

Strategies to help with Narrative Skills

- Read stories regularly to provide exposure to stories and formal language
- Teach the student 'beginning, middle and end' concepts i.e. discuss and demonstrate these in functional daily activities
- Provide a story plan and use story maps to chart and explain stories:
 - **Beginning:** who, what, where, when
 - **Middle:** sequence of ideas in a flowing manner
 - **End:** how story end
- Use 'scaffolding' questions to help plan narratives:
 - **Setting:** who, what, when
 - **Initiating event:** what happened
 - **Reaction:** how did she/he feel
 - **Goal:** what did she/he plan to do
 - **Attempt:** what did she/he do
 - **Outcome/Consequence:** what happened
 - **Ending:** how did it end
- Ask questions for more specific information and encourage further development of ideas. Incorporate critical thinking strategies by asking 'Who, What, When, Where & Why' questions
- Encourage the use of prediction and inference skills. Ask questions to help students organise and to comprehend information in stories:
 - Explaining inferences i.e. what do you think they mean by that?
 - Determining the cause i.e. why do you think that happened?
 - Negative-why questions i.e. why didn't
 - Determining solutions i.e. how could they solve that problem?
 - Avoiding problems i.e. what could they have done instead?
- Practise retelling of events and life experiences
- After a TV show/movie, talk about the story using narrative structure
- Use computer software that encourages story writing and building
- Use choose your own adventure story books, story tapes and story picture books
- Keep a diary, draw a picture or write about family/school outings
- Encourage role play, charades, puppet shows
- Tell simple nursery rhymes and role play them afterwards
- Make your own story books

