Strategies to help with Narrative Skills

- Read stories regularly to provide exposure to stories and formal language

- 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 / narrative ended

- 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?


- Use visual support to help students remember the structure they are trying to achieve (see symbols below).

- 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

- Keep a diary, draw a picture or write about family/school outings

- Encourage role play, charades, puppet shows

- Make your own blog / vlog – play it back and try to expand

- Make your own story books
**Who?**
Generate ideas of who could be in a story e.g. the student, the characters from a book/TV programme, family members, friends, animals. To expand on this encourage the use of complex sentence structures e.g. the girl, who has long hair

“*The girl*”

**Where?**
Think of places where a story could be set. Use pictures, own experiences e.g. the beach, castle, school.

“*The girl went to the swimming pool*”

**When?**
When could a story be set: Time/year/season/ past/ future e.g. morning, the 1800s, lunchtime.

“*The girl went to the swimming pool in the morning*”

**What happened/ what happened next?**
What did the characters do?

“*The girl went to the swimming pool in the morning to practice diving*”

**Why?**
Encourage the use of compound sentences using conjunction e.g. because, as, although

“*The girl went to the swimming pool in the morning to practice diving because the competition was coming up soon.*”
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<th>How did he/she/you feel?</th>
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<td>Encourage the use of synonyms e.g. happy-content.</td>
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<td>“The girl went to the swimming pool in the morning to practice diving because the competition was coming up soon. She was nervous but excited for the competition.”</td>
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<tr>
<td>“The girl went to the swimming pool in the morning to practice diving because the competition was coming up soon. She was nervous but excited for the competition. Her instructor was pleased with her performance.”</td>
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The symbols below can be used as a visual cue to support verbal narrative, alternatively the table below can be used to structure ideas for written narrative.

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