

Pori Drwy Stori case study: Ysgol Aberbanc



Using the Rhyme Challenge to engage children and parents

Pori Drwy Stori, a bilingual initiative funded by the Welsh Government, supports children's literacy and numeracy as they start Reception class (4 to 5 year-olds) in all maintained schools in Wales. Designed and delivered by Booktrust Cymru, it builds on the Bookstart programme which encourages parents and carers to share books with younger children. The Pori Drwy Stori resources are used in the classroom and at home to support the Literacy and Numeracy Framework and encourage parents to be partners in their children's learning.

This case study demonstrates how one school used the Rhyme Challenge to develop children's skills and confidence in using English and Welsh and to engage parents in their child's learning.

The Context

Ysgol Aberbanc is a Welsh medium school in the Llandysul area of Ceredigion. There are approximately 40 pupils, ranging in age from 4 to 11 years. The school is committed to providing bilingual education of the highest quality and aims to create a safe, kind and happy world for the pupils. It aims to provide every child with the opportunity to mature into a round personality, while nurturing growth and the exercise of talents, and to enable each child to become a responsible member of a bilingual society. Encouraging greater parental involvement and ensuring parents share in their child's learning is also an important goal.

The Approach

The school wanted to launch the Pori Drwy Stori programme and Assistant Teacher Einir Ryder planned a variety of activities for a mixed class of pupils, with ages ranging from 4 to 7. The activities were based on the Rhyme Challenge, a resource designed to encourage a love of rhymes and poetry from an early age, and to promote the benefits of families learning together. The Rhyme Challenge includes five Welsh and five English rhymes, printed on specially-designed rhyme cards and posters for teachers to use during the autumn term.

'The Rhyme Challenge was easily adapted to performance activities,' explained Ms Ryder. 'Every child received a copy of the Rhyme Challenge, and then selected a weekly rhyme for the class.'

The selected rhyme was displayed on the classroom door, making sure that parents and pupils were equally aware of the rhyme, and in order to encourage them to practise it. Performance copies were also marked up with the musical notes for the keyboard.

'Each week, we held a karaoke competition,' continued Ms Ryder. 'Every child was given an opportunity to perform the rhyme in front of the rest of the class. The pupils would then select the child whom they thought had performed best, and that child would get a sticker.'

The Results

The children's repertoire of rhymes gradually expanded over the term. Children were heard practising rhymes in the playground, walking to class and on the way to and from school.

'This structure ensured that pupils gained confidence in performing in front of their peers, and were more able to learn the second verse of rhymes they already knew,' said Ms Ryder.

The impact on the parent/school partnership was strengthened. Pupils practised the rhymes at home or in the car, helping parents feel more involved in their child's school life.

'A number of non Welsh-speaking parents also felt it was an opportunity for them to learn Welsh rhymes for the benefit of the children,' added Ms Ryder.

Overall, the rhyme activities heightened awareness of the importance of bilingual education for every pupil, together with supporting the development of reading, numeracy and communication skills.

For more information go to
www.poridrwestori.org.uk

Pori Drwy Stori case study: Burlais Primary



Using Pori Drwy Stori to ensure consistency across different sites

Pori Drwy Stori, a bilingual initiative funded by the Welsh Government, supports children's literacy and numeracy as they start Reception class (4 to 5 year olds) in all maintained schools in Wales. Designed and delivered by Booktrust Cymru, it builds on the Bookstart programme which encourages parents and carers to share books with younger children. The resources are used in the classroom and at home to support the Literacy and Numeracy Framework and encourage parents to be partners in their children's learning.

This case study shows how one school used the resources to bring together Reception classes working on different sites to create a 'one school' feeling.

The Context

Burlais Primary in Swansea was created by the closure and amalgamation of Manselton Primary and Cwmbwrla Primary schools. In March 2014, the Welsh Government gave final funding approval for the building of a new 525-place primary school at Cwmbwrla Park. The planned opening date is September 2015.

While awaiting the new school building, the pupils and staff continued to work in the original school buildings, which are about half a mile apart.

The Approach

Due to being effectively separated into two locations, it was very difficult to ensure consistency throughout the school. The Pori Drwy Stori scheme was considered a wonderful opportunity for both sites to work together, consistently using the programme's resources and online activities, and creating clear objectives for the three Reception classes. The main goal was to ensure parents and children could feel part of one school, and enjoy sharing in the development of reading and numeracy skills across the whole school community.

The Rhyme Challenge is designed to encourage a love of rhymes and poetry from an early age, and to promote the benefits of families learning together, at home or in school. At Burlais Primary, the importance of teaching nursery rhymes and songs to the children was emphasised at a 'Learning to Read' parents meeting at the start of the year.

Burlais Primary decided to make a CD of the rhymes for parents to listen to and use at home.

As teacher Sue Lawrence said, 'Learning the songs and rhymes fitted easily into our daily routine, and the children found it an enjoyable activity. They were particularly excited by the fact that we were making a CD that they could take home for their parents to listen to.'

Coming together to produce the CD helped both teachers and children to feel part of one school. In the words of Sue Lawrence, 'Making the CD available to parents at a minimal price helped us to promote Burlais Primary, as the CD was bought as a Christmas presents for other family members.'

She added, 'Parents have used the CD at home and in the car with their children, and this has helped reinforce the songs and rhymes with the children. The Rhyme Challenge helped to support the recommendations we made to parents in our Learning to Read parents meeting at the start of the year.'

The Results

Parental involvement has increased as a direct result of the Pori Drwy Stori Rhyme Challenge activities. Some parents have also asked the teaching staff what the Welsh songs mean, as they heard their child singing them at home, and were curious about the words.

Sue Lawrence concludes, 'We've always promoted nursery rhymes and songs to parents. Producing the CD made it even easier for them to support their children in learning rhymes, particularly Welsh ones, at home. In addition, Pori Drwy Stori is helping to maintain critical continuity between the Reception pupils and parents on both school sites.'

For more information go to
www.poridrwestori.org.uk

Pori Drwy Stori case study: Eglwys Bach



Engaging parents and reviving age-old family traditions through Pori Drwy Stori

Pori Drwy Stori, a bilingual initiative funded by the Welsh Government, supports children's literacy and numeracy as they start Reception class (4 to 5-year-olds) in all maintained schools in Wales. Designed and delivered by Booktrust Cymru, it builds on the Bookstart programme which encourages parents and carers to share books with younger children. The Pori Drwy Stori resources are used in the classroom and at home to support the Literacy and Numeracy Framework and encourage parents to be partners in their children's learning.

This case study shows how one school used different elements of the programme throughout the school year to engage children and parents.

The Context

Ysgol Eglwys Bach, in Conwy, was purpose-built as a school in 1835 and it may be the oldest school in North Wales still being used for its intended purpose. Eglwys Bach is a Welsh-language school, well-supported by parents and the community. There are almost 20 pupils in the Nursery and Reception classes.

The Challenge

Eglwys Bach's Foundation Phase staff attended a training session about Pori Drwy Stori in 2013 after they had received their resources. Gwyn Jones, the Headteacher, said, 'Foundation staff came back from the training session quite enthused, asking if we'd seen the books, explaining what we were meant to be doing with them, how it worked, how it fitted in.'

As he explained, the teaching staff had already planned the year's schedule, and bringing in new material could have been a challenge and possible stumbling block. 'However,' he said, 'we just all sat down and decided how to plan around it and make it work.'

The Approach

After some creative team thinking, the staff came up with several goals for the project, based on making Pori Drwy Stori a priority throughout the term. Ensuring children gained a strong foundation in their reading skills was already a cross-school priority, and Pori Drwy Stori fitted in well with this. Getting parents on board was also a priority,

encouraging them to read at home with their children and helping them become more aware of their children's achievements in school.

Gwyn added, 'It wasn't particularly difficult to make it work, as the Pori Drwy Stori resources are excellent. In our case, the nursery rhymes we use are all in Welsh, so it wasn't too difficult to fit in the Pori Drwy Stori resources, as they offered the same learning skills for the children.'

For example, the children started by creating the first four pages of their My Book in school, with parents continuing to complete the book with the children at home. Gwyn said, 'Estyn praised the Pori Drwy Stori scheme because of the parental involvement, and its foundation for Welsh reading and writing.'

The Results

'It's just hit the spot!' said Gwyn about the Rhyme Challenge. 'The children sing as they go about their school day – just singing subconsciously as it has become second nature to them. It also supports other areas of the curriculum, and filters throughout the whole week.'

He comments that Pori Drwy Stori has helped to extend and build on strong parent and community support. 'Parents are more aware of what we're trying to achieve, and of what their children should be able to do, and the work they're doing in school. Getting parents in through the school doors has helped make the programme work.'

Gwyn commented on one particular outcome; 'There's one family where the father was reading to his son, although the father doesn't speak Welsh. Working with his son through the Pori Drwy Stori activities has helped the father's own Welsh language skills.'

Gwyn suggests holding an event to kick off the Pori Drwy Stori programme at the start of the year. This could include asking children to dress up as characters from books, performing Rhyme Challenge rhymes for parents, and asking for parent volunteers during the year who can come in and share a skill – drawing, reading, or simply listening to the children read.

He said, 'Before you know it, you've got parents coming in through the door, volunteering their time. And if you can follow that up with activities such as creating the book, then that goes home and parents help. The support of one or two parents just snowballs. They all rated highly the Pori Drwy Stori resources, and now feel more at home and happy to approach the school staff on any issues. I believe

Pori Drwy Stori case study: Eglwys Bach



their continued support of the school by volunteering definitely has something to do with Pori Drwy Stori.'

Gwyn also made sure the wider community was aware of the programme and its success by getting stories in the local newspaper, 'Share the success, as we've done here at Eglwys Bach. That makes people feel more proud of what they've achieved, and how they've been a part of it.'

He suggests schools make it a priority to adopt Pori Drwy Stori. 'Try a few of the nursery rhymes, dedicate a display area, create activities to support the rhymes, and just sit back and watch the children enjoy. Terms two and three will come easily then.'

As Gwyn concluded, 'It takes me back to my childhood, singing nursery rhymes with Nain. We've lost that as a society, and that's where Pori Drwy Stori comes into its own, putting nursery rhymes back at the forefront of what we're trying to do with the children. It just feels like reliving my own youth, and I want today's children to share in that wonderful experience.'

For more information go to
www.poridrwestori.org.uk

Pori Drwy Stori case study: Penclawdd



Engaging parents and the whole school with the Rhyme Challenge

Pori Drwy Stori, a bilingual initiative funded by the Welsh Government, supports children's literacy and numeracy as they start Reception class (4 to 5 year olds) in all maintained schools in Wales. Designed and delivered by Booktrust Cymru, it builds on the Bookstart programme which encourages parents and carers to share books with younger children. The Pori Drwy Stori resources are used in the classroom and at home to support the Literacy and Numeracy Framework and encourage parents to be partners in their children's learning.

This case study shows how successful one school was in using Pori Drwy Stori to engage parents in their children's learning and develop links between classes across the school.

The Context

Penclawdd Primary is an English-medium school, providing education for boys and girls from 3-11 years old. Originally a secondary school built in 1948, Penclawdd was converted to primary use in 1989.

The school wanted to make the development of reading, literacy and communication skills consistent among Reception-aged children, and to use the programme to promote bilingual skills in Welsh and English.

In addition, the school wanted to encourage greater parental involvement, ensuring parents felt recognised as valued contributors to their children's education and able to share in their children's learning in school.

The Approach

The Rhyme Challenge is designed to encourage a love of rhymes and early poetry, and to promote the benefits of families learning together, at home or in school. Penclawdd Reception teacher Gemma wanted to use it to develop children's listening, oracy and memory skills, together with increasing their self-confidence through performance and recitation of the rhymes. In addition, she realised the rhymes would provide opportunities for cross-curricular activities and encourage social skills in performing, sharing, taking turns and looking after resources.

Gemma informed parents of the weekly Rhyme Challenge to learn one rhyme and shared how important it was for them to join in at home, singing the rhymes. Every week,

a new rhyme was introduced to the children and a copy was sent home to the parents. Gemma also prepared a Rhyme Challenge Sack, reinforcing the rhyme through play and interactive learning. A typical sack, each in a different colour, would have soft toys, finger puppets, books and information, a rhyme CD, puzzles and/or a board game. When the children were familiar with all the rhymes, the Rhyme Sacks were taken home on Friday, for the parents to use over the weekend. They were returned the following Thursday and sent home with a different set of pupils the following week.

The Pori Drwy Stori website resources were also used, especially the audio clips. As Gemma explained, 'The audio clips of the rhymes being sung were played during class time while the children were working. The website was then flagged up to parents who were less confident singing the Welsh rhymes with their children. It proved to be very effective as it gave parents the confidence to sing the rhyme with their child at home. Interestingly, some children quite enjoyed the fact that their parents were slightly unfamiliar with the Welsh rhymes because it gave them the opportunity to teach the rhyme to their parents, as the "Welsh Rhyme experts"!'

Rhymes were practised throughout the day as children lined up for lunch, walked to assembly or played in the playground. Gemma realised the children got the best out of the resources when time was spent showing the children how to properly use them. Although it was worthwhile, this was also time-consuming and she had the idea of involving older pupils. Year 6 children were trained as 'Rhyme Challenge Ambassadors', supporting the younger children to learn the rhymes and use the sacks.

The enthusiastic response was overwhelming. Following an initial training session to become familiar with the rhymes and resources provided, Year 6 pupils were able to guide the Reception pupils during Rhyme Challenge sessions. They became role models for the Reception pupils, which encouraged them to use the resources appropriately and sing the accompanying rhymes as they had seen the older children doing. During play times and lunch times the Year 6 pupils would play in the yard with the younger children, singing the rhymes, and playing related games. The Ambassadors wore lanyards so Reception pupils could easily recognise them.

Each Rhyme Challenge Ambassador was asked to submit designs for the Ambassador badges and certificates, with the Reception pupils voting on their favourite. The winning design was then made into badges and printed on the

Pori Drwy Stori case study: Penclawdd



certificates. Pupils were presented with the certificates and badges by the school Head Teacher in a whole-school Achievement Assembly; both the Year 6 and Reception pupils were thrilled.

The Results

The Rhyme Challenge's positive results included the children's development of oracy, memory, numeracy, listening and thinking skills; developing children's self-esteem and confidence; Welsh oracy; and greater parental involvement.

The relationship between the Reception teacher and the parents was strengthened. Gemma believes that the common weekly goal and sharing of activities at home and at school strengthened the bond between the school and the parents and encouraged parents to be active partners in the children's learning. She says, 'The response of the parents eager to attend the next meeting about the Booktime pack demonstrates their willingness and enthusiasm for working with and alongside the school when helping with their children's learning.'

She adds, 'The parents feel their contribution is valued and this has spread beyond the Rhyme Challenge into other areas of the curriculum, with the parents wanting to share things done at home and make contributions to their children's learning in school. For example, the children made houses for a Great Fire of London model, treasure maps for a pirate project, and showed enthusiasm for joining in with any classroom topic.'

For more information go to
www.poridrwestori.org.uk

Pori Drwy Stori case study: Swansea area schools



The Naughty Rabbit hops around Swansea schools and libraries

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This case study shows how schools across Swansea worked together with the Bookstart Coordinators from Swansea Library.

Who took part

Community Primary schools Seaview, Gors and Townhill, and the Welsh-medium Ysgol Gymraeg y Cwm, Pontybrenin, Y Login Fach and Bryn-y-môr, worked with Swansea Library's Bookstart Coordinators on Pori Drwy Stori Booktime activities.

What happened

Schools made good use of the year's two Booktime books: *The Tale of a Naughty Little Rabbit*, in an age-appropriate edition for the programme, and *Tŷ Bach Twt i Miss Trwyn Smwt*, produced in Welsh for the programme.

Townhill, Gors and Seaview schools all received support in producing an interactive exhibition of the Peter Rabbit story which was displayed at the National Waterfront Museum. The Welsh-language schools (Ysgol y Cwm, Bryn-y-môr, and Pontybrenin) were also involved in the launch event.

To inspire ideas for the Peter Rabbit story, children drew up a list of possible 'supplies' based on the book to use in their exhibition. The list included large washing-machine boxes, pots and planters, seeds (radishes, peas, cress, lettuce, spinach and carrots), compost, masking tape, plastic bottles for recycling, wood chippings, plastic and a gate and fence. With supplies in hand, pupils from Townhill, Gors and Seaview schools worked together on the 'Naughty Rabbit Project'.

During the first week, Townhill pupils created a 'Peter Rabbit and his family' display from felt. Gors children

were involved in paper pulping and burrow-making, whilst Seaview pupils created birds and bugs from paper pulp.

Over the following three weeks, additional activities included seed-planting, painting and creating small rabbit figures. Activities culminated with the making of a rabbit warren, rakes, and a stuffed Peter Rabbit.

The exhibition was part of the Booktime launch event at the National Waterfront Museum in Swansea. The launch began with a welcome and introduction by the Bookstart Coordinators, a lively photo display and an online audio reading of the book. The day included interactive story telling sessions, and craft activities and ended with all the schools singing together.

For more information go to
www.poridrwestori.org.uk

Pori Drwy Stori case study: Gungrog Church in Wales Nursery and Infant School



Making writing and numeracy fun with Pori Drwy Stori

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This case study focuses on how the Pori Drwy Stori resources were used to make learning fun and to strengthen links between the home and school.

The Context

At Gungrog Church in Wales Nursery and Infant School, based in Welshpool, services for children and parents include the Mother and Toddler Club, Happitots Playgroup, and part-time provision for three year olds. The facilities for all children at Gungrog are constantly being updated and improved to meet the ever-changing educational agenda, and to offer every child quality educational experiences.

The main goal was to use Pori Drwy Stori to make sure that the school worked with children and parents to instil enjoyment in reading and numeracy and to develop skills, engaging the whole school community.

The Approach

The school held a meeting with parents to explore various methods through which the enjoyment of reading and numeracy activities could impact on their child's learning. This included using play to develop skills and engender enthusiasm and a sense of fun.

The school used My Book, a unique resource that gives learners the opportunity to create their own book to keep, to link with the Reception reading topic of fairy tales. Pupils created their own books based on the story of Goldilocks and the Three Bears.

The Pori Drwy Stori numeracy resources include The Unicorn's Challenge, a magazine full of interactive activities, including the 50p Challenge game. The magazine comes complete with counters and dice and is sent home so children can use the resource with parents/

carers or other family members over the summer holidays. At Gungrog School, the focus was on linking the resource to basic addition skills.

Mrs Mills, the classroom teacher, explained, 'I used the Unicorn Challenge as an independent activity, with the main desired outcome being to recognise, sort and use coins, and find totals and give the correct change.'

The children were given coins of varying denominations. Then, depending on the amount shown on the interactive white board, the children had to use the coins to make up that amount. They did this as a group without adult support. Mrs. Mills said, 'Playing this game helped the children be enthusiastic about their learning, which is great!'

The Results

The activities have met their stated goals of promoting reading for pleasure and developing numeracy skills. Parental involvement has also increased as a direct result of the activities.

The school website showcases pupils' work, and the children's book can be seen on Mrs Mills' class page at www.gungrog.powys.sch.uk. Each time a web page is updated or created, the 'text to parents' facility is used to encourage them to look at the new items, and the number of hits consistently increases following these messages.

Mrs Mills said, 'The children loved the games. When the version for home was given to them, they were all very excited and enthusiastic. From speaking with the children, many of them played it at home.'

For more information go to
www.poridrwystori.org.uk

Pori Drwy Stori case study: Rhos Helyg (Llangeitho campus)



Gaining confidence in the Welsh language through rhymes and stories

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This case study shows how one school used Pori Drwy Stori to support children who were Welsh learners to gain confidence in the language through activities using rhymes and the Booktime book.

The Context

Ceredigion-based Rhos Helyg primary school (campuses: Llangeitho, Penuwch and Rhos y Wlad) has approximately 85 pupils aged 4 to 11 years of age. There are 10 children in the Reception class at Llangeitho.

The main language of the school is Welsh. However, whilst Welsh is the first language at home for more than 30% of the pupils, there are also children of varying ages and learning needs who may not be so familiar with the language.

The Challenge

When children attending the school are latecomers to learning Welsh, both they and their families need support to gain confidence in learning and using the language.

Three children from English-speaking homes joined the school in spring 2013 and the class teaching team decided to develop activities based on rhymes and a story to help all the children, and their parents, to build confidence in using and learning Welsh.

Clarissa Richards, class teacher, said: 'We created movements to complement the words, in order to help them learn – a little like the style of Pie Corbett.'

The Approach

The teachers used the Rhyme Challenge resources, which included rhyme sheets consisting of five English and five

Welsh rhymes, along with certificates for the children when they have completed the challenge, and are able to learn and repeat the rhymes.

In the spring, the children created frog masks to wear while singing the rhyme *Tri Broga Boliog Braf*. They also collected frogspawn to observe back in the classroom, learning about a frog's lifecycle, and creating a dial to show how frogs develop. Clarissa Richards noted that 'there was great excitement in the class on the morning one of the children observed that the tadpoles had grown legs!'

The rhyme was also used as part of the children's 'mathemateg pen' or mental arithmetic sessions, to develop skills in counting down, starting with five frogs instead of three.

Mae Gen I Dipyn O Dy Bach *Twt* led to the children painting pictures of their homes and provided an opportunity to discuss their house and learn basic vocabulary such as 'fffenest' (window), 'drws' (door), 'wal' (wall), 'to' (roof); it also gave the teaching staff a chance to learn a little about the children's home life.

For *Pum Crocodeil*, each child made a crocodile puppet, complete with a mouth that could open and close. This rhyme was also used in the 'mathemateg pen' sessions to reinforce counting skills.

A model of a dog with moving legs (made using split pins) was used to illustrate *Dau Gi Bach*. This activity led to discussion about pets at home – another chance for the teaching staff to get to know the children.

For *Mi Welais Jac-y-do*, the children created a collage of 'jac-y-do' (crow) sitting on top of the roof. It was used on the display board.

Clarissa Richards commented, 'The activities produced by Pori Drwy Stori were very helpful and supportive. We completed some in class, while others were sent home for the parents to help complete with their children.'

The class also used the Booktime book, *The Tale of a Naughty Little Rabbit*, and the children were particularly inspired by the pictures. A Peter Rabbit's Garden was created in the school's outdoor area. The children planted cabbage, lettuce, radish and French bean seeds in tubs, and helped to weed and water the emerging seedlings. Children also put up pictures (with Welsh labels underneath) of all the animals, birds and insects from the story.

Clarissa Richards said: 'They really enjoyed watching the plants grow, and towards the end of the summer term

Pori Drwy Stori case study: Rhos Helyg (Llangeitho campus)



we were able to pick, wash, prepare and eat a delicious salad. Unfortunately we lost our cabbages due to a massive invasion of caterpillars – at least this gave us a chance to learn about the life-cycle of the Cabbage White butterfly!’

The Results

Towards the end of the school year, parents were invited to a special event, displaying their children’s prowess in singing and acting out the five songs. Certificates were then presented, celebrating the children’s success in the Rhyme Challenge. The afternoon concluded with a picnic, giving the parents an opportunity to meet and socialise. In addition, a display board at the classroom entrance displayed the children’s rhymes and artwork.

Parents’ comments included their pleasure at how much they enjoyed sharing the Peter Rabbit story with their children at home, especially counting insects and animals in the pictures.

All 10 children in Reception learned all the rhymes, with children from English-speaking homes attaining the same standard as those from first-language Welsh homes. One child, who never spoke in class, was heard singing. Confidence in speaking and singing in Welsh improved.

The Rhyme Challenge and the Booktime book, *The Tale of a Naughty Little Rabbit*, also increased the amount of communication between the parents and school. Clarissa Richards said, ‘The verbal feedback I had at the end of the picnic afternoon was very positive. The parents were proud of their children’s endeavours, particularly performing songs so confidently at such a young age, and were reassured to see their children enjoying learning Welsh.’

For more information go to
www.poridrwestori.org.uk

Pori Drwy Stori case study: Ysgol Tan-y-Lan



Taking pride in their children's achievements with the Rhyme Challenge

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This case study shows how one new school used the Rhyme Challenge to encourage parents to take pride in their children's work and to feel part of the school community.

The Context

Ysgol Gymraeg Tan-y-Lan opened in September 2011, the first Welsh-medium primary school to open in Swansea for nearly a decade. It is in the Morriston area, on the site of the former Graig Infants School; the area has seen rising demands for Welsh-medium education.

As a new school, the challenges included creating a vibrant, friendly school, which involved parents, teachers and children and also contributed to the local community. The main goal was to ensure parents and children could feel part of one school and enjoy sharing in the development of reading and numeracy skills across the whole school community.

The Approach

The Pori Drwy Stori scheme was considered a wonderful opportunity for pupils to work together, learning nursery rhymes and improving literacy and language skills. Rachel Collins, Reception Teacher, explained that the children learned to sing the rhymes using various activities. 'For *Pum Crocodeil*, they created the afon (river) for the crocodeil (crocodile) and then role-played the rhyme when the river was completed, using the five crocodiles.'

For the rhyme *Dau Gi Bach*, the children role-played the rhyme, drew pictures on the computer and made models of dogs. Frogs were created from playdough for the *Tri Broga Boliog Braf* rhyme, and for *Mi Welais Jac-y-do*, and *Mae*

Gen i Dipyn o Dŷ Bach Twt, the children drew pictures on both the computer and the iPad.

The children's work was displayed in five large coloured frames along a school corridor that leads to the school hall. The Rhyme Challenge concluded with an afternoon performance for parents, celebrating the children's achievements in learning all five Welsh rhymes, during which all the pupils received certificates.

The Results

Parents were very pleased with the performance and applauded when each pupil received their certificate – adding to the importance of the occasion.

As Rachel Collins concluded: 'I felt it was a relaxed afternoon where the children had an opportunity to celebrate their work, and parents were welcome to join an informal event where each pupil performed very well.'

For more information go to
www.poridrwestori.org.uk

Pori Drwy Stori case study: Torfaen



Story Trails for the whole family: supporting parents and children to enjoy books together

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The Context

At a network meeting attended by teachers, librarians, and advisors involved with Pori Drwy Stori, professionals felt that additional support would help parents/carers and children make the most of the Pori Drwy Stori Booktime resources. The Torfaen Family Learning team decided to work with parents to help make full use of the two Booktime picture books (one in English, one in Welsh). As Edith Wilson, Family Learning Coordinator, explained, 'Torfaen Family Learning aimed to bridge the gap to ensure that more families could enjoy and use the beautiful books confidently.'

The Approach

The team's three-point strategy aimed to:

- encourage parents to enjoy books with their children
- identify the benefits of sharing books and reading
- complete activities based around the two Booktime books

To disseminate this information, parent workshops, lasting from one to two hours, were scheduled to coincide with the delivery of the Booktime books to schools. The workshops were free to schools and used a Story Trails format. Parents and children took part in various activities based around one book, using the Pori Drwy Stori Booktime resources as well as new resources developed for the workshops.

Nine schools participated in the Family Learning team's workshops, with 69 adults and 65 children taking part. In most settings, book bags were given out to families at the workshop and parents were encouraged to take extra resources home to continue book sharing. They were also

encouraged to visit the nearest library with their family.

The workshop activities centered around *Peter Rabbit* and *Tŷ Bach Twt i Miss Trwyn Smwt* and included:

- sequencing the story
- creating puppets and using them to tell the story
- planting seeds and labelling plants
- drawing pictures of a garden or favourite part of the story
- singing and role playing
- fruit tasting, comparing sizes, colours, tastes, textures
- building a 'new house for Mouse'
- making a book, finger mouse, and a rabbit or mouse mask

The workshops concluded with a sing-song, and show-and-tell. Parents agreed it was 'brilliant fun, with excellent activities'.

The Results

Evaluation forms, completed by each adult, revealed the positive outcomes. Parents described how much they had learned and gained from the workshop.

In addition to thinking it was 'lovely to spend one on one time with my child', parents also noted that 'books became more than just reading', and that using pictures to translate Welsh meant that 'I now know that I do not have to understand Welsh to read a Welsh book with my child'.

School staff also appreciated working in partnership with Family Learning, commenting that many parents would 'probably not have picked up the Welsh language book at all, had they not attended the workshop'.

This view was supported by parents remarking on how they now had a better understanding of the different ways to support their children in reading, along with feeling more confident in looking at Welsh-language books e.g. they could 'let my child tell me about what they think is going on in the story, rather than just reading the book'.

For more information go to
www.poridrwestori.org.uk

Pori Drwy Stori case study: Ysgol Gymraeg y Cwm



Getting excited about reading for pleasure

Pori Drwy Stori, a bilingual initiative funded by the Welsh Government, supports children's literacy and numeracy as they start Reception class (4 to 5 year olds) in all maintained schools in Wales. Designed and delivered by Booktrust Cymru, it builds on the Bookstart programme which encourages parents and carers to share books with younger children. The Pori Drwy Stori resources are used in the classroom and at home to support the Literacy and Numeracy Framework and encourage parents to be partners in their children's learning.

This case study shows how one school used the Booktime book *Pengwin ar ei Wyliau* to engage children and encourage reading for pleasure.

The Context

Ysgol Gymraeg y Cwm is a Welsh-medium school which opened in September 2012. It has 50 pupils on the roll and is open to Nursery, Reception and Year 1 pupils. The school catchment area includes Winch-wen, Bon-y-Maen, Pentrechwyth, Morfa, St Thomas and Port Tennant. The school motto, 'Gwnewch y pethau bychain', is based on the words and teaching of St David, the patron saint of Wales, and means 'Do the little things in life'.

In addition to teaching the children about the culture and history of Wales, while respecting and learning about other cultures, the school is also committed to providing first-class Welsh-medium education for every individual. It focuses on the nurturing of values such as honesty, tolerance, fairness, respect for others, courtesy, helpfulness, kindness and modesty. By providing a balanced and challenging curriculum, it is hoped that all pupils succeed and achieve their full potential.

The Approach

For the Pori Drwy Stori launch, Reception/Year 1 teacher Mrs Catrin Pryce planned a variety of activities around the book *Pengwin ar ei Wyliau*. Activity ideas and worksheets (in English and Welsh) were delivered to schools in Wales with the Booktime books in the spring term.

'It fitted into our theme of 'Ice and Snow' perfectly,' explained Mrs Pryce. 'I used the worksheets that were already on the Pori Drwy Stori website and adapted them slightly to suit my class.'

In the book, Penguin goes on holiday because he wants to go somewhere different where he can try new things. On World Book Day, all the children came into school dressed as their favourite book character. Mrs Pryce dressed up as a penguin (wheeling her suitcase and wearing a flowery garland) and introduced the book to the whole class.

'After reading the story, we discussed the characters and events and expressed our opinions,' she explained. 'Then, I encouraged the children to predict what could be inside the suitcase that I had wheeled in. I asked lots of questions, such as 'What items do you think penguin needed to go on holiday?', 'Do you think he needed a coat?', 'What would you pack into a suitcase to go on holiday?' and 'Does the weather affect the things you would pack?'

When the suitcase was finally opened, it revealed items such as a sunhat, sun cream, mobile phone, water and a book. 'I asked the children in groups to 'diamond rank' the items in order of importance,' continued Mrs Pryce. 'We had lots of fun debating and learning.'

The Results

'Not only did the book open many doors to learning in my class, as it fitted in perfectly with my 'Ice and Snow' theme, it was also at the right level of language for Reception children,' said Mrs Pryce. She continued to use the book as the focus for her fortnightly planning and used it in other lessons to develop cross-curricular themes.

The children were extremely excited to hear that the book was included in their Booktime reading pack at the end of the fortnight.

The impact on the parent-school partnership was also positive, as Mrs Pryce explained. 'The oral feedback from some parents was very positive as the children enjoyed sharing a 'familiar' story with them.' The activities have raised the importance of reading for pleasure across the whole school community.

For more information go to
www.poridrwestori.org.uk