

Fledgling Class TalesToolkit Stories



Summer Term 1

April - May 2021

19.04.21

Glitterland

Olaf was in Glitterland and was having lots of fun.

Elsa turned up in Glitterland and started having a party with Olaf.

Elsa had glitter in her hand and she spilled it on the floor.

Rabbit came to the rescue and helped Olaf and Elsa tidy the mess up and made some pretty slime with it.

Told by Orla



Orla used the Tales Toolkits Shuffle book to inspire her story.



19.04.21

Bie Atat [Bee Attack]

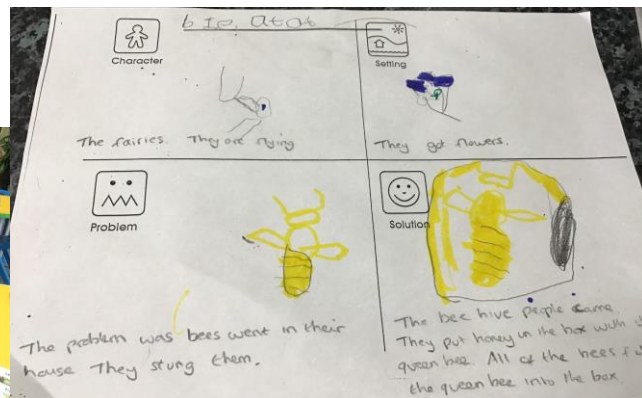
The fairies. They are flying.

They got flowers.

The problem was the bees went in their house, they stung them.

The beehive people come. They put honey in the box with the queen bee. All of the bees follow the queen bee into the box.

Told by Zidan



After sharing the wordless story book "The Visitors" by Claire Thompson and discussing what might be happening (characters, settings and events), Zidan created his own Tales Toolkit combining the book's characters with his own understanding of flowers and bees.

21.04.2021

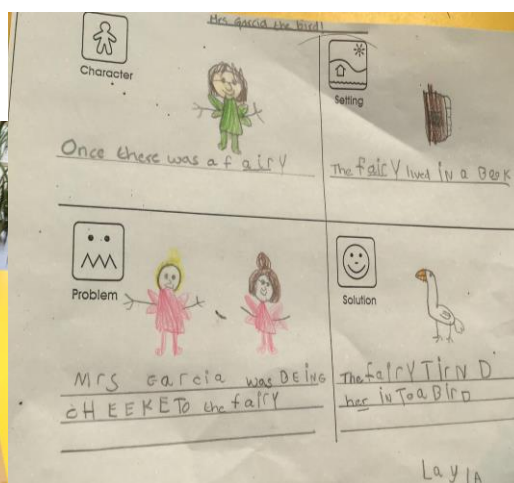
Mrs Garcia the bird!

Once there was a fairy. The fairy lived in a book

Mrs Garcia was being cheeky [cheeky] to the fairy.

The fairy turned [turned] her into a bird.

Told by Layla



Inspired by the book “My best friend is as sharp as a pencil” Layla created a transient art version of Mrs Garcia. She remarked, “Her arms look like wings. Now she’s Mrs Garcia, the bird!” Layla created a Tales Toolkit to explain what might have caused Mrs Garcia’s transformation. Her shared writing of the story demonstrated her clear understanding of some RWI phase 2 phonemes.



21.04.2021

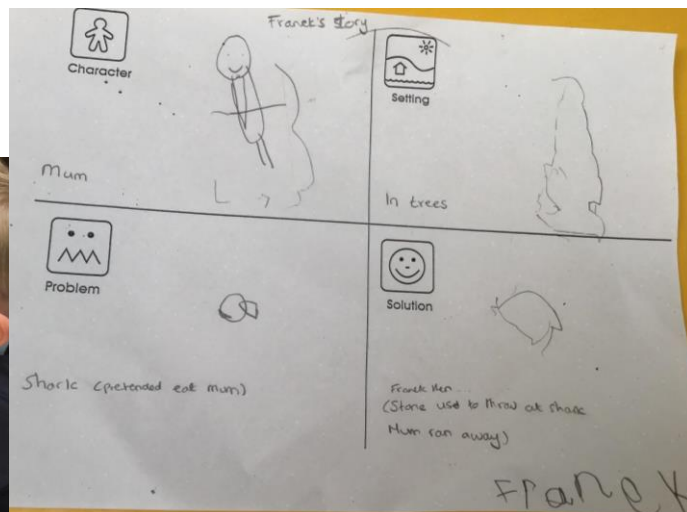
Franek's Story

“Mum.

In trees.

Shark.”

Told and performed by Franek



Franek selected his own props. He used the shark to pretend to eat mum. To rescue mum he used the glass pebble by pretending 'mum' had thrown it at the shark's mouth. As soon as mum was released from its jaws she ran away.



21.04.2021

The House

My house.

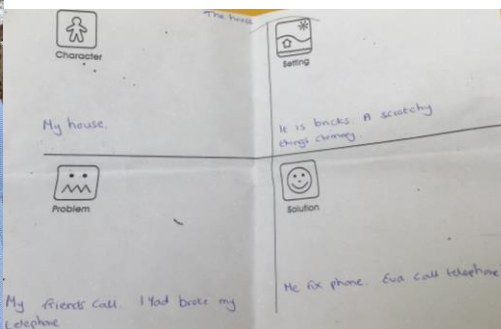
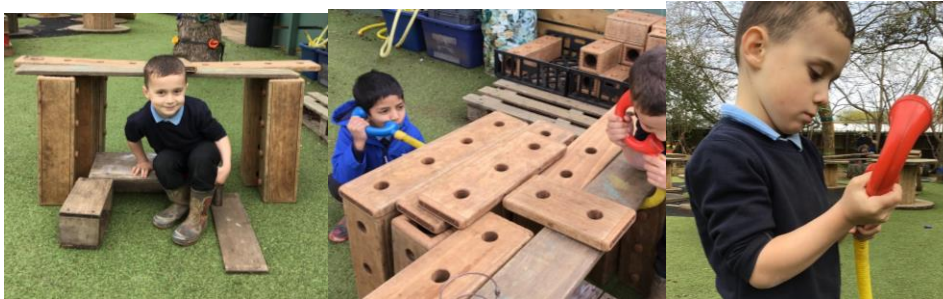
It is bricks. A 'scratchy things' chimney.

My friends call. Iyad broke my telephone.

Me. Fix phone!

"Eva, call telephone?"

Told by Arsildo



Arsildo looked through the photos taken of him playing in the house he had constructed independently. He used the images to create his Tales Toolkit narrative

23.04.2021

Gingerbread Man

One sunny day there was a gingerbread man. He had blue eyes [and] brown hair.

He's going at the house. [In the house]. He is cooking a gingerbread man. [The] gingerbread man gave him a gingerbread man [in the] house.

The gingerbread man went in the car. It was raining, "Swish, swish". Crash. Gingerbread man escape[d].

Boy escape and girl escape [gingerbread men escaped]

Told by Uzair



Uzair gathered his own props to inspire and create an adventure for the playdough gingerbread man he had formed.

26.04.2021

Aniela's Story

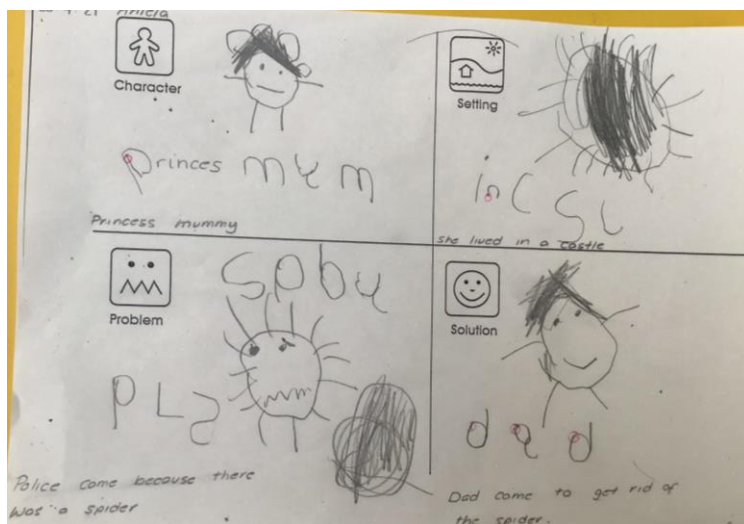
Princess mummy.

She lived in a castle.

Police come [came] because there was a spider.

Dad come [came] to get rid of the spider.

Told by Aniela



Aniela worked really hard to write her Tales Toolkit using her phonetic knowledge.

26.04.2021

The car and the racing driver

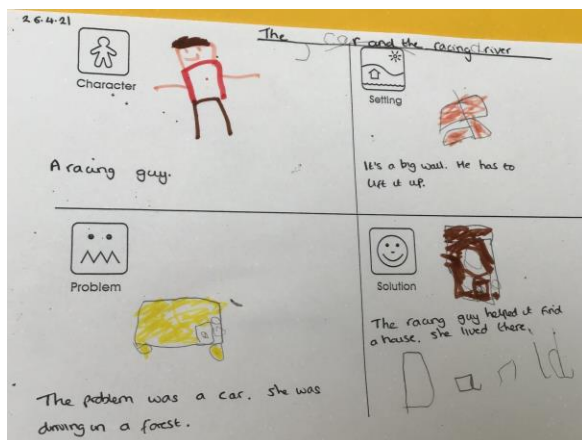
A racing guy.

It's a big wall. He has to lift it up.

The problem was a car. She was driving in a forest.

The racing guy helped it [the car] find it a house. She lived there.

Told and shared written by David



David sourced his own props for his Tales Toolkit. He identified and helped write the initial sounds in its title, signed his name without using the name book and drew all his story's illustrations.

26.04.2021

Lion

Banana and Carolina and Leticia.

The road for their house.

Lion attack.

Baby lion attack. He says, "Stop!"

Daddy lion stops.

They is [are] friends.

Told and shared written by Leticia



Leticia thought really carefully before selecting the props for her Tales Toolkit. She was able to identify initial sounds and independently write some of them. With support she segmented and wrote the words "stop" and "is".

26/04/2021

Fairytale Fairy

Fairytale Fairy.

She jumped in mud.

She gets dirty.

She goes into the wash house.

Told and shared written by Summer



Summer had used building blocks to construct a wash house. She used her creation as inspiration for her Tales Toolkit. With adult support to help segment words she wrote some initial sounds and CV and CVC words then mark-made letters to represent her name.

27/04/2021

Crsl [Castle]

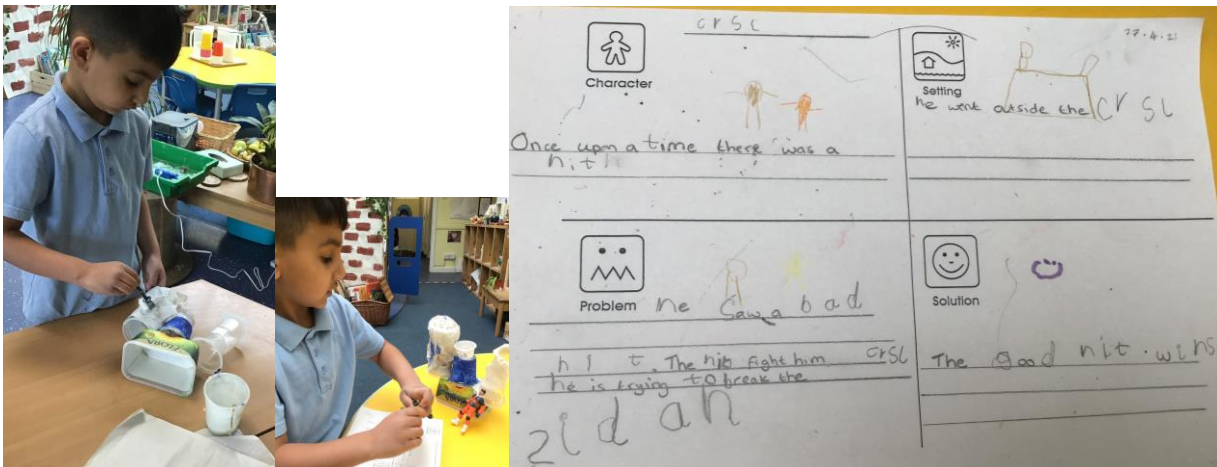
Once upon a time there was a nit [knight].

He went outside the crsl [castle].

He saw a bad nit [knight]. The nit [knight] fight him. He is trying to break the crsl [castle].

The good nit [knight] wins!

Told and shared written by Zidan



Zidan had created a junk model castle using the glue gun, using PVA to stick paper to cover any plastic and paint. He used book illustrations to support his design and the adult introduced the vocab "turrets". Zidan wrote a Tales Toolkit about his building using a RWI phase 1 sheet to help to identify his phonemes and to copy letter formation. He copied his name from the class name book.



27/04/2021

Mum in the boat

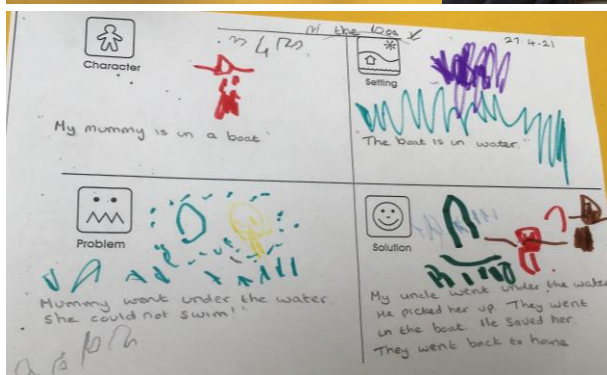
My mummy is in a boat.

The boat is in the water.

Mummy went under the water. She could not swim!

My uncle went under the water. He picked her up. They went in the boat. He saved her. They went back home.

Told by Abdul



Abdul had independently constructed a boat and characters in the art workshop, he had thought really hard about shapes and key features (Including details such as a steering wheel and an uncle with strong arms). His creations inspired his Tale Toolkit story. Abdul, from memory made letters to represent his name and also segmented words and used the RWI chart to identify the phonemes in his title (the adult scribed 'the' and 'oo' as he has yet to be introduced to them)

27.04.2021

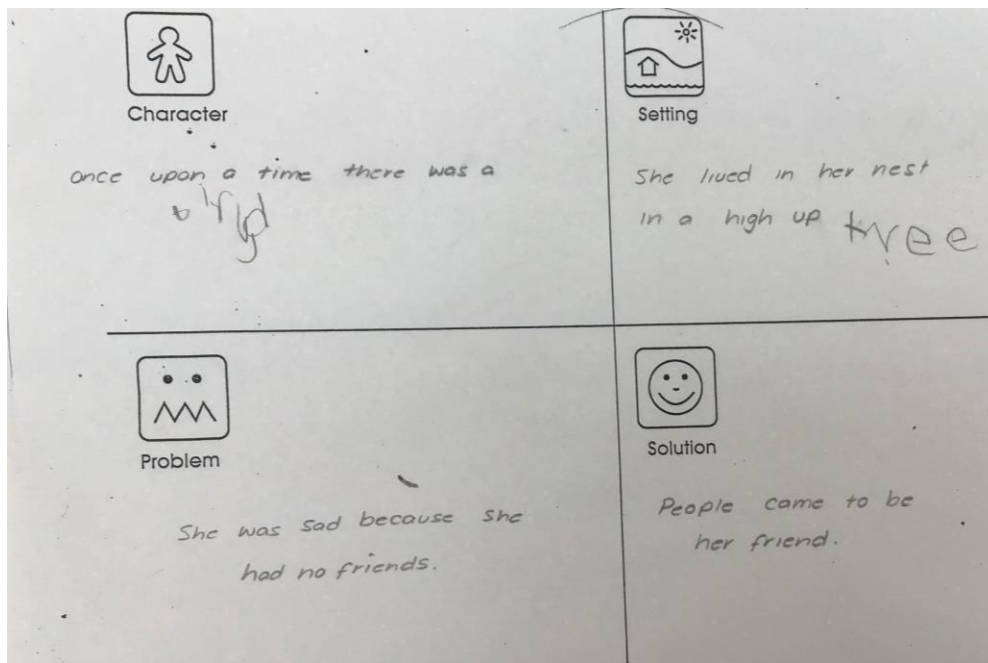
Once upon a time there was a bird.

She lived in her nest in a high up tree.

She was sad because she had no friends.

People came to be her friend.

Told and shared written by Ayannah



Ayannah segmented and wrote the words "bird" and "tree" demonstrating her understanding of some RWI phonics phase 2 diagraphs (ir and ee),

27.04.2021

The Sun

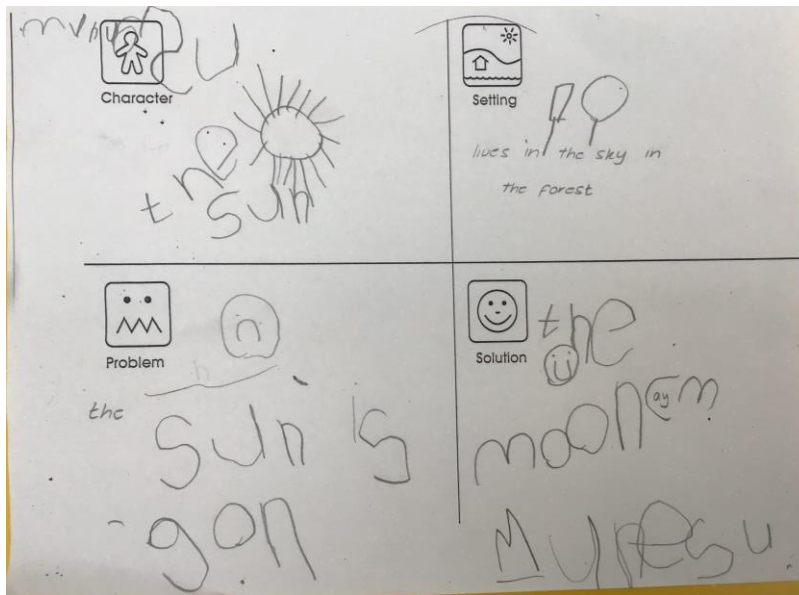
The sun

Lives in the sky in the forest.

The sun is gon [gone].

The moon caym [came]

Told and shared written by Munesu



Munesu wrote most of his own Tales Toolkit.

27.04.2021

The fireman had a superhero car.

He had a monster...

...and a spider cat, to hit the lion.

He was super angry and punch[ed] them away.

Told by Zayan



Zayan selected props for his character, setting, solution and problem. An adult scribed his story.

28.04.2021

The Farm

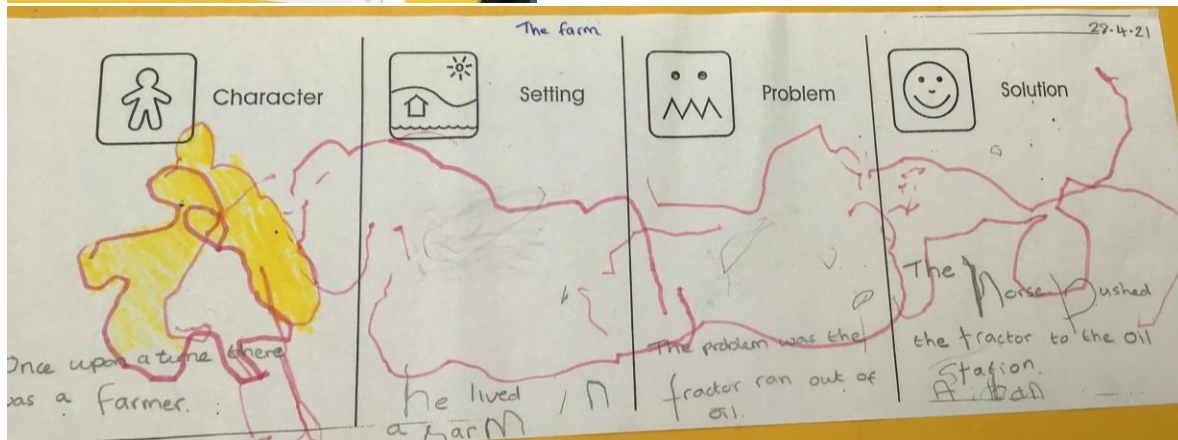
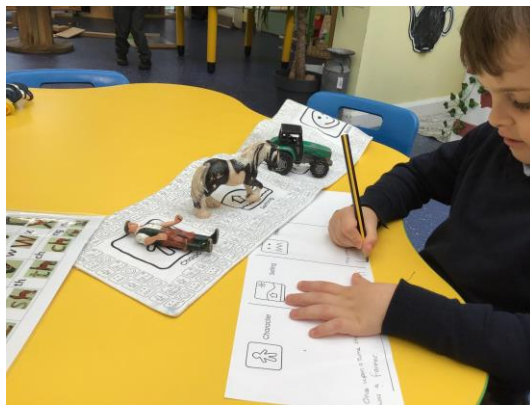
Once upon a time there was a farmer.

He lived in a farm [farm house].

The problem was the tractor ran out of oil.

The horse pushed the tractor to the oil station.

Told and shared written by Aidan



Aidan was able to identify some word's initial sounds and represent some of the sounds he has learned. He was able to segment and blend the word "in"

28.04.2021

Car

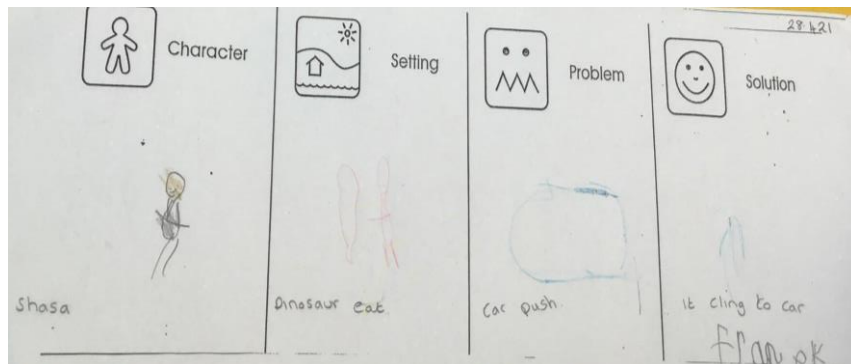
Shasa.

Dinosaur eat.

Car push.

It [dinosaur] cling to car.

Told by Franek



Franek, unprompted, sourced a Tales Toolkit and filled it with his objects. Whilst he waited for the adult to finish scribing another child's tale he independently wrote his own name and drew his illustrations. He acted out the story with his props, supporting his ideas with short phrases.

29.04.2021

The Car

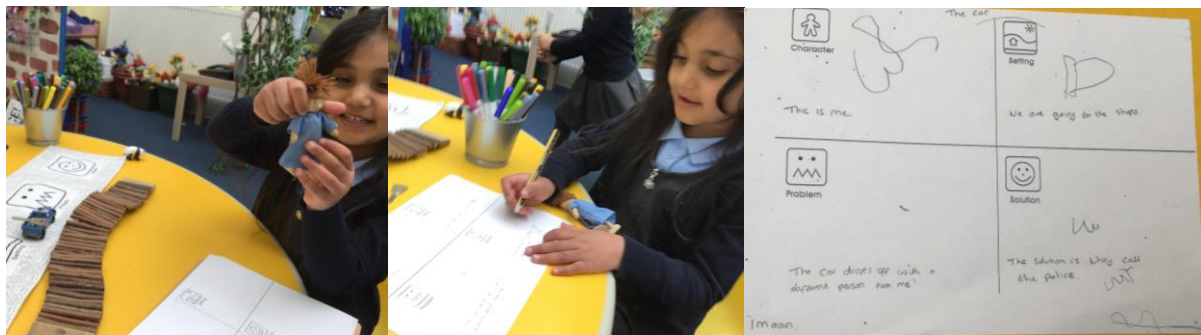
This is me.

We are going to the shops.

The car drives off with a different person. Not me!

The solution is they called the police.

Told by Imaan



Imaan had collected objects and asked if the adult could help her to write a Tales Toolkit. She made marks to represent her name and also the character and the shop.

29.04.2021

Gingerbread Man

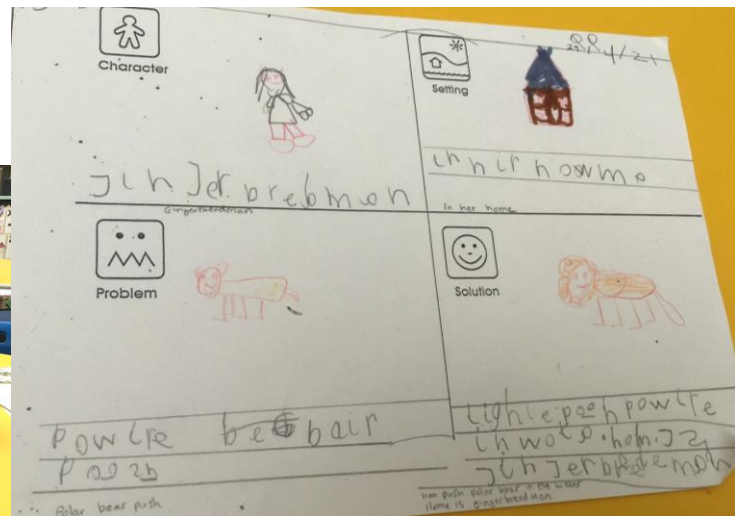
Jinjerbredman [gingerbread man]

In hir howme [in her home]

Powlre bair poosh [polar bear push]

Ligh pooh powlre in wate. Holm is jinjerbreedeman [Lion push polar in water.
Home is gingerbread man].

Written by Julia



With encouragement (and support for some segmenting) Julia wrote her own Tales Toolkit that incorporated the props she had chosen.



29.04.2021

Franc

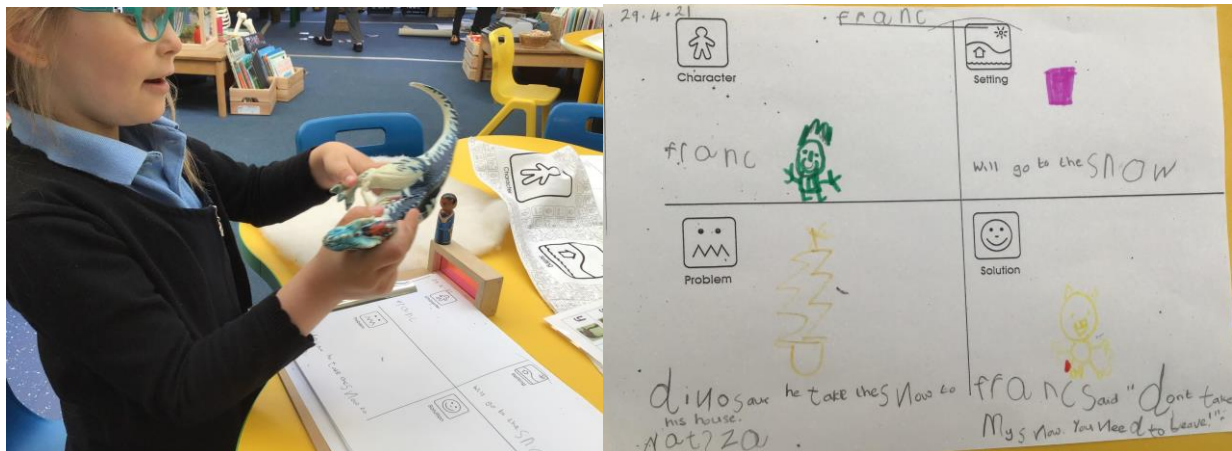
Franc

Will go to the snow

Dinosaur he takes the snow to his house

Franc said, "Don't take my snow. You need to leave!"

Told and shared written by Natasza



Natasza was eager to write the phonemes she recognised in words. She used a RWI phonics chart as a letter formation prompt.



29.04.2021

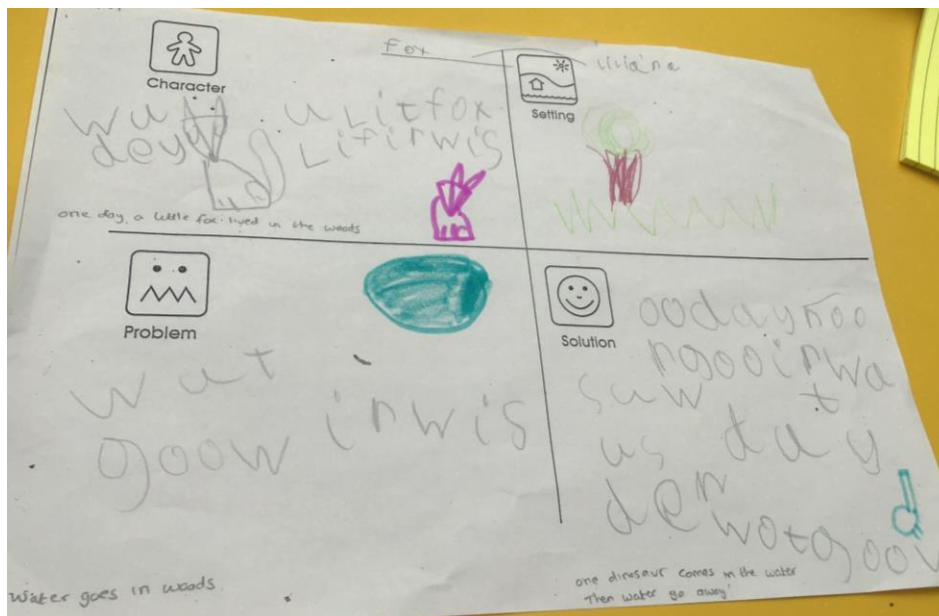
Fox

Wun dey u lit fox lif in wis [One day a little fox lived in the woods]

Wut goow in wis [water goes in woods]

Oo daynoon goo in warsaw t us duy den wot goow [One dinosaur goes in water. Then water go]

Written and then read by Liliana



Liliana drew her illustrations then independently wrote her story before reading it to the teacher and some friends.

30.04.2021

Spider in the classroom

Spider.

Right on the roof of the classroom.

He jumped on the lady.

She gets rid of it.

Told and shared written by Savannah



Savannah spotted a spider on the classroom ceiling. She shared her observation with other children and used a book to research them. Savannah discovered spiders have 8 legs, 8 pairs of eyes, a body, a head and spin webs. With her friends she compared different species size, design and colour. Savannah created a Tales Tool kit about the spider and what might happen to it. With adult help with segmenting she identified some initial letters and wrote “on”, “gets” and “it

30.04.2021

Purple bunny car

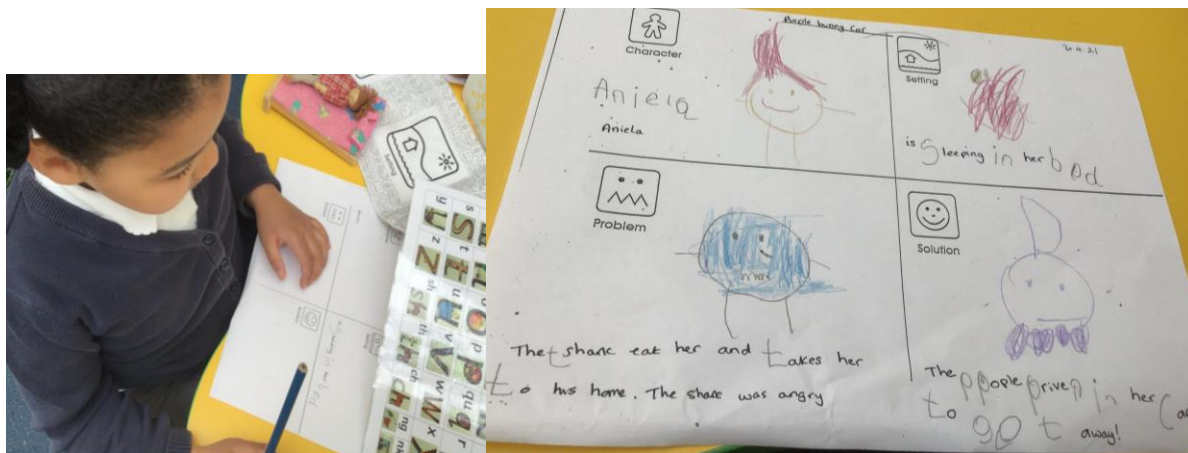
Aniela

Is sleeping in her bed.

The shark eat[s] her and takes her to his home. The shark was angry.

The people drive in her car to got [get] away!

Told and shared written by Aniela



Aniela selected her own story props and shared-write her Tales Toolkit, identifying familiar initial letters and segmenting and writing CVC words with support.



04.05.2021

Zuzanna's Story

Granny

In house.

Lion eat [bites] him.

Dog. "Stop!". Chase[s] the lion.

Told by Zuzanna



Zuzanna selected her own resources and supported her telling by role playing with them as she told her story. The adult encouraged Zuzanna to mark-make her initial 'z' to show she was the author by modelling how to write "Z".



04.05.2021

Julia's projector story

Once upon a time be the [there were] two girls and one cat.

Two girls and one cat is be on the [is on the] home where [it] is the night.

A big bunny is push [pushes] the little cat and the two girls and said, "Him is the king of this home!"

The solution was the cat and bunny eat the girls.

The end of the story!

Told by Julia

Julia used the projector and paper cut outs to tell her story with the adult modelling language.

05/05/2021

dot [Boat]

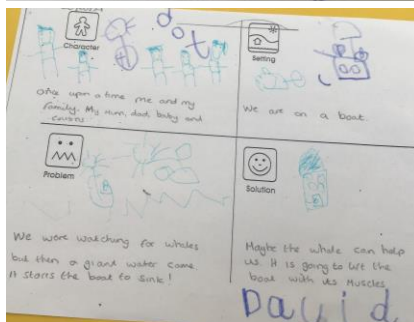
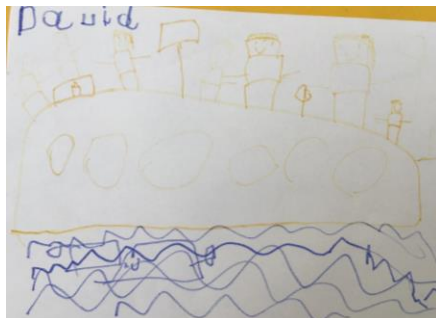
Once upon a time, me and my family. My mum, dad, baby and cousins.

We are on a boat.

We were watching for whales but then a giant water [wave] came. It starts the boat to sink!

Maybe the whale can help us? It is going to lift the boat with its muscles.

Told by David.



David had drawn a very detailed picture and explained it told a story. The adult suggested they could scribe his words as a Tales Toolkit. David, as the author, signed his name and wrote his interpretation of the title 'boat'. Writing the word 'dot' as he reversed his b and associated the 'oa' sound as the alphabet sound 'o'. He created additional illustrations for each section.

05/05/2021

Gingerbread Man

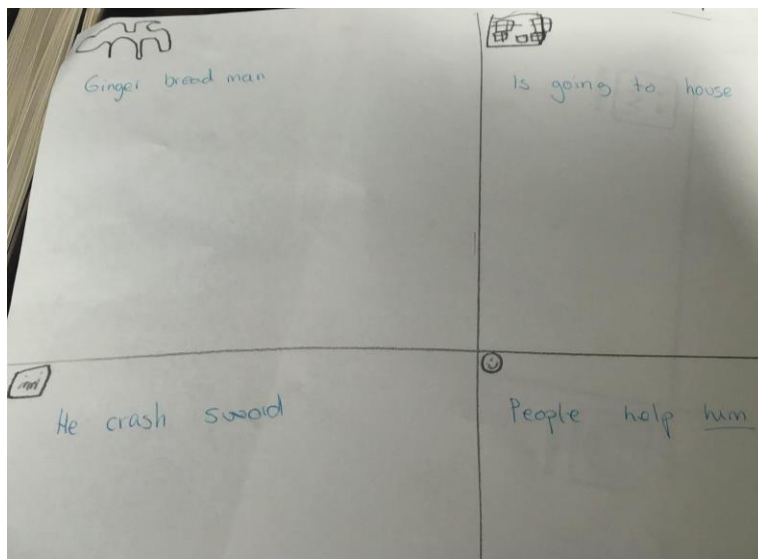
Gingerbread Man.

Is going to house

He crash[ed]. Sword [sore]

People help him.

Told by Uzair



Uzair drew his own Tales Toolkit frame and created a story about the images in each of his icon boxes.

10.05.2021

The Lion and the Woman

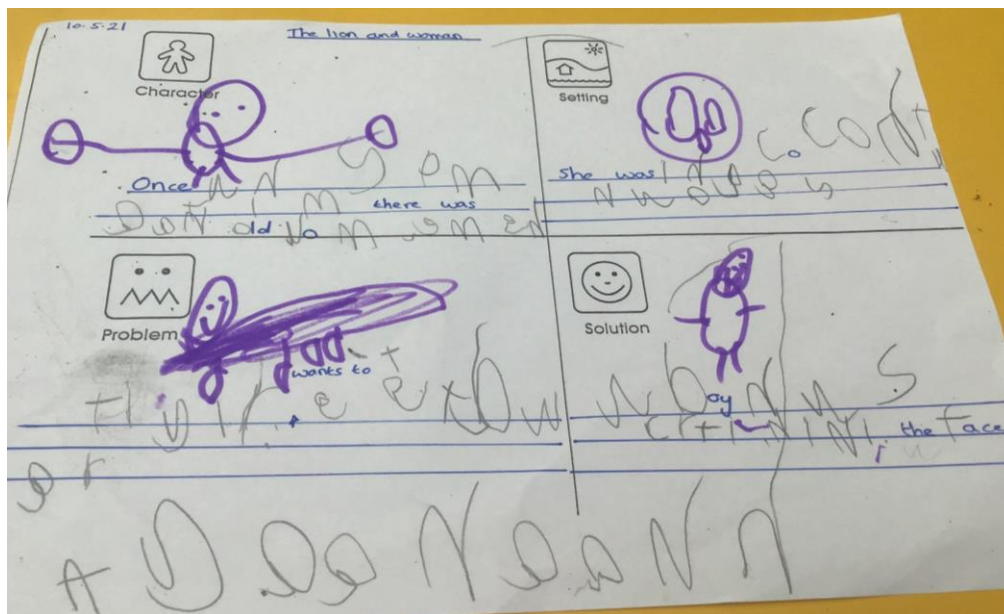
Once upon a time there was an old woman.

She was in a coconut house.

Tiger wants to eat her.

A boy does karate. He kicked it in the face.

Told and shared written by Ayannah



Ayannah was determined to write most of her story using her own phonetic knowledge.

10.05.2021

The Old lady

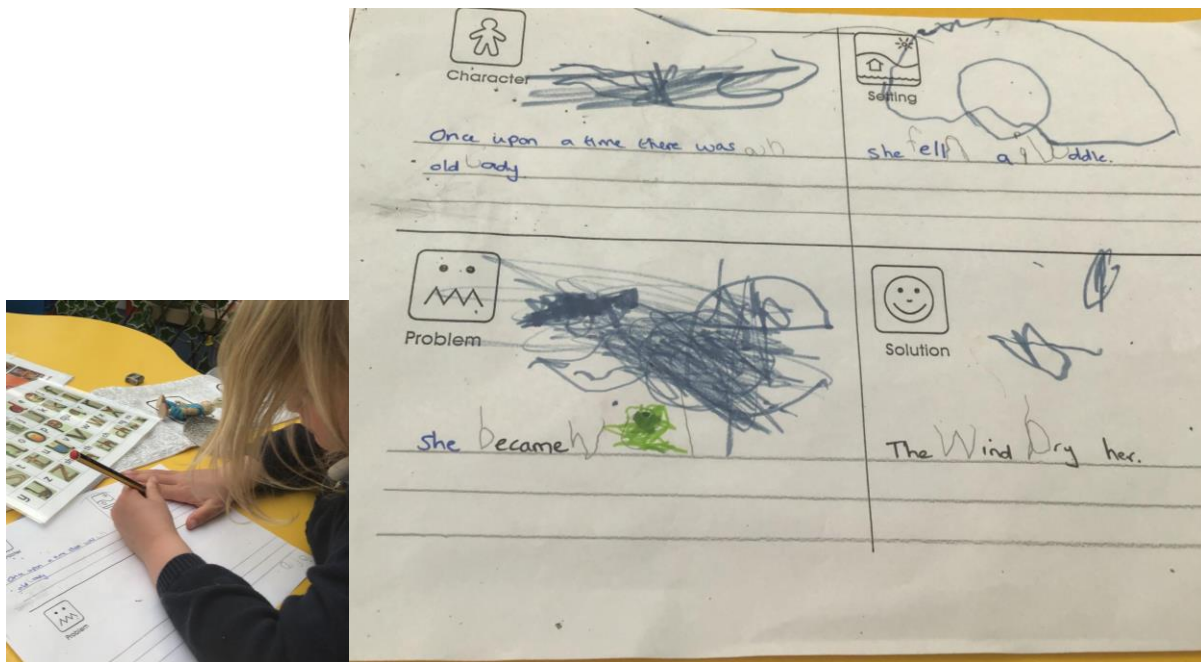
Once upon a time there was an old lady.

She fell in a puddle.

She became wet.

The wind dry [dries] her.

Told and shared written by Orla



Orla only needed two props for her story. She recognised lots of the initial sounds and was able to identify the phonemes on the RWI chart and use it to form her letters and write one CV word.

10.05.2021

Cow

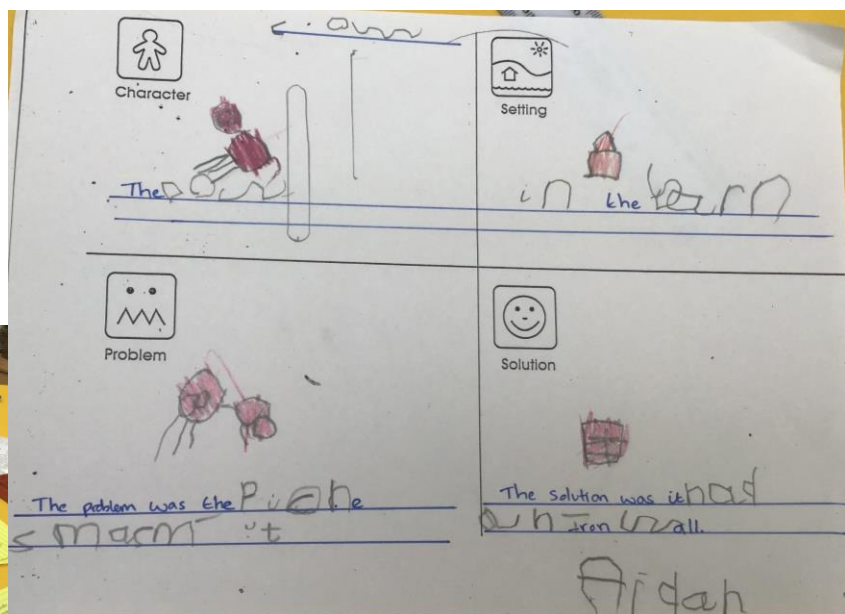
The cow.

In the barn.

The problem was the pig, he smash[ed] it.

The solution was, it had an iron wall.

Told and shared written by Aidan



With adult support to help him segment words, Aidan shared-wrote his Tales Toolkit. Aidan rose to the challenge of creating his own illustrations, using ideas demonstrated by the adult, based on adding details to basic 2d shapes.



10.05.2021

Layla's Tales Toolkit

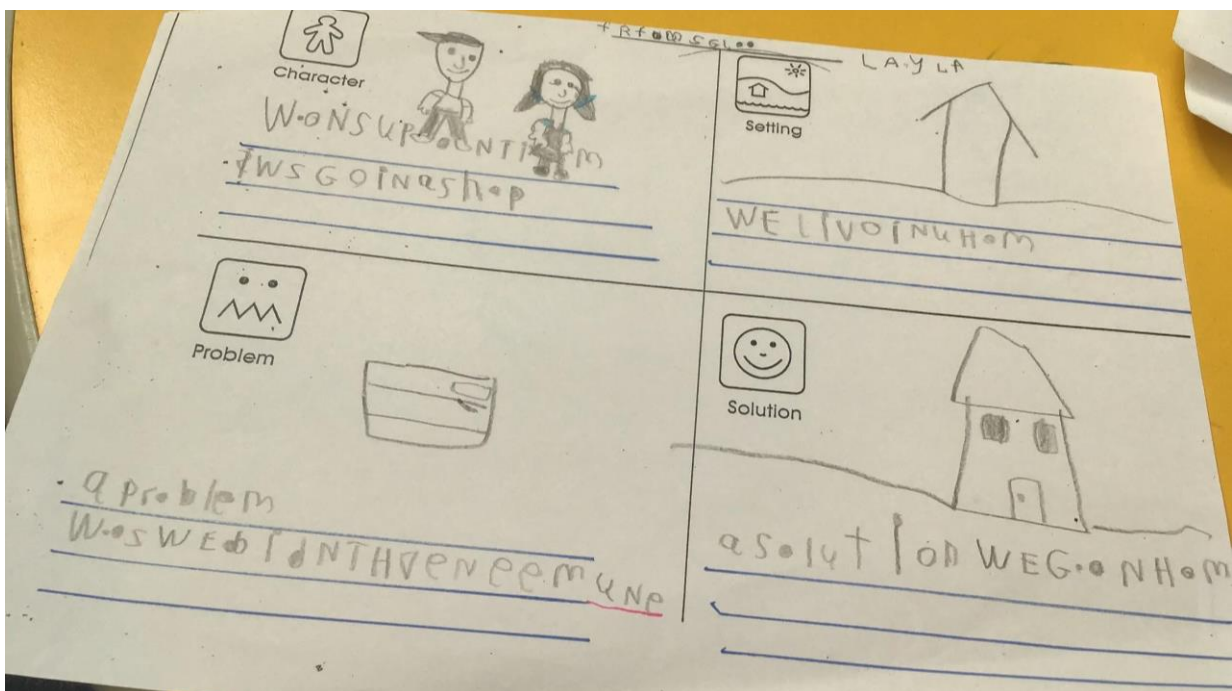
Once upon a time I was go[ing] in a shop.

We live in a home.

A problem was [that] we didn't have any money.

A solution. We go home.

Independently written by Layla



10.05.2021

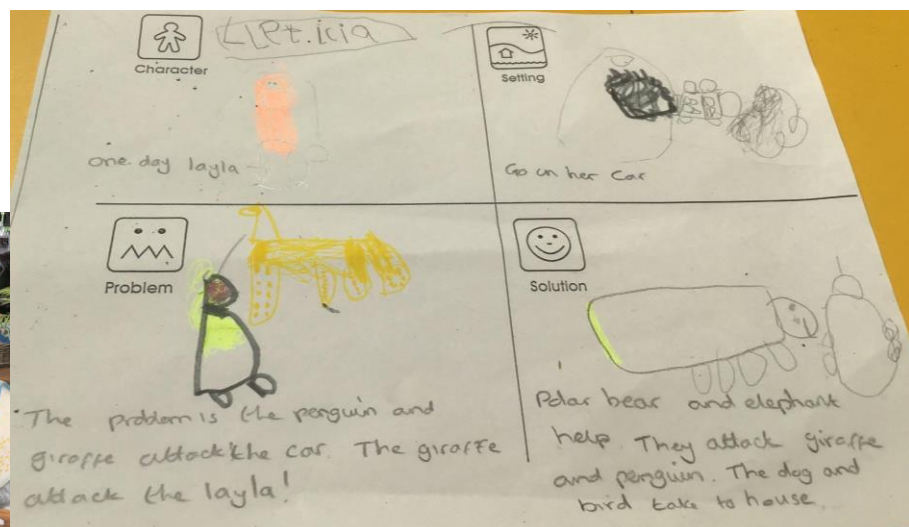
Layla

One day, Layla go[es] in her car.

The problem is the penguin and giraffe attack the car. The giraffe attack[s] Layla!

Polar Bear and Elephant help. They attack [the] giraffe and penguin. The dog and bird take [Layla] to [her] house.

Told by Leticia



11.05.2021

Scorpion

The snake.

It lives right here. (Sofia placed the snake's head inside the tree trunk)

The problem is he [is] hungry. He eat[s] the girl.

The scorpion help[s]. He push[es]. (Sofia moved the scorpion on top of the snake to scare it away from the girl).

Told and role played by Sofia



Sofia sourced her own props. The adult supported Sofia by providing the word 'scorpion' and scribing her story as she role-played it. Sofia held her pencil in a tripod grasp to mark-make some of her name's letters to show she was the author before creating illustrations.



11.05.2021

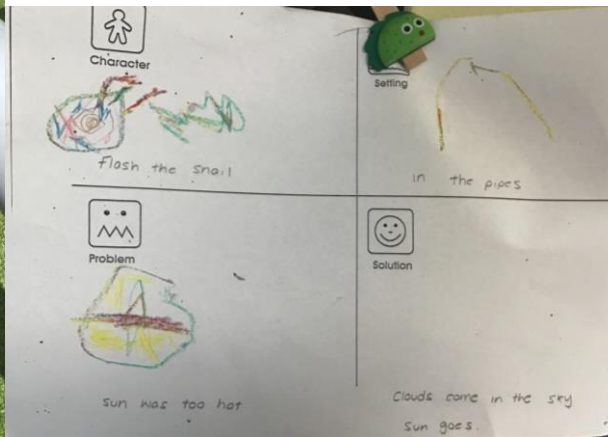
Flash the snail

Flash the snail

In the pipes

Sun was too hot

Clouds come in the sky. Sun goes



Arsildo noticed a snail outside and told a story about it to Miss Prud'homme



14.05.21

Robot

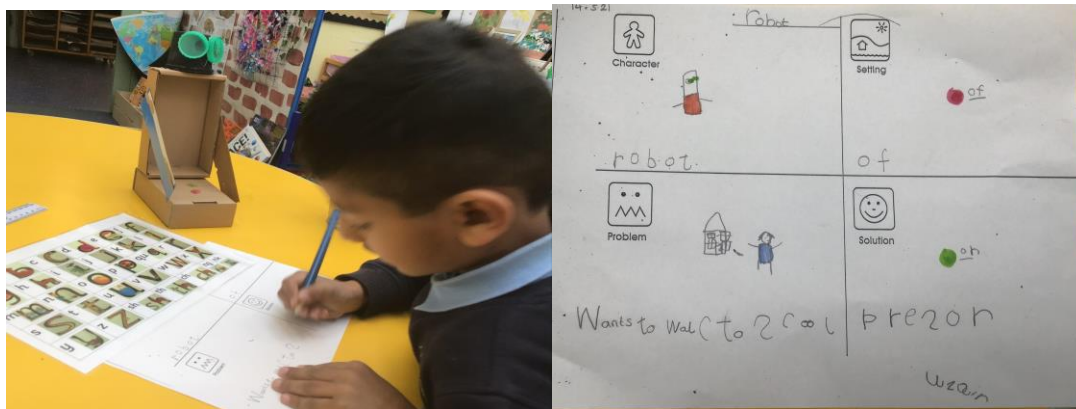
Robot.

Off.

[He] Wants to walk to school.

Press 'on'.

Told by Uzair



Uzair used the junk modelling resources and glue gun to create a detailed robot. With adult encouragement he created a Tales Toolkit about it, segmenting words to write initial sounds and phonetically plausible versions of most of the story's words



15.05.2021

Witch

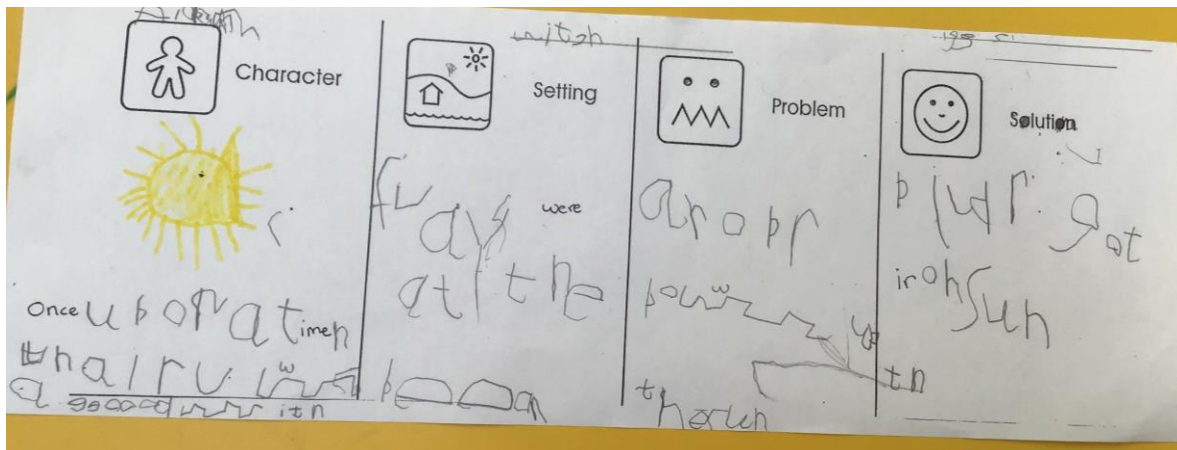
Once upon a time there was a good witch.

They were at the beach.

A robber blown [blew] up the sun.

Builder got iron sun.

Told by Aidan



Aidan selected his own props and with support from the adult (to help segment some words) and a RWI mat to aid letter recognition Aidan wrote almost all of his own Tales Toolkit.

17.05.2021

Imaan's Story

One sunny Friday there was a grandma. She has glasses and a smile. She has white hair and a bow.





She was in bed and she was in her house.

The treasure chest disappeared.

Grandma went to the kitchen and found the treasure. Grandma got a knife and cut the treasure chest open.

Told by Imaan

Imaan
17.5.21

 Character	One sunny Friday, there was a grandma. She has glasses a smile. She has white hair and a bow.	 Setting	She was in bed and she was in her house.
 Problem	The treasure chest disappeared.	 Solution	Grandma went to the kitchen and found the treasure. Grandma got a knife and cut the treasure chest open.



Imaan found an adult to ask if they could scribe her TalesToolkit as she had filled the pockets ready. The adult used questioning to extend her ideas.

19.05.2021

A pig

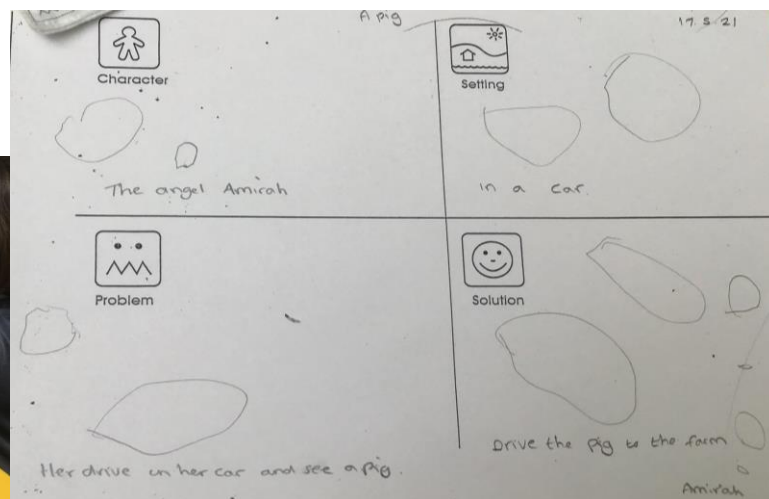
The angel Amirah.

In a car.

Her drive [she drove] in her car and see [saw] a pig.

Drive the pig to the farm.

Told by Amirah



Amirah selected her own resources to tell her story. She mark made to illustrate her Tales Toolkit



17.05.2021

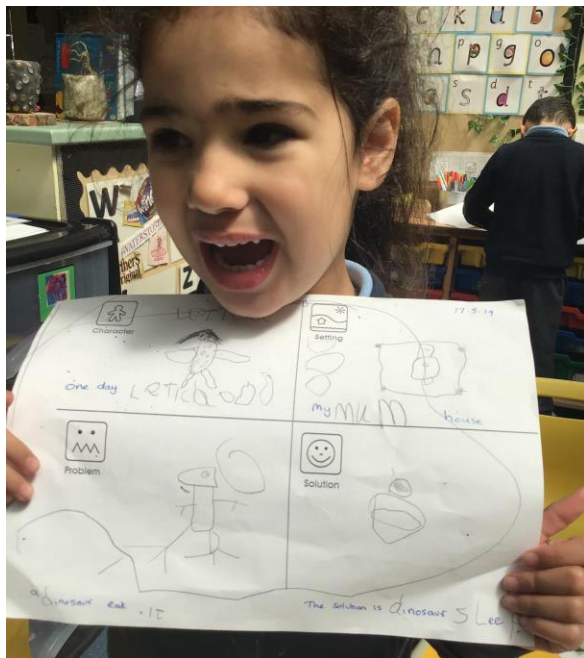
Dinosaur

One day Leticia.

My Mum[‘s] house.

A dinosaur eat[s] it.

The solution is dinosaur sleeps.



Leticia selected her own resources to create her tale. She used RWI mat and teacher support to help her identify initial sounds and segment familiar words.

24.05.2021

Super Abdul

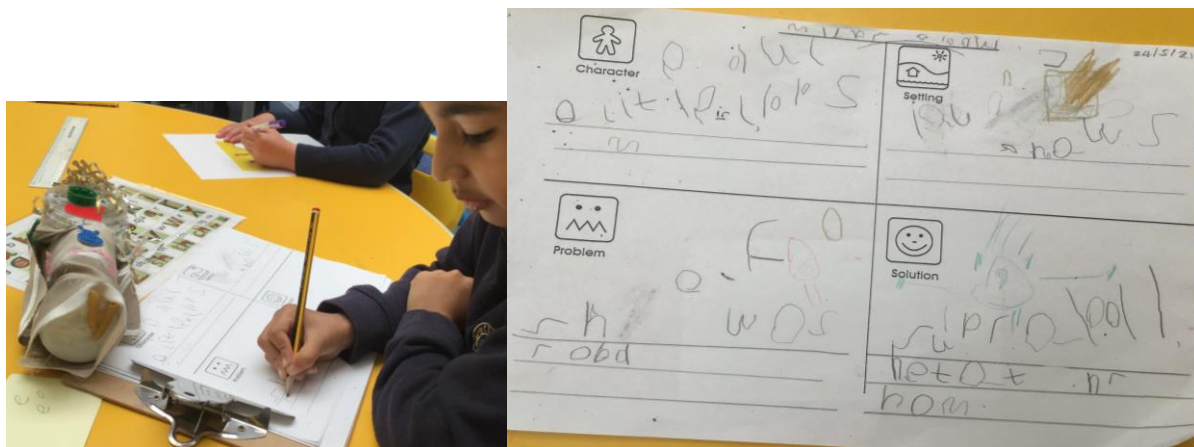
A little girl, Bisma.

In a house.

She was robbed. "fo" [ooh]

Super Abdul. He taked [take] her home.

Told and written by Abdul



Abdul spent a long time creating a person using junk modelling, textiles and the glue gun. He then named her Bisma, after his mum. With no additional props, he invented a Tales Toolkit with Bisma as the central character. With teacher encouragement Abdul wrote his whole story. The adult supported him to segment the sounds in each of his words and modelled the correct formation of some letters.



24.05.2021

Ayannah

Once upon a time there was an old lady.

She was at home.

She broke her leg. A dinosaur came.

Two fireman [firemen] came and fired at the dinosaur.

Told and shared written by Ayannah



Ayannah self-sourced the Tales Toolkit apron and started creating her story's character and setting independently. The adult encouraged her to read the story start out loud and then supported her to identify sounds she recognised as they segmented words together.



24.05.2021

The Wolf

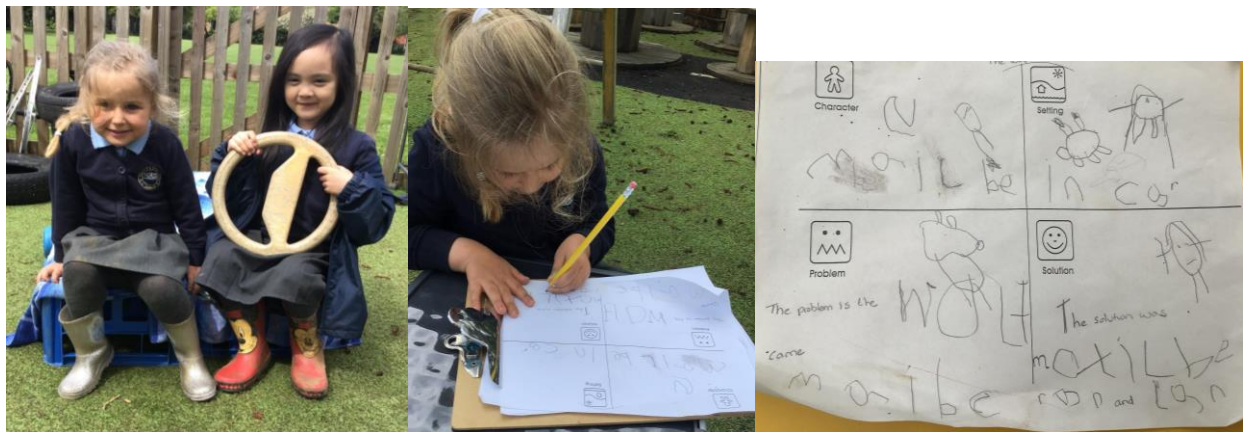
Matilde.

In car.

The problem is the wolf came.

The solution was Matilde ran and ran.

Told and shared written by Matilde



Matilde joined a friend and helped her finish creating a car using the large loose parts. Together they created a narrative as they role played. The adult encouraged Matilde to turn her narrative into a Tales Toolkit. Matilde used her phonics knowledge to help segment and share-write familiar words in her story.



24.05.2021

Spiderman

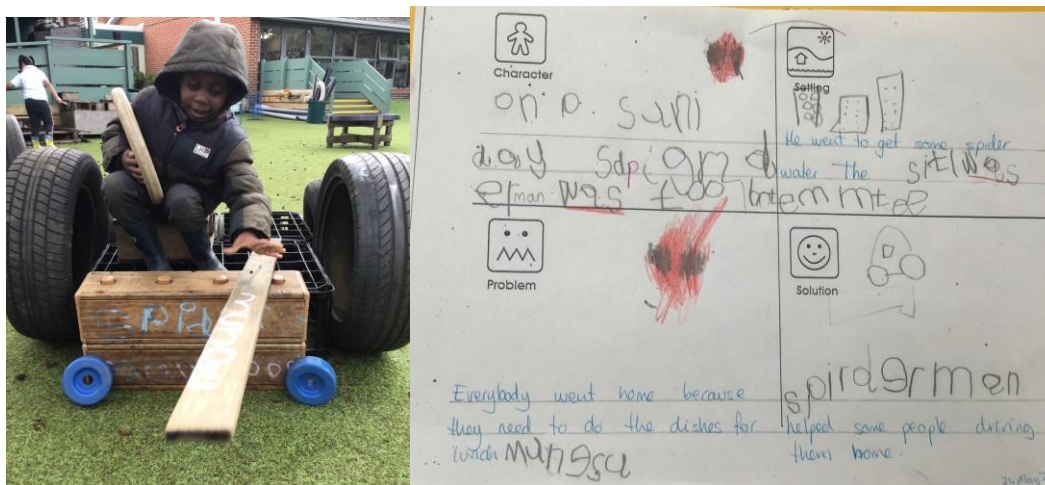
One sunny day, Spiderman was too hot.

He went to get some spider water. The city was empty.

Everybody went home because they need[ed] to do the dishes for lunch.

Spiderman helped some people [by] driving them home.

Told and shared written by Munesu



Munesu showed the adult his Spiderman socks and she pondered what kind of vehicle might Spiderman have? Munesu used the loose parts to create a car, incorporating large wheels to drive up, a high seat to see and buttons and lever to shoot spider web. The adult suggested he could create a Tales Toolkit explaining what problem Spiderman could solve using his "Spiderman 1000" vehicle.



24.05.2021

Hospital

Once little time, the nurse Alan, she fell over.

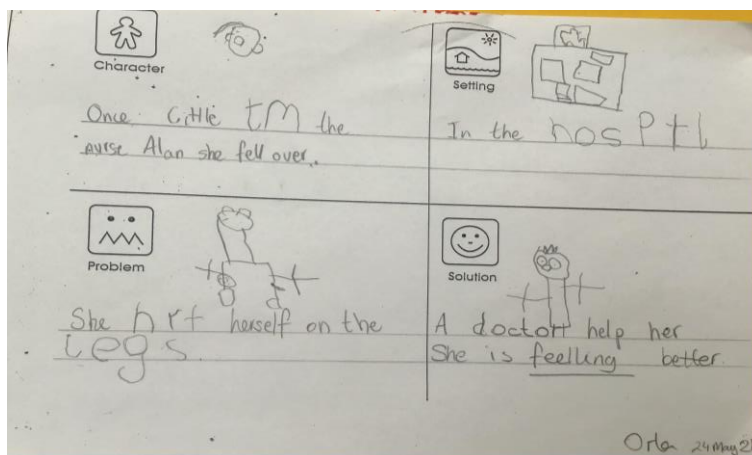
In the hospital.

She hurt herself on the legs.

A doctor help[ed] her.

She is feeling better.

Told and shared written by Orla



Orla incorporated her own knowledge of nurses, doctors and hospitals into her Tales Toolkit. She used her phonetic knowledge and segmenting skills to share-write some of the text.

24.05.2021

Superhero Dad

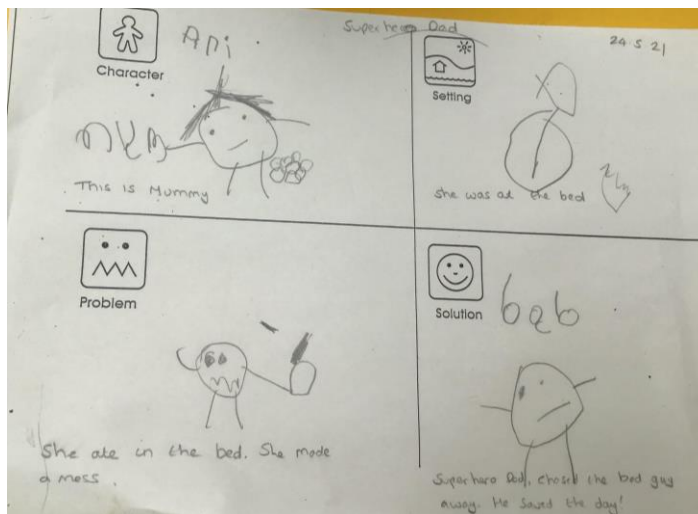
This is Mummy.

She [Mummy] was at the bed.

She [the bad guy] ate in the bed. She [the bad guy] made a mess.

Superhero Dad, he chased the bad guy away. He saved the day

Told by Aniela



Aniela used no props, creating her story from her imagination. She independently wrote her own character labels.

27.05.2021

Unicorn

One day [there] lived a pony in a wood.

The problem was larva going on [the] pony.

Pony turn into a unicorn. Fly away.

Written by Liliana



Liliana used an instructional book and toilet roll tubes to create a unicorn. She developed a Tales Toolkit around her character, with only a small amount of teacher assistance to segment some of her words.