

Narrative

Programme

ULTIMATE GOAL

- For your child to be able to speak clearly about their thoughts, past events and to share stories.

TAREGTS

- To improve your child's speaking and listening skills.
- To develop your child's awareness of story structure, including character, events, setting, etc.
- To develop your child's sequencing skills.
- To increase your child's confidence when speaking.
- To extend your child's imagination.

This pack contains activities and resources to be used with your child. It is possible for a Speech and Language Therapy Assistant or Teaching Assistant to provide this input.

It is recommended that you ask your Speech and Language Therapist to assess your child before beginning the sessions. This is so that they can make sure that it is appropriate them.

If you have any further questions please contact your Speech and Language Therapist at: name@integratedtreatments.co.uk

When we re tell stories and talk about events we usually describe question words such as: who, where, what, when and talk about the conclusions. There are some question cue cards in this pack which you can use to support your child when they are talking. You can also use these to help your child structure the order in which they tell you the information.

Below are some games and ideas to help your child understand what the question words mean:

Who am I?

Tell the child that you are going to pretend to be a person/thing and will give them some clues. Your child has to listen carefully to the clues then guess who you are. Make sure that you use the question word e.g. 'who am I?' Some examples are listed below:

- I am an animal, I swing on branches, I like to eat bananas. Who am I? 'monkey'
- I am a man, I wear a crown on my head, I am married to the queen. Who am I? 'king'
- I look after people who are poorly, I give them medicine, you might have been to see me before. Who am I? 'doctor'
- I have tail, I like to eat bones, I say "woof". Who am I? 'dog'

Where is it?

Using a ball or a teddy place it in different locations around the room. Ask your child 'where is it?' so that they can practice answering this question. If they cannot describe the location accurately, model the answer for them e.g. 'teddy is on the table'. If your child responds accurately give them some praise and repeat their answer back to reinforce that they are correct

When Pictures

Ask your child to look at pictures or photos and tell you what time of day it is or when it is. For example, 'when is he eating his breakfast?...in the morning', 'he looks tired, when is he tired?..at bedtime' or 'in the evening'. You can use some of the pictures provided or find your own on cue cards, in books or magazines. You can also describe the time of year whilst asking 'when'.



Story Sequencing

Photocopy the pages of a picture book or use story scene pictures. Place the pages/pictures in front of the child and get them to place them in the correct order. You may want to tell the child the story first. Make sure there are not too many pictures to sequence or this may overwhelm the child. You can then use the question cue cards to talk about the story with your child. Ask the child to tell you the story remembering to tell you all the important information – who? What? When? Etc.

You can also use pictures of story characters/objects to help prompt the child when they are re telling the story. An example is included for Goldilocks and the 3 bears:



Nursery Rhymes

Chant a nursery rhyme together, a few times to make sure that your child is familiar with it. Give the child some costumes/prompts and help them to act out the nursery rhyme. You can use a pictures of the nursery rhyme to help support the child when remembering the story. Your child can be encouraged to talk as they act out the nursery rhyme to tell you what is happening or when an event happened. You can use the question cue cards to support them whilst doing this.

Altering Familiar Stories

When children are very familiar with a particular story and have discussed it and acted it out (several times), they can think about altering parts of the story. For example, they might change the 'who', i.e. the characters in the story but keep the storyline the same.

You can help the child to decide on who the characters are going to be and what is going to happen by drawing pictures or using the question cue cards. Once the altered story has been agreed, it can be acted out as usual, with costumes/props.

Generating New Stories

Support your child in writing their own story using the cue cards to guide their thinking. You can help them draw pictures of the characters/scene so that they can visualise it. It may help to start with 'where' to provide a focus for the story and direction for possible characters and events. Alternatively, the child could be given an idea or prop to trigger their thinking (e.g. a particular personality trait for the main character, or an object to base the story around).

Your child may need lots of support to shape their ideas into a story. They may benefit from a specific structure to follow, such as thinking of a problem that has to be resolved, or thinking how a character with a flaw

could learn his lesson. Exposure to lots of other stories will provide them with ideas and they could even model their story on one they already know.

In order to tell or act out the children's stories, a diverse selection of props/costumes will be needed. However, at this stage, children should be able to easily use one costume/prop to represent several characters.

Who?

Where?

When?

What?