

Strategies in Action

1. Oral Story Telling

Aliya's Story

Alia and her friend Olivia listened to the story of The Hare and the Tortoise. Their teacher used a large toy hare and puppet tortoise. The girls listened intently.



sleep. The tortoise go really, really slow but got to the end first. The rabbit woke up and said, "I can't do this!" He was sad and told his mum, "Mum, Mum, Mum, quick, quick. I hurt my leg. Can I have some sweets?" His dad was cross 'cos he smack his bottom and he (the hare) opened the door and came into the tortoise's house and tiptoed in



When the story was told, Aliya took the hare and the tortoise and began moving them to show what was happening. She retold and extended the story by providing an alternative ending:

"The rabbit – no, the tortoise, went slowly, slowly and he (waving the hare) woke up. "I've got a poor leg!" And the rabbit sit down and go to



and said quietly, "Sorry, I'm your friend now."

At four years of age, Aliya is already a teller of tales. She has used her everyday experiences of home and the wider world combined with this traditional tale to forge new narrative of her own.

"It is surely these inner worlds that we should be aware of, not probing them as voyeurs, but respecting their autonomy. These worlds can never be assessed by any National Curriculum, but we should have time as teachers to appreciate their existence."

Helen Arnold

Questions to consider and discuss

- Did the spontaneity of the teacher **telling** the story rather than **reading** the unchanging printed words, contribute to Aliya's creative response?
- Could more oral story telling be introduced in order to model the strategy for children?
- Could adults use anecdotes from their own lives as the basis for these oral stories?

