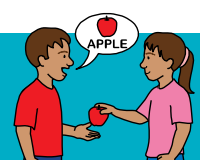
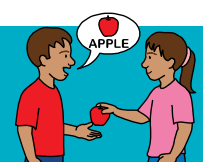


## Strategies to help with Narrative Skills

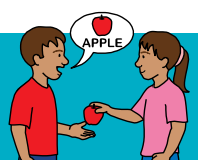
- Read stories regularly to provide exposure to stories and formal language
- Provide a story plan and use story maps to chart and explain stories:
  - **Beginning:** who, what, where, when
  - **Middle:** sequence of ideas in a flowing manner
  - **End:** how story / narrative ended
- Use 'scaffolding' 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?
- Ask questions for more specific information and encourage further development of ideas. Incorporate critical thinking strategies by asking 'Who, What happened, When, Where, Why & What happened next?' questions.
- 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



	<p><b>Who?</b> 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</p> <p><i><u>"The girl"</u></i></p>
	<p><b>Where?</b> Think of places where a story could be set. Use pictures, own experiences e.g. the beach, castle, school.</p> <p><i>"The girl <u>went to the swimming pool</u>"</i></p>
	<p><b>When?</b> When could a story be set: Time/year/season/ past/ future e.g. morning, the 1800s, lunchtime.</p> <p><i>"The girl went to the swimming pool <u>in the morning</u>"</i></p>
	<p><b>What happened/ what happened next?</b> What did the characters do?</p> <p><i>"The girl went to the swimming pool in the morning <u>to practice diving</u>"</i></p>
	<p><b>Why?</b> Encourage the use of compound sentences using conjunction e.g. because, as, although</p> <p><i>"The girl went to the swimming pool in the morning to practice diving <u>because the competition was coming up soon.</u>"</i></p>

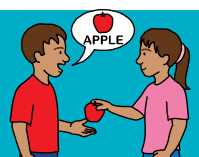



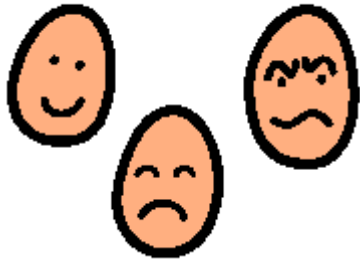
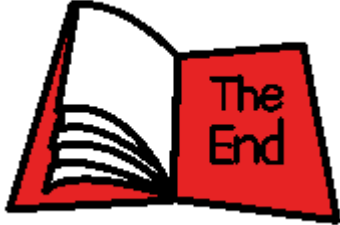
	<p><b>How did he/she/you feel?</b></p> <p>Encourage the use of synonyms e.g. happy-content.</p> <p><i>“The girl went to the swimming pool in the morning to practice diving because the competition was coming up soon. <u>She was nervous but excited for the competition.</u>”</i></p>
	<p><b>The End</b></p> <p><i>“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. <u>Her instructor was pleased with her performance.</u>”</i></p>



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.

	<p><b>Who?</b></p>
	<p><b>Where?</b></p>
	<p><b>When?</b></p>
	<p><b>What happened/ what happened next?</b></p>



	<p>Why?</p>
	<p>How did he/she/you feel?</p>
	<p>The End</p>

