

Invention Phase Pedagogy

Key Process	Key Points	Input	Environment
Moving from telling to writing	<p>Use playful situations to encourage children to revisit and develop known stories independently.</p> <p>Ensure there is a listener for the inventions.</p> <p>Model inventing stories through play, storytelling, mapping and writing.</p>	<p>Adult intervention in play to enhance and structure.</p> <p>Add storylines to play.</p> <p>Model storylines.</p>	<p>Small world Drama Deconstructed role play Audiences Puppets Story maps Writing areas Opportunities to write in the environment, e.g. within role play.</p>
After innovating, lead children into developing their own versions more independently.	<p>After innovation: Model how to draw and re-tell another new version.</p> <p>Model how to turn new versions into writing, as appropriate: use shared/guided recording/writing.</p> <p>Encourage children to increasingly draw on all the stories that they know.</p> <p>Publish and celebrate inventions.</p>		<p>Small world Drama Deconstructed role play Audiences Puppets Story maps Writing areas Opportunities to write in the environment, e.g. within role play. Book Corner Invention Area</p>
<p>Establish there 3 core practices:</p> <p>Daily play at invention.</p> <p>Daily opportunity for several children to have a story recorded and shared.</p> <p>Weekly class or group story.</p>	<p>Daily opportunities for children to play at inventing stories.</p> <p>One or two children have their own story recorded or acted out.</p> <p>Hold a weekly session where the group or class invent a story which is mapped or written down and made into a Big Book. For future re-telling and reading.</p> <p>Alternatively, daily add another section to an ongoing story that stretches over a week.</p>	<p>Adults model making stories up through play.</p>	<p>Set up a permanent writing area for children to draw, record or write stories independently.</p>

