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Developing Narrative Skills

Presented by Buckinghamshire Children and Young
People's Speech and Language Therapy Team

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What we will cover

- What do we mean by 'narrative' and why are narratives important?
- A child's narrative learning journey.
- Supporting narrative development across the curriculum.
- Target setting.

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Your task:


- To make a list of the principles and strategies you hear throughout the webinar in order to carry out a task that we will give you at the end.

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What is a narrative and why is it important?



nar·ra·tive: (noun)
something that is narrated: STORY, ACCOUNT

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Quick activity

- Think of 3 types of narrative (not a story) that a child may use in your year group / subject area. Or if you're a parent or carer, 3 types of narrative your child may use at home.

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Foundation skills for successful narratives

- Attention
- Memory
- Vocabulary
- Grammar
- Cause and effect
- Theory of mind






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The narrative learning journey

- Labelling: 'That's a cat. That's a flower.'
- Listing: 'That's a cat. The cat smells a flower. The cat drinks milk.'
- Connecting: 'That's a cat. It smells a flower and it drinks milk.'
- Sequencing: 'Yesterday a cat smelled a flower. Then it drank some milk because it was thirsty.'
- Narrating.




 
 (Stadler & Ward)

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The narrative learning journey

- From age 7: children start telling stories with more than one 'episode'.
- Age 9-10: stories start to contain considerable detail.
- Age 11 and up: number of complete 'episodes' increases with age.

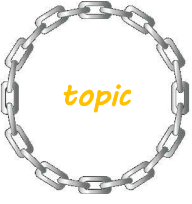
 
 (Vanderwalle, Boets, Boons, Chesquire & Zink)

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Narrative structure: 2 critical elements


- Centring
Focus on a topic
- Chaining
Sequencing events



(Applebee)

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Narrative structure


- Abstract: What's the point?
- Orientation: Who? Where? When?
- Complicating action: What happens?
- Resolution: How does it end?
- Coda: Is it over?

- Evaluation

(Labov)

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Narrative structure: The Three Little Pigs

Once upon a time there were three little pigs who lived in the countryside. They each decided to build a house.
The first pig built a house out of straw. The second pig built a house out of sticks. The third pig built a house out of bricks.
Little did the pigs know, a wolf was following them. He came across the house of straw, and he huffed and he puffed and he blew the house down.
The wolf then came across the house of sticks. He huffed and he puffed and he blew that house down too.
Finally, the wolf came across the house of bricks. He huffed and he puffed, then he huffed and puffed again, but no matter how hard he tried, he could not blow that last house down.
The third pig was safe. And he lived happily ever after.
The end.

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Narrative structure: The Three Little Pigs

Orientation | **Once upon a time there were three little pigs who lived in the countryside.** They each decided to build a house.
The first pig built a house out of straw. The second pig built a house out of sticks. The third pig built a house out of bricks.
Little did the pigs know, a wolf was following them. He came across the house of straw, and he huffed and he puffed and he blew the house down.
The wolf then came across the house of sticks. He huffed and he puffed and he blew that house down too.
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The end.

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Narrative structure: The Three Little Pigs

Once upon a time there were three little pigs who lived in the countryside. They each decided to build a house.

Episode 1 The first pig built a house out of straw. The second pig built a house out of sticks. The third pig built a house out of bricks.

Episode 2 Little did the pigs know, a wolf was following them. He came across the house of straw, and he huffed and he puffed and he blew the house down.

Episode 3 The wolf then came across the house of sticks. He huffed and he puffed and he blew that house down too.

Episode 4 Finally, the wolf came across the house of bricks. He huffed and he puffed, then he huffed and puffed again, but no matter how hard he tried, he could not blow that last house down.

The third pig was safe. And he lived happily ever after.
The end.

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Narrative structure: The Three Little Pigs

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The third pig was safe. And he lived happily ever after. | Resolution
The end.

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Narrative structure: The Three Little Pigs

Once upon a time there were three little pigs who lived in the countryside. They each decided to build a house.
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The third pig was safe. And he lived happily ever after.
The end. | Coda

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Supporting narrative development

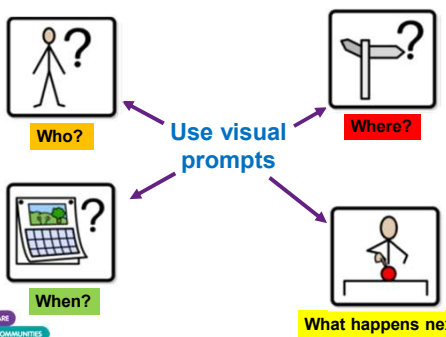
Any packs of resources should:

- Be suitable for the age / learning level of the child
- Offer easy to use session plans
- Be well researched, using methods that have been proven to work




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Who? **Where?**
When? **What happens next?**

Use visual prompts

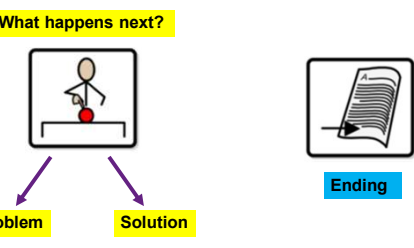
 


(Adapted from Black Sheep Press)




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Supporting narrative development

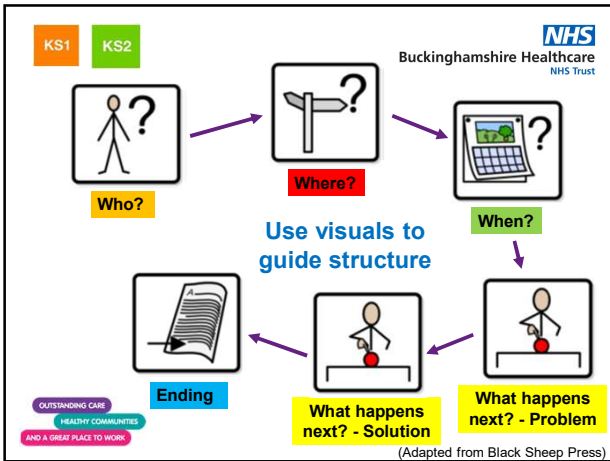


What happens next?
Problem **Solution**
Ending

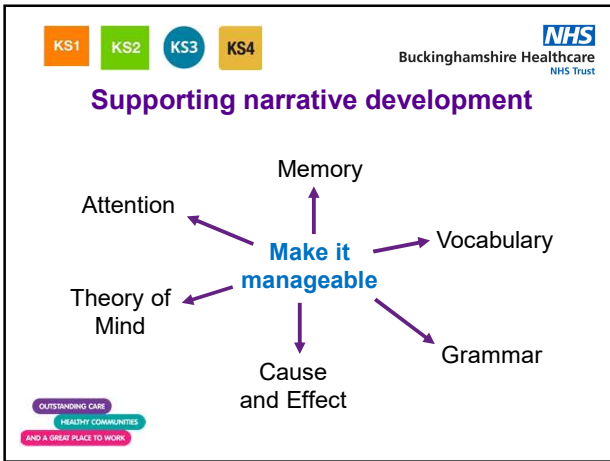
 


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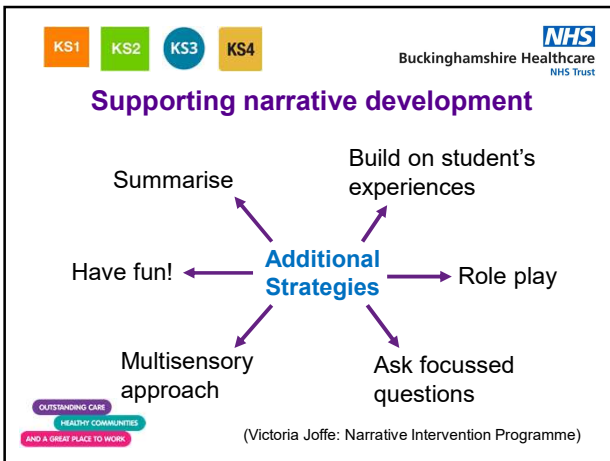
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KS2 KS3 KS4 **Buckinghamshire Healthcare NHS Trust**

Supporting narrative development

- Visuals for planning narratives can become more sophisticated as children progress through school.

(Adapted from The SHAPE CODING™ System)

Headline: _____
 Where? _____ When? _____
 Who? _____
 What happened or what do you think will happen?
 A. _____
 B. _____
 C. _____
 Problem _____ Solution _____
 What was it like? How did it feel?
 Or Do you think it will make you feel?

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Supporting narrative development

Use the same strategies across multiple subjects

- English: Analysing a play
- Science: Reporting results of an experiment
- History: Discussing key events of the Vietnam war
- Art: Discussing how an artist was inspired to create a piece of work
- Geography: Explaining the geological process of how earthquakes happen
- Food Tech: Writing a recipe

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KS3 KS4 **Buckinghamshire Healthcare NHS Trust**

Supporting narrative development

Resource
Usborne Young Reading collections

- Classic literature
- Visual support
- Simpler language
- Shorter chapters

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KS1 KS2 **KS3** KS4

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Setting targets

Make your targets SMART

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound



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KS1 KS2 **KS3** KS4

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Setting targets

Understanding comes first, then children can start working on production, e.g.

- **Step 1:** By the end of the Autumn term, Tim will be able to look through a set of instructions (e.g. a recipe) and underline all of the equipment required.
- **Step 2:** By the end of the Spring term, Tim will be able to write a set of instructions (e.g. a recipe), including a list of the equipment required.

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KS1 KS2 **KS3** KS4

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Setting targets: Orientation

To consistently identify and/or provide the orientation (who/what, where, when) across curriculum subjects:

- **KS1:** Identify 3 characters in their reading book by the end of the week;
- **KS2:** By May half term, be able to give 3 facts about the Victorians, including 1 key person from that period, where they lived and what year they were born.
- **KS3:** At least once a week, identify the equipment required for a specific science experiment (and assemble these before starting the experiment).
- **KS4:** By the end of the Autumn term, give a 2 minute presentation on Rasputin, including information on who he was, where he lived and when he was politically active.

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So how did we do?


Your task:

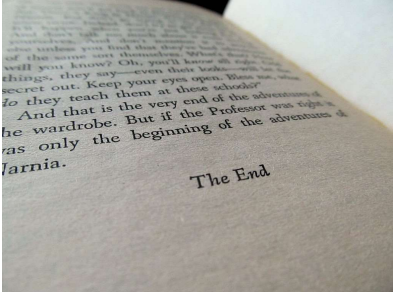
- What elements of narrative did you observe or listen to in the webinar?
- Is there anything that could have been done better?*

*Hang onto this information for your feedback survey.

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