours being missed. However, it was decided that this was the least obtrusive method and gave the observer the flexibility to move around the classroom naturally and make notes easily.

Engagement during the whole class story was measured using an adapted version of Leuven involvement scale. Laevers (2012) suggests that a high level of engagement is needed for a deep level of learning and hence further the child's development so it was decided that measuring engagement was important for this research. The children were rated on a scale of one to three when looking at their participation and engagement during the story. An example of this scale can be found in the appendix (Appendix A). It is also important to note that all forms of engagement were considered as recommended by Sipe (2002) and discussed during the literature review.

During the focus activity the children were required to orally retell the story through a sequencing activity. A pupil observation form was created and used to make notes regarding each child. The form contained 5 sections covering different aspects that we were particularly interested in and can be seen in Appendix B. It was agreed that having these different sections would make recording notes easier and gave a clear idea of what to look for during the activity, something that is encouraged by Chesterfield (1997).

Following both the lessons, small group interviews took place with three children, where both researchers were present. The children were selected based on attainment, one higher, one middle and one lower. While there are limitations to this, for example one child leading the discussion, it was decided selecting children this way was the best way to get a range of feedback supported by Dudley (2014). It was also important to take into account the children who had parental consent as well as the children who had given their assent. This did require some flexibility in choosing children.

It was decided that group interviews were the most suitable way to collect data from the three focus children. This technique was chosen because it gives the children the opportunity to share their thoughts and

ideas but also gives the interviewer the opportunity to focus and gain information needed (Dudley 2014). As suggested by Department for Education (2009) the interviews were conducted immediately following the lesson and only lasted for 5 minutes. Finally, following the group interviews a post-study discussion took place. During this time ideas and developments were shared and the lesson was adapted with the aim to improve practice.

Ethical considerations

During this research study it was important that all risks to participants, as well as investigators, were managed. To manage these risks British Educational Research Association (BERA) ethical guidelines (BERA, 2011) were adhered to at all times. In addition, each researcher submitted an application for ethical approval (Appendix C), which was approved by University of Wales Trinity Saint David's (UWTSD) ethics committee prior to carryout the lesson studies. Each of these forms was also signed and approved by both schools involved in the studies.

When carrying out research in schools there are many different ethical considerations to take into account. Both research partners used an explanatory statement to begin the lesson. The aim of this was to explain to the children and ensure they were all happy to take part in our research study. As Article 12 of the United Nations Conventions of the Rights of the Child (UNICEF, 1989) states that children should give fully informed consent, the three children selected for the focus interview were asked to give their assent. As the children were quite young this was carried out through colouring a thumbs up for thumbs down sheet (Appendix D). Both researchers also carried out on-going assent throughout both lesson studies. This was carried out through close monitoring of the children's behaviour and body language. This helped to ensure that the research study did not have a

negative effect on the children's well-being and if so the children could be withdrawn from the study at anytime. It is also important to note that schools and all children involved will remain anonymous and that all storage of data complies with the Data Protection Act (1998).

The UWTSD Research Ethics Code of Practice (UWTSD, 2017) was also adhered to throughout this research study. Taking into consideration section 19.4, it was important to gain parental consent for the children that would be participating in the research study. This was done through an Athrofa explanatory letter (Appendix E). In addition, to help manage any risks to the researchers, the class teacher was present during both studies and interviews were conducted as a group outside the classroom with the classroom door left open with both researchers present.

Lesson studies 1 & 2

It was decided that our lesson study would focus on a story. As can be seen from our lesson plan (Appendix F), the story was read to the whole class with the use of visual aids to support the story. Following this reading the children were split into groups and carried out differentiated focus activities, all involving retelling the story. The first lesson study took place at School A with my partner teaching the session and myself acting as the non-participant observer. We selected 3 focus children to observe from the Class's groups, Child A (high attaining), Child B (middle attaining) and Child C (lower attaining). Following the lesson and focus interview we discussed as a pair and made the appropriate changes to the lesson before I then taught the lesson in School B. We also agreed that the story would change for each school, taking into account the age of the children.

My research partner began the lesson by informing the children what was happening using the explanatory statement that we had prepared taking

in account BERA (2014). Following this she read the story, Jack and the Beanstalk, to the class as a whole. A range of visual aids was used throughout the story that represented characters as well as objects.

Overall the three focus children showed good levels of engagement during the reading as can be seen in appendix. Child B showed real enthusiasm for the story right from the beginning and appeared to have a real interest in the visual aids used. On a number of occasions he was recorded reaching out to touch them. Child B also showed an expressive form of engagement (Sipe, 2004) as he joined in frequently and offered up his own opinions about the story, for example 'that's a scary giant'. In contrast, Child C was appeared less engaged at the beginning of the story as she was distracted by events going on outside the classroom. However, she did appeared to be more engaged as the story progressed and inquisitively looked into the basket of props. Child A showed good levels of engagement, however it appeared to be in reaction to expression and tone of voice used rather than the props. She often joined in during key sections when tone of voice changed and even made up some of her own actions (swinging her arms for 'chopped down the beanstalk').

Following the whole class reading the children were sent off to complete their group activities. Child B's group completed a sequencing activity led by my research partner. Child B was mostly confident in retelling the story with the support of his peers and the group was able to put the pictures in the correct order with little support. There was some discussion in the group and he showed a good understanding of key events that took place in the story. He was particularly drawn to actions in the story, for instance 'he chased him', 'he chopped down the beanstalk' sometimes using actions similar to Child A. Likewise, Child C also recalled events through use of actions and used her body and arms to reflect some of these. In contrast,

the language used by Child A, who also completed a sequencing and retell activity, was more descriptive. She used language such as 'humungous, golden and shiny'. This use of descriptive language is consistent with Stadler and Ward's (2011) findings.

Once all the groups had completed their activities we conducted the group interviews with the three focus children. We placed the basket with the visual aids on the table with us to see if any of the children were drawn to them throughout the interview. Consistent with his behaviour and enthusiasm for the props during the story telling Child B selected different props to support him in telling us about the story. Similar to Child A during her story retell Child C used a range of descriptive language while holding the various props. For instance, while holding the hen puppet 'he's soft and fluffy'.

Overall, the children showed a good understanding of the story and were able to identify key aspects of the story as well as key characters. The children also said that they enjoyed the lesson and liked the different visual aids that were used. Each child volunteered their favourite prop and enjoyed spending time looking in the basket exploring the props close up. Child B stated that 'it was fun, I liked the hen puppet the best.'

Following the group interview my research partner and I met to reflect and share information and ideas about refining the lesson and ways to move forward regarding the next lesson. It was agreed that giving the children the visual aids to use during the focus activity could support them. In the previous lesson only picture cards had been used to sequence the story, so it was decided that the visual aids would be placed on the table top for the children to access if they wished. In addition, we also discussed how the children were sat during the story telling. We both agreed that some of the children sat at the back of the group seemed less engaged so proposed that the children sat in a circle for the following lesson in an attempt to engage

more children. While discussing the focus interview we were particular interested in how the children were drawn to the visual aids and enjoyed touching and exploring them. With this in mind we decided to let the children hold some of the puppets during the story telling in the second lesson. Finally, we discussed the use of actions independently used by the children throughout the lesson and agreed to keep this is mind while conducting the second study.

The second lesson study, taught by myself, took place in the nursery class at School B with my research partner acting as the non-participant observer. The lesson began in a similar way, reading the explanatory statement and then the story. As discussed, we made a change in regards to how the children were sat and opted to sit them in a circle, which is common practice in this nursery classroom. This decision also took into account the advice given by Papatheodorou *et* al. (2012), who suggest that it is more beneficial to observe children in their normal routines and environment.

This change in seating seemed to have a positive effect at first as most of the children were engaged and could see the visual aids clearly. However, as the lesson progressed and I introduced more visual aids some children began to move into the circle to gain a better view leaving some children with a restricted view. This is true of Child C who was ultimately left outside of the circle and very much disengaged from the story.

Similarly to the previous lesson the children generally displayed a good level of engagement during the story telling. Child A showed expressive engagement and offered up a range of ideas and predictions about the story. For instance, 'he's not going to be able to blow that down'. It should be noted that Child A informed the researchers that she had read the story previously which could explain her level of enthusiasm and knowledge regarding the story. I also gave each of the focus children a pig

puppet to hold during the story. Whilst this proved to have positive effects on levels of engagement for Child A and B and they held there puppets up at key points in the story, Child C became distracted by the toy. It could be argued that this, along with where she was sat in the circle, were the reasons that her understanding and retell of the story was at a much lower level compared to her peers.

During the focus activity, which again was a sequencing and story retell, Child A continued to show enthusiasm and good understanding of the story through a detailed retell. During the task she correctly identified key aspects of the story using some basic time sentence starters (first, then, at the end) and supported her peers in ordering the events. Similarly to Child A from our first lesson study she used a range of descriptive words, particularly when talking about the wolf. However, both her and her group showed little interest in the visual aids on the table. In contrast, Child B showed an immediate interest in the pig puppets and with a peer holding the wolf began acting out being scared of the wolf. Child B needed some support to sequence all the pictures but could confidently identify key stages of the story. Child C's understanding and story retell was at a much lower level than her peers and it could be argued that her engagement during the story is partly responsible for this. While she could identify some characters in the story through use of the puppets and one-word answers she found it challenging to identify events from the story and needed lots of support throughout the activity.

As with the first lesson we conducted the group interviews immediately following the lesson. While it was decided that we would interview all three children as a group this was a challenge as Child A answered a large majority of the questions with some ideas added from Child B. Child C needed lots of encouragement to put forward ideas and answers.

Consistent with her behaviour throughout the lesson Child A showed a good level of understanding regarding the story and stated that she really liked the pig puppets however made a suggestion that 'everyone should have a hold. (friend's name) really wanted a hold of the wolf.' Similarly to Child B and C in the previous lesson Child B showed a real interest in actions and dramatisation of the puppets. He acted out phrases using the puppets such as 'he ran away' and 'he blew the sticks down' with enthusiasm.

Discussion

In general, we found that most of our research collected supported the literature. Sipe's (2002) idea that engagement can occur in a variety of ways was seen throughout both lessons. The six focus children demonstrated a range of expressive engagement and were actively involved in the story through offering ideas and predictions. As discussed in the literature review dramatisation is one way in which this expressive engagement can be presented. This was particularly true of behaviours shown by Child B from School A and Child A from School B who were 'active participants' throughout the lessons and showed a good level of understanding when retelling the story.

As the literature suggests engagement is critical in developing pupils learning (Laevers, 2012). The observations made during the lesson studies support this and can be seen most clearly when looking at Child C from School B. Her levels of engagement during the story were recorded as low and it could be argued that this caused her story re-tell, as well as the language used, to be at a much lower level than her peers. However, in general we found that the visual aids helped to keep the children engaged and actively involved throughout the lesson. This is consistent with Sipe

(2002) who suggests that children that are actively involved are more likely to be engaged.

Bishop *et* al. (2006) suggests that the best way to engage children is to make the learning fun. The children's feedback during focus interview showed that they enjoyed the lesson 'because it was fun' and the use of visual aids supported this. One child from School A stated that 'I like the puppets, I can see what the hen looks like and hold him.' This 'interactive style of learning is also supported by Duursma *et* al. (2008) and from our data collected I can agree that it would have beneficial effects on children's engagement and therefore learning development.

However, while most of our findings matched the literature there were some aspects that contradicted certain areas as well as areas that require further investigation. This can be seen when comparing our findings to Stadler and Ward's (2011) idea that children are more likely to use descriptive language when props are used during story telling. I can agree that some of the children were using descriptive language particularly when holding the character puppets. However, I would also argue that a large amount of the language they used was linked to the actions in the book. For instance, 'climbing up the beanstalk', 'blowing down the sticks'. The children tended to put an emphasis on the actions through use of actions and acting out these actions using the puppets. This use of actions was something that had not been considered prior to our research study. In either case our research supported the idea that an interactive style of story telling can be achieved through use of visual aids and this will support children in developing language.

Conclusion

In conclusion, this research study has highlighted the benefits of reading stories to children in the classroom, particularly children in nursery and reception classes. While I have always enjoyed reading stories to children this assignment has given me the opportunity to explore this idea further and develop my pedagogical knowledge in developing children's learning through stories. It has also further supported my belief that, as Duursma *et* al. (2008) say, children's learning is improved through an 'interactive' approach where the child is 'actively involved'.

After looking at the data collected from this project I can agree that the use of visual aids is one way to keep engagement levels high through an interactive lesson. The feedback from the children suggested that the lesson was fun and they enjoyed interacting with the puppets. Use of puppets is something that I will certainly consider when on my next teacher practice as well as in the future as a qualified teacher. However, our findings also suggest that there are other ways to create this interactive learning style, for instance, through the use of actions.

Use of actions to support story telling was something that we had not considered prior to this research study but the lesson showed us that it is something that children and adults do quite naturally when telling stories. In both lessons children created their own actions independently to go with the story and used them again during the story re-tell. Had this assignment been over a larger scale of time it would have been interesting to look further at the use of actions linked in particular at Pie Corbett and his idea that the use of 'actions make the story memorable and bring the tale alive'. (Corbett, 2008, p.1).

Additionly, feedback from one child in School B suggested that when using puppets or visual aids it might be beneficial for the children to be in

small groups when listening to the story. Child A stated that she would have preferred it if everyone could have a turn holding the puppets. This idea of smaller groups would further support Sipe's (2002) suggestion of 'active participants' and give each child the opportunity to become more involved in the story through dramatization of the puppets.

Using the active research method of lesson studies has shown me the benefits of working collaboratively with a peer. I enjoyed the opportunity to support and learn from each other. In general, I was pleased with the choice of observation methods. However, I did find it particularly challenging to watch and record notes on all three children during the focus task activity. As there were two groups working at the same time there would have been information that I missed. If I was to do a research study again I would consider recording sections of the lesson to help manage this however, this would mean more ethical implications to consider.

Personally, I feel that this assignment has supported my learning and development as a teacher. I can also see the benefits of using it throughout my teaching career to continue to develop my pedagogical knowledge and improve the attainment of children through listening to them and observing how they learn best. It has also highlighted the importance of an interactive style of teaching as well as listening to children and observing how they learn best.

Recommendations

As stated early, this lesson study was conducted over two lessons and there were areas that we wished to explore further had there been time. One area that was particularly interesting that was the use of actions. These were created and used independently by children in during both classes. If there were more time it would be interesting to develop this idea further looking in particular at Pie Corbett and his ideas behind story telling.

Pie Corbett (2010) suggests that for story telling to be effective and develop children's learning it should be taught in 'a multi-sensory manner'. In other words, through a range of activities included the use of actions, puppets, role-play and hot-seating. His research shows that this method was particularly effective when used in a Reception class as '76 per cent of children were able to retell a whole story' (Corbett, 2008, p1). His ideas behind story telling is something that I would consider to further this research and to develop my pedagogical knowledge in regards to story telling.

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