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Narrative Components

Targeted Intervention Group to support SLCN

Bi-Borough SLT Levels of Support

The Bi-Borough School Aged Speech, Language and Communication Local Offer is provided through Central London Community Healthcare (CLCH) NHS Trust and the Bi-Borough Inclusion Service. The Whole System Approach works at a universal, targeted and specialist level, providing training and guidance to professionals and parents at all levels to identify and meet the needs of school aged children.

A child/young person may receive several packages from different levels at the same time, with specialist level interventions based on their need at a given moment in time.

Narrative Components Overview

Narrative Components is a targeted intervention designed to support students in their ability to describe scenarios and tell a story with precision and clarity. It can also support a students to use higher level language skills such as verbal reasoning, explanations, and justification.

The Narrative Components group also gives students the opportunity for speaking and listening, talking about their own experiences, and generating stories.

Narrative Components are a complex set of abilities, which support students to be able to talk about their interests, ideas, and problems. They give students the ability to talk about people, places, events, the order that things happen or will happen in, and the outcome.

Narrative Components comprises of 6 x 30-minute weekly group session(s) to be delivered over a 6-week period.

The group should be run by a member of the class team with between 3-5 students.

What age range of is the Narrative Components group for?

This group would be suitable for students in Year 2 through to Year 6.

Below is an outline of the developmental stages of narrative:

Early narratives: Between 2-3 years old will focus on the here and now. Students will use the present tense and be able to label objects and actions. The story may not link or have a clear sequence of events.

Developing narratives: From 4 -5 years old, students will be able to use simple sentences and start to link events. The idea of cause

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and effect develops and supports the development of stories and plots.

True complex narrative: is established around the age of 8 -9 years old where a student will have a clear understanding of complex story structures (who, where, when, what happened, problems, solutions, and endings). Students will be able to use cause and effect to link a theme or plot. There will be an understanding of character's intentions and motives. Plots, events, and themes will be well developed and have a clear structure and sequence. By this stage students will have a good understanding of how the ending of a story must relate to the rest of the story (cohesion).

What skills do students need to take part in the Narrative Components group?

To access the Narrative Components group students should have the ability to attend and listen to an adult for around 10 minutes (with adult support to refocus on task).

Which students would benefit from the Narrative Components group?

Students who present as:

- Providing shorter narratives which contain less information
- Having difficulty setting the scene – e.g., students may start the story without giving any background information.

- Having difficulty linking the main events and sequencing.
- Providing a story which is not coherent or organised.
- Have gaps in their language ability – e.g., their vocabulary may be limited.

How will narrative components support the students in the classroom and/or playground?

A narrative components group will help in many everyday situations – both written and spoken narratives, such as.

- Telling a teacher about an incident in the playground
- Retelling a story or an event from the weekend.
- Telling your parents what happened at school.
- Having a conversation with a friend.
- Discussing a topic in the classroom
- Making plans and predictions about future events.
- Being able to apply narrative skills to written work.
- Using concepts of time
- Understanding and telling jokes.

Summary:

Experiencing difficulties with the components of a narrative, can impact upon a student ability to access the curriculum at an age-appropriate level. Students may have difficulty developing social relationships and managing friendships. They can struggle to read for meaning and make inferences.

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Weekly Overview

Week	Aims	Resources

Week 1	• Support the groups confidence in speaking with their peers.
	• Establish the fundamental concepts of:
	   o 'who' – a person or animal
	   o 'what' – an object
	   o 'where' – a place/location/setting
	   o 'when' – a time concept
	• Supporting the group to follow a sequential instruction, understanding the importance of completing events in order.
		From this Pack
		- Visual Timetable – V1
		- Session Plan
		- Hello, my name is … Visual Prompt
		- Narrative Component Visuals – who, what, where, when
		- Who / When / Where Sorting Cards
		- Action Visual Prompts
		- Narrative Components Outcome / Goal Sheet (1 per student)
		
		From School
		- 10 Everyday Objects from School e.g., ruler, pencil, rubber, pen etc.

Week 2	• To categorise information in relation to its narrative component:
	   o Who
	   o What
	   o Where
	   o When
	• To create a party invitation containing the key components of a narrative.
		From this Pack
		- Visual Timetable – V1
		- Session Plan
		- Narrative Component Visuals – who, what, where, when, what doing
		- My News Visual Card
		- My News Visual Prompts
		- Party Invitation
		- A Pen/Pencil for each student
		
		From School
		- A Pen/Pencil for each student

Week 3	• To describe an object using an appropriate adjective. • To think of a range of descriptive language (adjectives) to expand spoken and written narratives/language.	From this Pack - Visual Timetable – V1 - Session Plan - Narrative Component Visuals – who, what, where, when, what doing, what like - Adjective Feature Cards - A Selection of Images - Descriptive Language Grid (1 per student) From School

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			- Tote bag (or similar) - 10 Everyday Objects from School e.g., ruler, pencil, rubber, pen etc. - A Pen/Pencil for each student
Week 4	• To tell a short narrative in relation to a sequenced event using a range of conjunctions to link ideas. • To identify the narrative components of a well-known story/book.		From this Pack - Visual Timetable – V1 - Session Plan - Conjunction Cards - Narrative Component Visuals – who, what, where, when, what doing, what like - Narrative Planner (1 per student) From School - A range of picture books – well known stories (1 per student) - Sequencing Cards *(N.B. These can be found online via an internet search, through websites such as Twinkle, by taking pictures of students in your setting completing a task [this can be easier for some students] and/or through purchasing resources such as Blacksheep Press)* - A Pen/Pencil for each student
Week 5	• To be able to change at least one aspect of a familiar story to make it their own. • To be able to tell their own narrative from the above.		From this Pack - Visual Timetable – V2 - Session Plan - Conjunction Cards From School - Narrative Planner (1 per student) – as completed in week 4. - Blank lined paper (1 per student) - A Pen/Pencil for each student
Week 6	• To tell a story which includes a minimum of two characters (who) and one setting (where), and a plot (what happened). • To identify problems and solutions encountered within everyday lives.		From this Pack - Visual Timetable – V1 - Session Plan - Problem and Solution Scenarios

	• To tell a group narrative using all narrative components covered (including who, where, when, what happened [problem and solution], adjectives and conjunctions) over the last 6 weeks. • To reflect on and identify learning and next steps.	- Narrative Component Visuals – who, what, where, when, what doing, what like - Narrative Planner - Conjunction Cards - Narrative Components Outcome / Goal Sheet From School - Pen and Paper

Week 1

Week 1 Overview

The focus of the activities this week is:

- Support the groups confidence in speaking with their peers.
- Establish the fundamental concepts of:
  - o 'who' – a person or animal
  - o 'what' – an object
  - o 'where' – a place/location/setting
  - o 'when' – a time concept
- Supporting the group to follow a sequential instruction, understanding the importance of completing events in order.

These skills will support the student's ability to:

- Understand the basic components of a story.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Session Plan
- Hello, my name is … Visual Prompt
- Narrative Component Visuals – who, what, where, when
- Who / When / Where Sorting Cards
- Action Visual Prompts
- Narrative Components Outcome / Goal Sheet (1 per student)

For the group this week, you will need the following items from School:

- 10 Everyday Objects from School e.g., ruler, pencil, rubber, pen etc.

Narrative Builders
Targeted Intervention Group to Support SLCN

Week 1 Session Plan

Activity *Aims*	Resources	Setting Up	Plan	Adapting the Activity
Introduction *Aim:* - *To introduce the session.* - *To support the groups confidence in speaking with their peers.* (5 minutes)	• Visual Timetable – V1 • Session Plan • Hello, my name is … Visual Prompt • Narrative Component Visuals - who	Introduce the session by going through the visual timetable. Ensure that you have the 'My name is … and I like …' visual prompt.	Introduce the group *"Today we are going to have a think about some of our story telling skills."* *"To start us off we are going to play 'Hello, my name is … and I like …'"* *"We're going to go around the group and everyone is going to introduce themselves by saying their name and 1 thing that they like"* Go round the group, using the sentence strip and 'who' prompts as required.	Too Easy? • Ask the group to think of multiple activities/items that they like. • At the end of the activity, go round the group and see if everyone can remember what was said by their peers. Too Hard? • Use the 'Session 1 questions' as prompts of questions to ask the students e.g., 'who likes swimming?' • Give the group options e.g., 'do you like X or Y?'

				• Ask the group to help their peers and share their ideas.
Activity 1: Story Component Categorisation *Aim:* - *To be able to categorise pictures into 'who' (characters), 'what' (objects), 'where' (settings) and 'when' (times).* (10 minutes)	• Narrative Component Visuals – who, what, where, when • Who / When / Where Sorting Cards	Ensure you have narrative component visuals to hand to introduce the task. Support the students to pick up a card and place this in the correct category, asking prompting questions If required (see Step Down).	Introduce the activity and key story components. *"When we're telling stories, there are lots of components we need to include and think about"* Place the 'who' category visual on the table. *"We need the 'who' which tells us about the characters in our story, whether this is a person or an animal."* Place the 'when' category visual on the table. *"We need the 'when' which tells us about the time the story is happening."* Place the 'where' category visual on the table. *"We need the 'where' which tells us about the place or location of our story."* Put a pile of cards face down on the table. *"We're going to have a look at these picture cards and see if we can identify the category they belong to"* Support the group to take turns to pick up, name what they see on their card and place this on the correct category visual, providing support as required.	Too Easy? • Ask the group for their own examples of who, what, where and when. Too Hard? • Give the group options to choose from e.g., 'is this a who or a when'. • Give examples and ask e.g. 'I am a who', 'the clock is a what', 'today is a when' and 'school is a where'.

| Activity 2: Following Instructions

Aim:
- *To practise following a sequential instruction*

(10 minutes) | • 10 Everyday Objects from School e.g., ruler, pencil, rubber, pen etc.
• Action Visual Prompts | Prior to the session collect a range of everyday items from around the school for use in your instructions.

Once you have collected your items, write instructions containing 2 steps e.g., 'pick up the (OBJECT) and then (ACTION)'. | Introduce the activity
"Now we're going to play a game where we have to follow the instructions in order."
"This is another important skill for us to think about in our story telling as we need to think about the different events in order"

Go around the group giving each student an instruction to follow. | Too Easy?
• Introduce a range of concepts within your instructions, for example 'before', 'after', 'at the same time'

Too Hard?
• Use the visuals to support the student's understanding and recall |
| Review: Reflection

Aim:
- *For each student to reflect on and identify the different story components covered in the session.*

(5 minutes) | • Narrative Component Visuals – who, what, where, when
• Narrative Components Outcome / Goal Sheet (1 per student) | Ensure you have the narrative component visuals to hand to support the task. | Introduce the activity and reflections.
"Today we have spent some time starting to think about key story components, including who, what, where and when"

Place the 'who' category visual on the table.
"Who can give me an example of a who?"
Go around the group and ask each student to identify a 'who'.

Place the 'when' category visual on the table.
"Who can give me an example of a when?"
Go around the group and ask each student to identify a 'when'. | Too Easy?
• Ask the group for multiple examples of who, what, where and when.

Too Hard?
• Give the group options to choose from e.g., 'is this a who or a when'.
• Give examples and ask e.g. 'I am a who', 'the clock is a what', 'today |

			Place the 'where' category visual on the table. *"Who can give me an example of a where?"* Go around the group and ask each student to identify a 'where'. Complete the Narrative Components Outcome / Goal Sheet for each student to see their baseline.	is a when' and 'school is a where'.

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Week 2

Week 2 Overview

The focus of the activities this week is:

- To categorise information in relation to its narrative component:
    o Who
    o What
    o Where
    o When
- To create a party invitation containing the key components of a narrative.

These skills will support the student's ability to:

- Understand the fundamental structures of telling a story.
    o E.g., Someone was doing something, somewhere. . .

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable – V1
- Session Plan
- Narrative Component Visuals – who, what, where, when, what doing
- My News Visual Card
- My News Visual Prompts
- Party Invitation

For the group this week, you will need the following items from School:

- A Pen/Pencil for each student

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Week 2 Session Plan

Activity *Aims*	Resources	Setting Up	Plan	Adapting the Activity
Introduction *Aim:* - *To introduce the session and recap previous session.* (5 minutes)	• Visual Timetable – V1 • Session Plan • Narrative Component Visuals – what doing?	Introduce the session by going through the visual timetable.	Re-cap the previous group session. *"Who can tell me what we did last week in our group?"* Pause to allow the group time to think of and answer the question. Introduce the group *"Today we are going to have a think about some more of our story telling skills."* Place the 'what doing?' category visual on the table. *"This week we are going to start thinking and talking about 'what happened?'"* *"What do you all think 'what happened?' means?* Go around the group and ask each student the question. *"They were all great ideas. 'What happened?' is the event or action that forms the main part of our stories."*	Too Easy? • Ask the group to think of multiple examples. Too Hard? • Ask prompting questions e.g., who can tell me what 'who'/'where'/'when' means? • Ask the group to help their peers and share their ideas.
Activity 1: News Sharing *Aim:* - *To be able to*	• Narrative Component Visuals – who, what, where,	Ensure you have the narrative component visuals to hand	Introduce the activity and key story components. *"As we discussed last week, when we're telling stories, there are lots of components we need to include and think about"* Place the 'who' category visual on the table.	Too Easy? • Ask the group follow up questions. • Reduce the visual prompts.

categorise pictures into 'who' (character s), 'what' (objects), 'where' (settings) and 'when' (times). (10 minutes)	when, what doing • My News Visual Card • My News Visual Prompts	to introduce and support the task. Support the students share their news, including information in relation to each category component, asking prompting questions If required (see Step Down).	*"We need the 'who' which tells us about the characters in our story, whether this is a person or an animal."* Place the 'when' category visual on the table. *"We need the 'when' which tells us about the time the story is happening."* Place the 'where' category visual on the table. *"We need the 'where' which tells us about the place or location of our story."* Place the 'what doing' category visual on the table. *"And this week, we're making it a bit harder, as we also need to include 'what doing' which tells us about the main event in our story."* *"We're all going to share our news and tell everyone what we did at the weekend. Remember you need to include information about 'who', 'where', 'when' and 'what doing' in your news"* Start the group off by sharing your news from the weekend – point to each category card as you include this information in your explanation. Support the group to take turns to share their news from the weekend, providing support as required.	Too Hard? • Ask the group questions e.g., 'who did you see' 'where did you go'. • Give examples and ask e.g. 'I am a who', 'the clock is a what', 'today is a when' and 'school is a where'.
Activity 2: Party Invitations	• Narrative Component Visuals –	Ensure you have the narrative	Introduce the activity *"Now we're going to think about all of the skills we have learnt and try to put them all together."*	Too Easy?

Aim:	who, what, where, when, what doing	component visuals to hand to introduce and support the task.	Give each student present in the group a party invitation.	• Reduce the sort provided to the students.
- To write a party invitation including information on who, where, when, and what doing.	• Party Invitation	Make sure you have 1 copy of the 'birthday party templates' per student.	*"We're going to complete our party invitations, as this needs all of the key parts we have been working on."* *"We need to include the date and time – which is our when, the location of the party – which is our where, the person whose party it is – which is out who, and what is happening."* *"Let's have a go, remember you can ask me or your peers for help if you get stuck"*	Too Hard? • Use the visuals to support the student's understanding of the different information they are required to include.
(10 minutes)	• Pen/Pencils	Support the students to create their part invite, asking prompting questions If required (see Step Down).	Support the students to complete their party templates.	• Ask questions to direct the student to answer questions to scaffold their answer.
Review: Reflection Aim: - For each student to reflect on and	• Narrative Component Visuals – who, what, where, when, what doing	Ensure you have the category visuals to hand to support the task.	Introduce the activity and reflections. *"Today we have spent some time thinking about key story components, including who, what, where, when and what doing"* Place the 'who' category visual on the table. *"Who can tell me whose party they wrote their invite for?"*	Too Easy? • Ask the group for multiple examples of who, what, where and when. Too Hard?

identify the different story components covered in the session. (5 minutes)			Go around the group and ask each student to tell you whose party it is. Place the 'when' category visual on the table. *"Who can tell me when their party is?"* Go around the group and ask each student when their party is. Place the 'where' category visual on the table. *"Who can tell me where the part invite says the party is?"* Go around the group and ask each student where their party is. Place the 'what happened' category visual on the table. *"Who can tell me what will be happening at their party?"* Go around the group and ask each student what will be happening at their party.	• Give the group options to choose from e.g., 'is this a who or a when'. • Give examples and ask e.g. 'I am a who', 'the clock is a what', 'today is a when' and 'school is a where'.

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Week 3

Week 3 Overview

The focus of the activities this week is:

- To describe an object using an appropriate adjective.
- To think of a range of descriptive language (adjectives) to expand spoken and written narratives/language.

These skills will support the student's ability to:

- Find and use vocabulary to describe a situation / story.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable – V1
- Session Plan
- Narrative Component Visuals – who, what, where, when, what doing, what like
- Adjective Feature Cards
- A Selection of Images
- Descriptive Language Grid (1 per student)

For the group this week, you will need the following items from School:

- Tote bag (or similar)
- 10 Everyday Objects from School e.g., ruler, pencil, rubber, pen etc.
- A Pen/Pencil for each student

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Week 3 Session Plan

Activity *Aims*	Resources	Setting Up	Plan	Adapting the Activity
Introduction *Aim:* - *To introduce the session and recap previous session.* (5 minutes)	• Visual Timetable – V1 • Session Plan • Narrative Component Visuals – what like	Introduce the session by going through the visual timetable.	Re-cap the previous group session. *"Who can tell me what we did last week in our group?"* Pause to allow the group time to think of and answer the question. Introduce the group *"Today we are going to have a think about how we can make our stories more interesting using adjectives."* Place the 'what like?' category visual on the table. *"What do you all think 'adjectives' means?* Go around the group and ask each student the question. *"They were all great ideas. Adjectives or 'What like?' are our describing words."*	Too Easy? • Ask the group to think of multiple examples. Too Hard? • Ask the group to help their peers and share their ideas.
Activity 1: Describing Objects *Aim:* - *To be able to describe an object using an*	• Narrative Component Visuals – who, what, where, when, what doing, what like	Prior to the session, ensure you gather a bag and place a variety of items found around the school in this (see Resources).	Introduce the activity and key story components. *"Last week, we discussed the many components we need to include and think about when story telling"* Place the 'what like' category visual on the table. *"And this week, as I just said we're making it a bit more interesting, with our adjectives."*	Too Easy? • Ask the group follow up questions, 'can you think of another word to describe this?'.

appropriate adjective. (10 minutes)	• Tote bag (or similar) • 10 Everyday Objects from School e.g., ruler, pencil, rubber, pen etc. • Adjective Feature Cards	Ensure you have the category and story card visuals to hand to introduce and support the task. Support the students take out and describe an object, asking prompting questions If required (see Too Hard).	*"We're all going to take an item out of the bag and describe the object we pick out. You can use as few or as many describing words as you like."* Start the group off by taking an item from the bag – describe the object using as many describing words as you can think of. Support the group to take turns to take and describe an object, providing support as required.	• Reduce the visual prompts. Too Hard? • Give examples and ask e.g., 'do you think this is 'smooth' or 'rough'?'. • Use the adjective prompt visual.
Activity 2: Picture Description *Aim:* - *To think of descriptive language to expand our spoken and written language.* (10 minutes)	• Adjective Feature Cards • A Selection of Images • Descriptive Language Grid (1 per student) • A Pen/Pencil for each student	Ensure you have the Narrative Descriptive Features visuals to hand to introduce and support the task. Make sure you have 1 copy of the 'descriptive language grids' per student. Support the students to create their	Introduce the activity *"Now we're going to think about different areas of our descriptive language and the different words we might use to help us describe different things."* Give each student present in the group a blank descriptive language grid. *"We're going to complete our descriptive language grids, as will help us to make our writing more interesting."* *"We're going to have a look at these pictures and think of as many different descriptive words as we can, you can describe what you see and think of your own words as well."* *"Let's have a go, remember you can ask me or your peers for help if you get stuck"*	Too Easy? • Reduce the sort provided to the students. Too Hard? • Use the visuals to support the student's understanding of the different adjectives that may be required. • Ask questions to direct the student

		descriptive language word banks, asking prompting questions If required (see Step Down).	Support the students to complete their descriptive language templates.	to answer questions to scaffold their answer.
Review: Reflection *Aim:* - *For each student to share their descriptive language and expand their grid.* (5 minutes)	• Adjective Feature Cards • Descriptive Language Grid (1 per student)	Ensure you have the category visuals to hand to support the task.	Introduce the activity and reflections. *"Today we have spent some time thinking about our adjectives/describing words"* Place the 'Adjective Feature Cards' visual on the table. Go through each area of descriptive language and ask each student to share a word from their grid. E.g. *"Who give me an adjective to describe when?"* *"Who give me an adjective to describe number?"* *"Who give me an adjective to describe size?"* *"Who give me an adjective to describe what?"* *"Who give me an adjective to describe shape?"* *"Who give me an adjective to describe colour?"* *"Who give me an adjective to describe where?"* *"Who give me an adjective to describe sound?"* *"Who give me an adjective to describe movement?"* *"Who give me an adjective to describe mood?"* *"Who give me an adjective to describe background?"* *"Who give me an adjective to describe perspective?"*	Too Easy? • Ask the group for multiple examples of their descriptive language. Too Hard? • Give the group options to choose from. • Give examples.

			Encourage students to add words they don't have to their descriptive language grids.	

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Week 4

Week 4 Overview

The focus of the activities this week is:

- To tell a short narrative in relation to a sequenced event using a range of conjunctions to link ideas.
- To identify the narrative components of a well-known story/book.

These skills will support the student's ability to:

- Explain and solve problems with peers, tell jokes, support them to share their news and ideas.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable – V1
- Session Plan
- Conjunction Cards
- Narrative Component Visuals – who, what, where, when, what doing, what like
- Narrative Planner (1 per student)

For the group this week, you will need the following items from School:

- A range of picture books – well known stories (1 per student)
- Sequencing Cards *(N.B. These can be found online via an internet search, through websites such as Twinkle, by taking pictures of students in your setting completing a task [this can be easier for some students] and/or through purchasing resources such as Blacksheep Press)*
- A Pen/Pencil for each student

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Week 4 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
Introduction *Aim:* - *To introduce the session and recap previous session.* (5 minutes)	• Visual Timetable – V1 • Session Plan • Conjunction Cards	Introduce the session by going through the visual timetable.	Re-cap the previous group session. *"Who can tell me what we did last week in our group?"* Pause to allow the group time to think of and answer the question. Introduce the group *"Today we are going to have a think about expanding our ideas using conjunctions."* *"Who can tell me what I mean by a 'conjunction'?* Go around the group and ask each student the question. *"Who can give me an example of a conjunction?"* Go around the group and ask each student the question. *"They were all great ideas. Conjunctions are words that help us link our ideas together, for example 'and', 'then', 'because', 'so', 'if', 'until', 'although', and 'however'."*	Too Easy? • Ask the group to think of multiple examples. Too Hard? • Ask the group to help their peers and share their ideas.
Activity 1: Linking ideas via the use of conjunctions.	• Narrative Component Visuals – who, what, where,	Ensure you have the category and story card visuals, and	Introduce the activity and key story components. *"Now we have identified what our conjunctions are, we're going to practise using them in our story sequences"*	Too Easy? • Ask the group to sequence the event

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Aim:	when, what	conjunction	Place the conjunction cards on the table as a visual	prior to providing their
- *To be able to tell a short narrative of a sequenced event using conjunctions to link their ideas.* (10 minutes)	doing, what like • Conjunction Cards • Sequencing Cards	cards to hand to introduce and support the task. Support the students to create their own narratives using a range of conjunctions to link their ideas (see Too Hard).	prompt to the group. Place the first sequence on the table. *"Here is our first sequence."* Go to the first person in the circle and ask them to create a narrative to describe the sequence. *"I'd like you to tell me about what's happening."* *"Remember to include all of our story components, including the who, what doing, where, when and adjectives."* *"And this time, you will also need to remember to use the conjunctions, try to use a couple of different ones."* Support the group to take turns to take create a narrative about a given sequence, providing support as required.	narrative. • Ask the group follow up questions, 'can you think of another word to make our narrative more interesting?'. • Reduce the visual prompts. Too Hard? • Ask prompting questions using the visuals e.g., 'who is our story about?', 'what happened first?', 'what happened next?', 'what happened last?' • Use the visual prompts to support the student to include key information.
Activity 2: Using a Story Planner *Aim:*	• Narrative Planner (1 per student)	Make sure you have 1 copy of the 'narrative planner' per student.	Introduce the activity *"Now we're going to think about everything we have been learning about today and the last three weeks."*	Too Easy? • Reduce the sort provided to the students.

- *To identify the core narrative components of a well-known story/book.* (10 minutes)	• A range of picture books – well known stories (1 per student) • A Pen/Pencil for each student	Support the students to create their narrative planner, asking prompting questions If required (see Step Down).	Give each student present in the group a blank narrative planner. *"I would like each of you to think about a well-known story, for example jack and the beanstalk, Cinderella, Goldilocks and the three bears – or you can choose one of the books here or one of your own"* *"Thinking about your story we are going to identify each part of the narrative, including the who, what, where, when, and what happened."* *"You'll also need to remember to add adjectives to your key components."* Support the students to complete their story planners.	Too Hard? • Ask questions to direct the student to answer questions to scaffold their answer. • Provide the student with a book to use to support them.
Review: Reflection *Aim:* - *For each student to share their story commenting on each area of their narrative planner.* (5 minutes)	• Narrative Planner (1 per student) – completed in the previous activity.	Ensure you have the category visuals to hand to support the task.	Introduce the activity and reflections. *"Today we identified all of our narrative components by looking at stories and learnt about using conjunctions to expand our ideas and make longer sentences"* *"I would like each of you to share the key components of your story by talking through your narrative planner."* Go around the group and ask each student to share their narrative planner information.	Too Easy? • Ask the group to turn their narrative planner into a story to re-tell the key events. Too Hard? • Give the group options to choose from. • Give examples. • Ask prompting questions such as 'who is your story about? 'what happened?'

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Week 5

Week 5 Overview

The focus of the activities this week is:

- To be able to change at least one aspect of a familiar story to make it their own.
- To be able to tell their own narrative from the above.

These skills will support the student's ability to:

- To feel confident sharing their ideas with their peers.

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable – V2
- Session Plan
- Conjunction Cards

For the group this week, you will need the following items from School:

- Narrative Planner (1 per student) – as completed in week 4.
- Blank lined paper (1 per student)
- A Pen/Pencil for each student

Resources

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Week 5 Session Plan

Activity *Aims*	Resources	Setting Up	Plan	Adapting the Activity
Introduction *Aim:* - *To introduce the session and recap previous session.* (5 minutes)	• Visual Timetable – V2 • Session Plan • Conjunction Cards	Introduce the session by going through the visual timetable.	Re-cap the previous group session. *"Who can tell me what we did last week in our group?"* Pause to allow the group time to think of and answer the question. Introduce the group *"Today we are going to think about using our narrative planners to change the story we looked at last week."* *"But this week, we are going to change some of the key components to make a new story! Who can tell me what they think I mean by a changing the key components?* Go around the group and ask each student the question. *"They were all great ideas. Changing the key components means changing the character, the location, the time, or part of what happened."*	Too Easy? • Ask the group to think of multiple examples. Too Hard? • Ask the group to help their peers and share their ideas.
Activity 1: Using a Story Planner *Aim:* - *To change the core narrative components of a*	• Narrative Planner (1 per student) – as completed in week 4.	Make sure you have 1 copy of the 'narrative planner' per student.	Introduce the activity *"To start us off I would like each of you to have a look at your narrative planner from last week and change any components that you would like to."* Support the students to change any components on their narrative planner that they would like to.	Too Easy? • Reduce the sort provided to the students. Too Hard?

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well-known story/book and re-write the narrative. (20 minutes)	• Blank lined paper (1 per student) • A Pen/Pencil for each student	Support the students to create their narrative planner, asking prompting questions If required (see Step Down).	Once the students have made the changes to their narrative planner, support them to write the story, including all the key components, adjectives, and conjunctions. *"Once you have made the changes to your key components, I would like you to write the story, remember to include each part of the narrative, including the who, what, where, when, and what happened."* *"You'll also need to remember to add adjectives to your key components and link your ideas using a range of adjectives."*	• Ask questions to direct the student to answer questions to scaffold their answer. • Provide the student with a book to use to support them.
Review: Reflection *Aim:* - *For each student to share their story commenting on each area of their narrative planner.* (5 minutes)	• Narrative Planner (1 per student) – as completed in week 4.	Ensure you have the category visuals to hand to support the task.	Introduce the activity and reflections. *"Today we changed well known narratives to make them our own"* *"I would like each of you to tell me your favourite part of your story and why"* Go around the group and ask each student to share their favourite part and the reason for this.	Too Easy? • Ask the group to turn their narrative planner into a story to re-tell the key events. Too Hard? • Give the group options to choose from, e.g., 'was it the who, what happened or location?'. • Give examples.

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Week 6

Week 6 Overview

The focus of the activities this week is:

- To tell a story which includes a minimum of two characters (who) and one setting (where), and a plot (what happened).
- To identify problems and solutions encountered within everyday lives.
- To tell a group narrative using all narrative components covered (including who, where, when, what happened [problem and solution], adjectives and conjunctions) over the last 6 weeks.
- To reflect on and identify learning and next steps.

These skills will support the student's ability to:

- Write a narrative

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable – V1
- Session Plan
- Problem and Solution Visual Prompts
- Narrative Component Visuals – who, what, where, when, what doing, what like
- Narrative Planner
- Conjunction Cards
- Narrative Components Outcome / Goal Sheet

For the group this week, you will need the following items from School:

- Pen and Paper

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Narrative Builders
Targeted Intervention Group to Support SLCN

Week 6 Session Plan

Activity *Aims*	Resources	Setting Up	Plan	Adapting the Activity

Introduction
 	
Aim:
- *To introduce the session and recap previous session.*
 	
(5 minutes)
	• Visual Timetable – V1
	• Session Plan
	• Problem and Solution Visual Prompts
		Introduce the session by going through the visual timetable.	Re-cap the previous group session.
			"Who can tell me what we did last week in our group?"
			Pause to allow the group time to think of and answer the question.
			
			Introduce the group
			"Today is our last group session, and we have one more area to think about when we write stories."
			
			"All stories have problems and solutions as part of 'what happened' and this is going to be the focus of our session today"
			
			Place the Problem and Solution Visual Prompts on the table and discuss the following scenarios with the group.
			"I'd like you to have a think about the following problems and tell me what you think might happen next."
			- Problem: *The bus you are travelling on has broken down and you will be late to meet your friend.*
			    ✓ Solutions:
			      a. *Call your friend to let them know you will be late*
			      b. *Find another route*
				Too Easy?
				• Ask the group for a further explanation e.g., 'and then what will happen?'.
				
				Too Hard?
				• Ask the group to help their peers and share their ideas.

			c. *Wait for another bus*
			- Problem: *It's your parent's birthday and you completely forgot.*
			   ✓ Solution:
			     a. *Go to the shop and get something*
			     b. *Apologise and let them know you will get them something soon*
			     c. *Ask someone for help*
			- Problem: *It's your first day at school and you don't know where to go for lunch.*
			   ✓ Solution:
			     a. *Ask someone in your class*
			     b. *Ask the teacher*
			     c. *Follow your peers*
			- Problem: *Your room is a mess, and you can't find your favourite outfit to wear.*
			   ✓ Solution:
			     a. *Ask someone to help you look*
			     b. *Tidy your room*
			     c. *Wear something different*
			- Problem: *You're in a lesson and you're not sure what to do.*
			   ✓ Solution:
			     a. *Ask your peer*
			     b. *Ask the teacher*
			     c. *Read through the task again*	

			d. *Look through a dictionary* Go around the group and ask each student to complete the activity.	
Activity 1: Identifying problems and solutions. *Aim:* - *To identify problems and solutions encountered within their everyday lives.* (10 minutes)	• Narrative Component Visuals – who, what, where, when, what doing, what like	Ensure you have the category and story card visuals, and conjunction cards to hand to introduce and support the task. Support the students to identify problems they encounter in their lives and solutions to these problems.	Introduce the activity. *"We're going to think about problems either from our own lives, or within stories and the solutions to overcome these."* Go to the first person in the circle and ask if they can think of a problem. *"Can you think of a problem either from a story or that you have encountered?"* Pause to allow each student time to think and answer the question, then ask: *"And do you have a solution to your problem?"* Pause to allow each student time to think before starting the activity with the next student.	Too Easy? • Ask the group follow up questions. Too Hard? • Prompt the student to think of a story with a problem, e.g., the three little pigs or goldilocks. • Ask prompting questions using the visuals e.g., 'what problem might you experience in the classroom' • Give the student a problem and ask them to identify a solution e.g., 'being late for school., 'missing the bus', 'forgetting their homework'.
Activity 2: Creating a Story *Aim:*	• Narrative Component Visuals – who, what,	Make sure you have 1 copy of the 'narrative planner' to	Introduce the activity *"Now we're going to have a go at writing a story together, using all the skills we have been learning and practising over the last 6 weeks. We need to take it in turns to add a part to*	Too Easy? • Reduce the sort provided to the students.

|				
- *To tell a group narrative using all the components covered over the last 6 weeks.* (10 minutes)	where, when, what doing, what like • Narrative Planner • Pen and Paper • Conjunction Cards	support the students to include all the key components. Support the students to create a story, asking prompting questions If required (see Step Down).	*the story, pausing and moving to the next time each time a conjunction is used."* Place the narrative planner on the table so that all students can view this. *"Who would like to start us off… Once upon a time…"* Support the students to complete their story, writing this down as you go. If there is time, read the story at the end of the group.	Too Hard? • Ask questions to direct the student to answer questions to scaffold their answer.
Review: Reflection *Aim:* - *For each student to reflect on and identify what they have learnt over the last six weeks.*	• Narrative Components Outcome / Goal Sheet (1 per student)	Ensure you have the category visuals to hand to support the task.	Introduce the activity and reflections. *"Over the last six weeks, we have been thinking about the different elements/components of storytelling.* *"Who can tell me something they have learnt or improved at in our group sessions?"* Go around the group and ask each student the above question. *"Who can tell me something they will now think about and include in their written work in the classroom?"* Go around the group and ask each student the above question.	Too Easy? • Ask the group for multiple examples. Too Hard? • Give the group options to choose from e.g., 'what have you learnt about different story components?'.

(5 minutes)			Complete the Narrative Components Outcome / Goal Sheet for each student to see their progress.	

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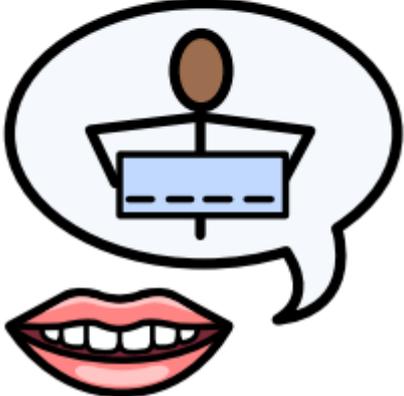
Visual Timetable
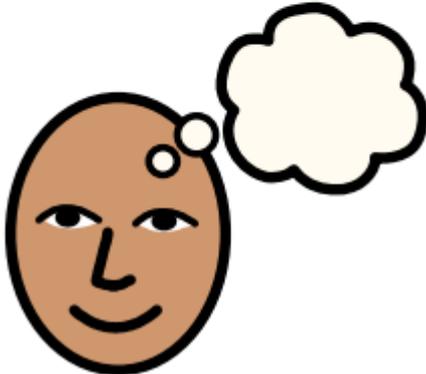
Introduction

Activity 1

Activity 2

Review

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Visual Timetable

Introduction

Activity 1

Review

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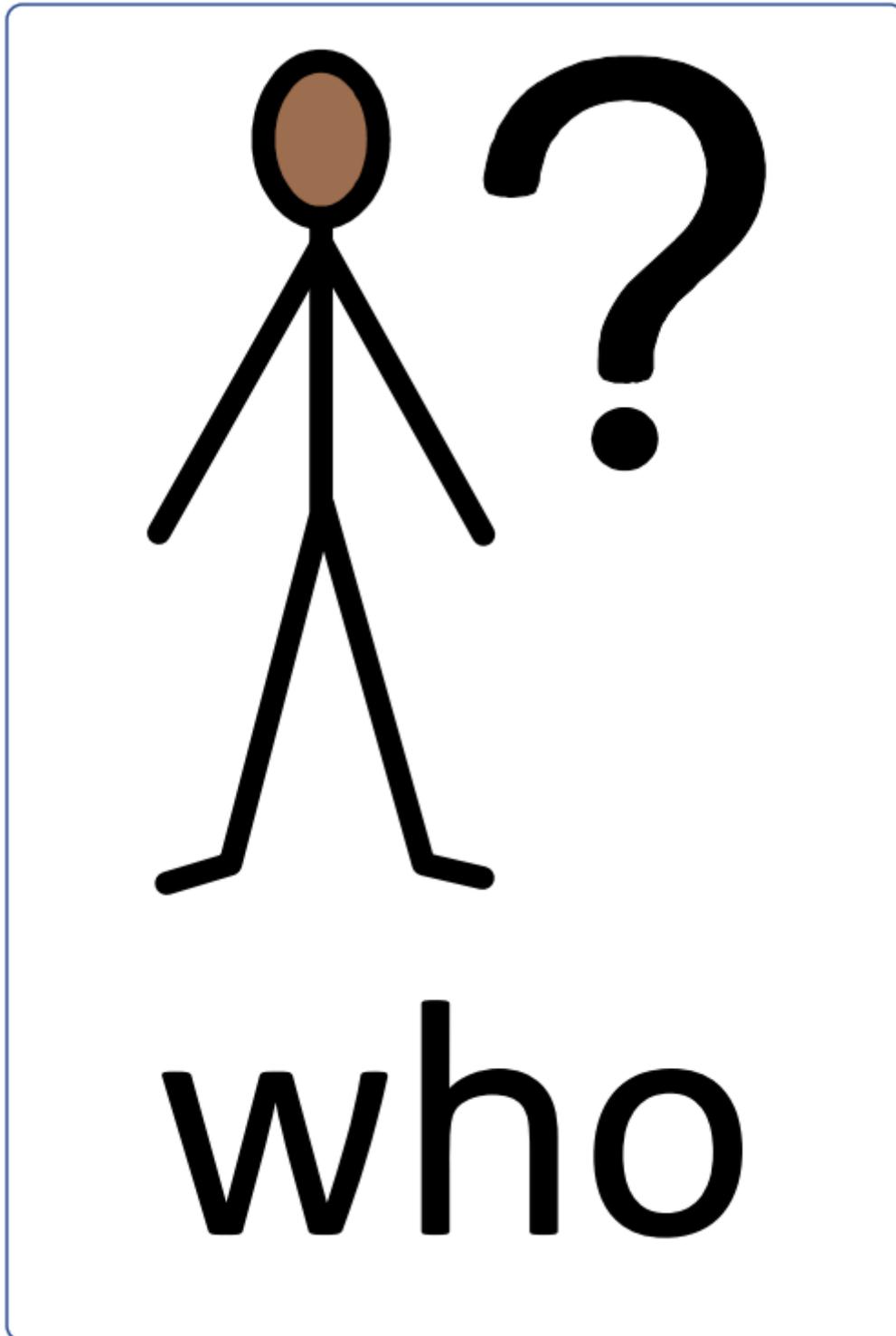
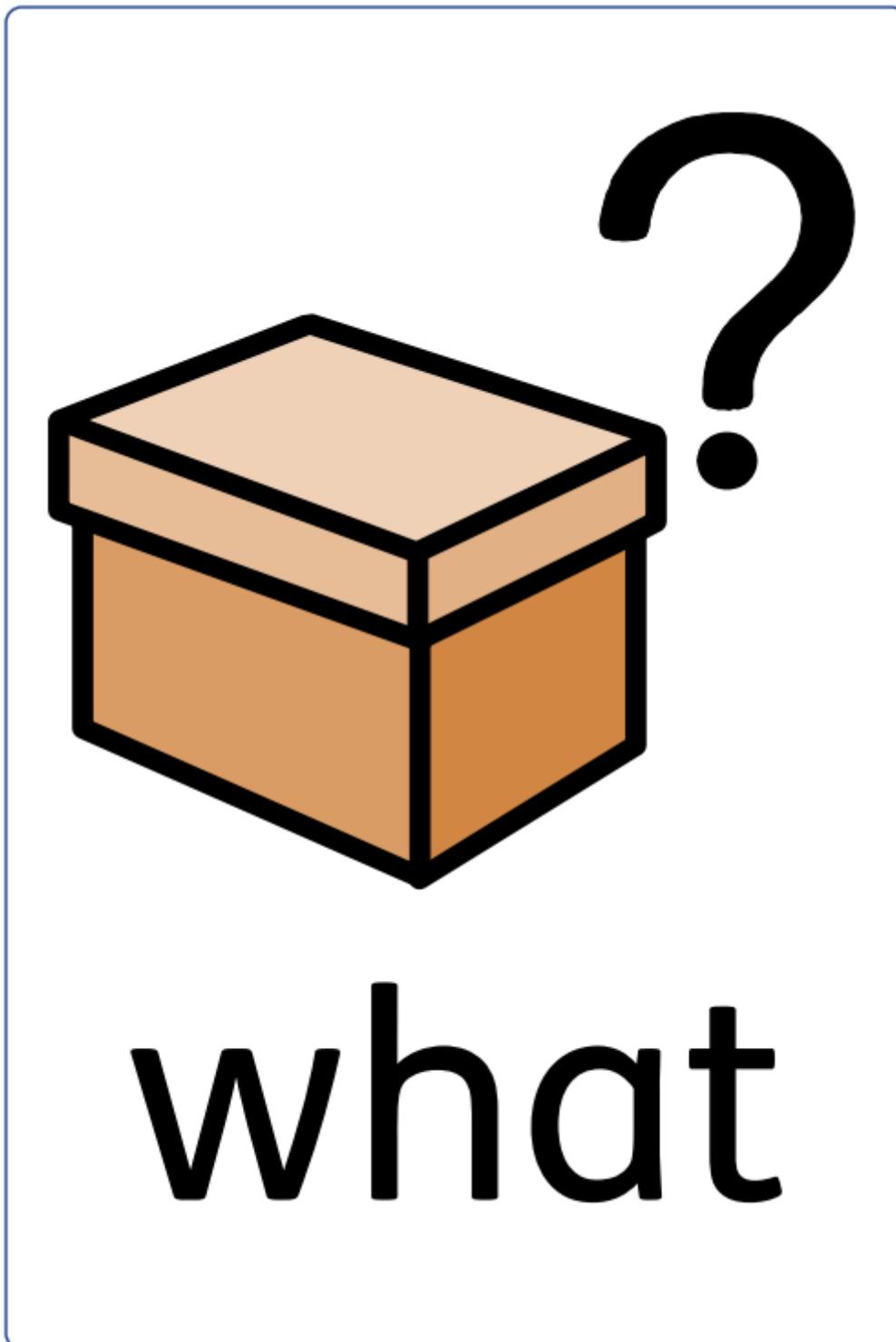**Hello,   my   name   is _____**
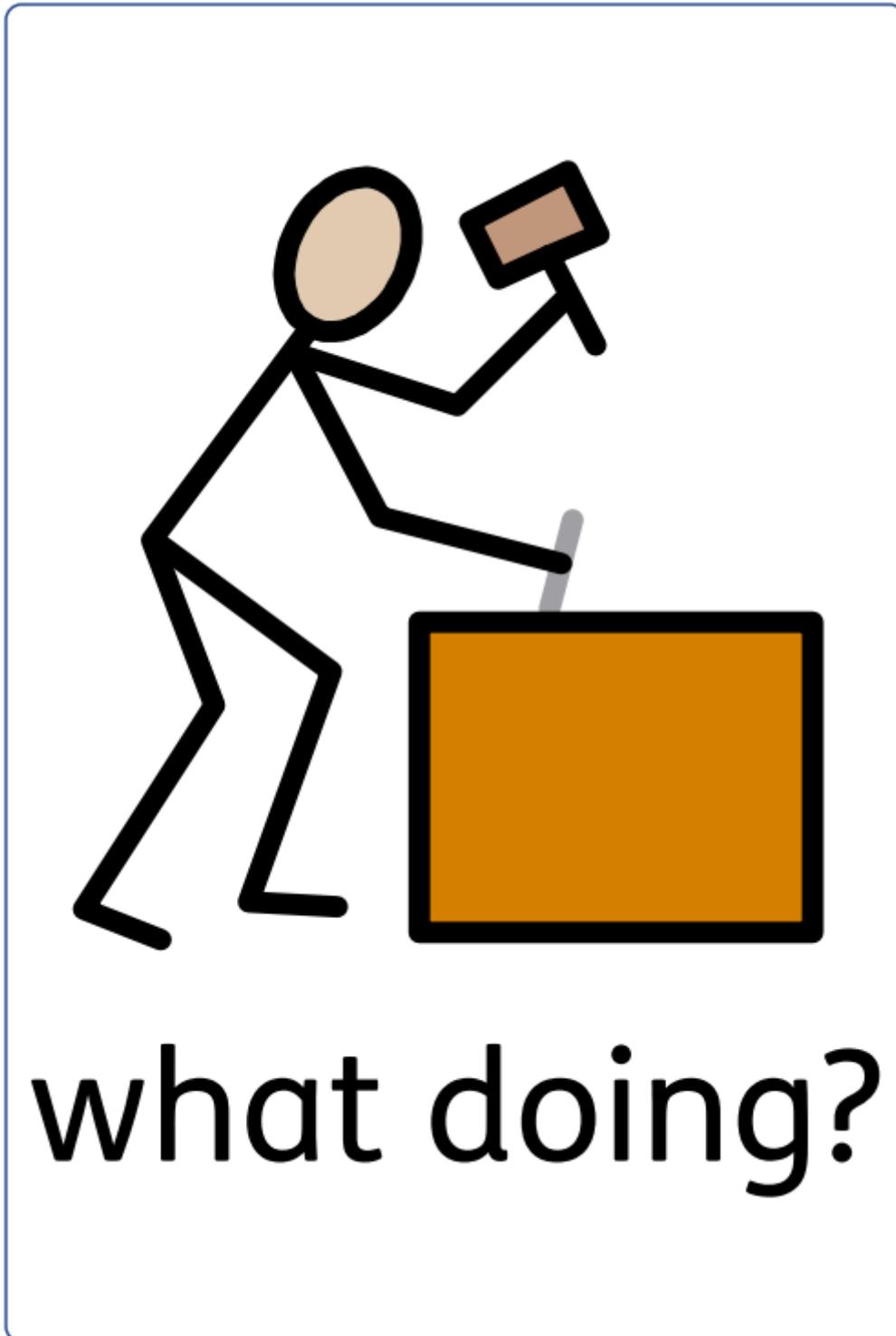
and I   like _____

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who

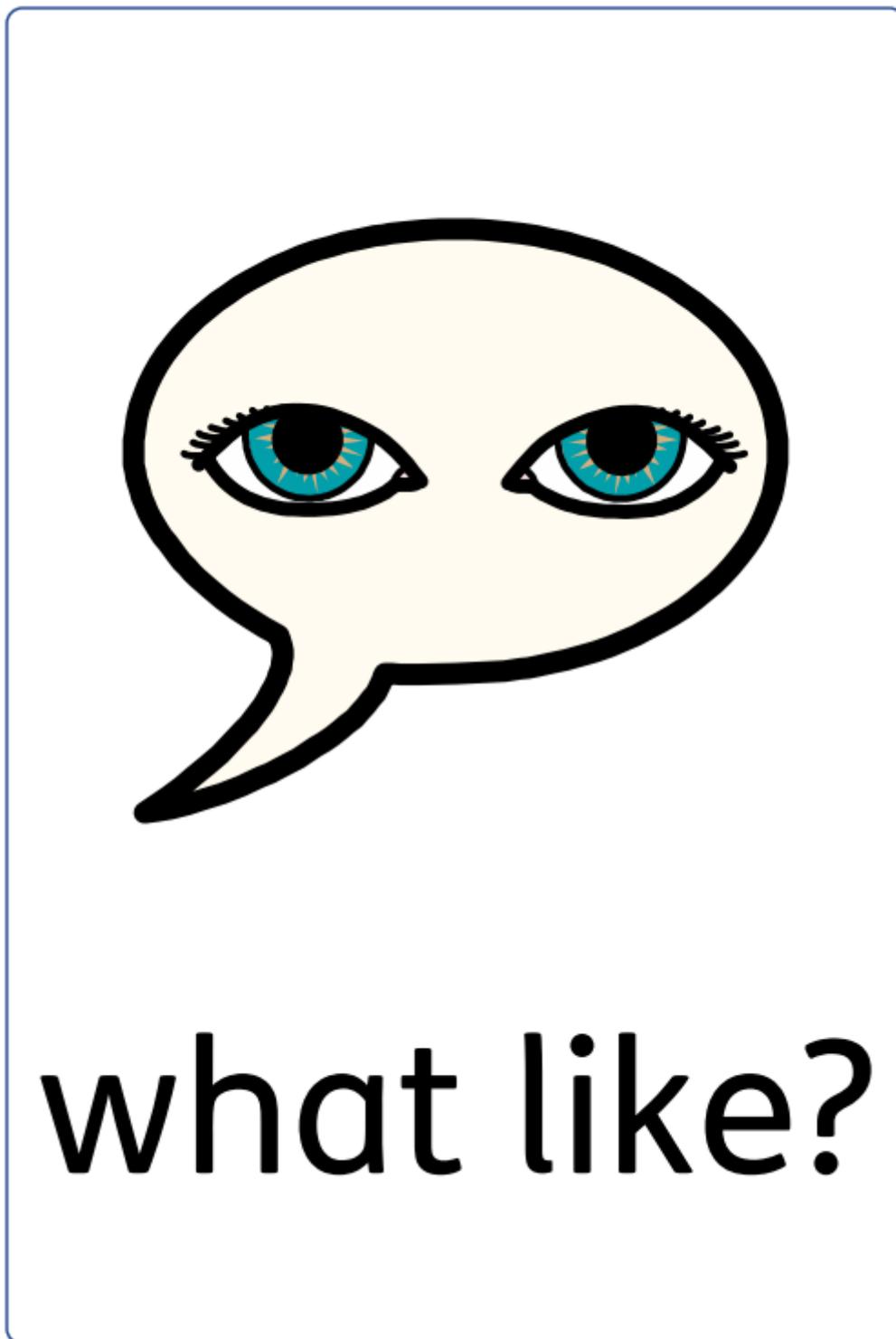*Widgit Symbols © Widgit Software Ltd 2002-2022 www.widgit.com*

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what

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where

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when

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what doing?

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what like?

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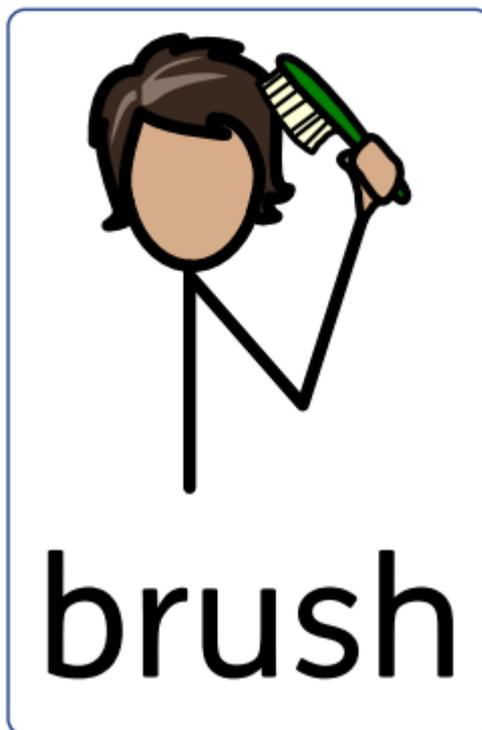|		
boy	last night	supermarket
girl	summer	hospital
Family	birthday	England
queen	Tuesday	Stadium
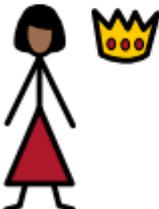
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doctor	Saturday	beach
dog	morning	home
tiger	tomorrow	school
builder	winter	holiday

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run

jump

wave

clap

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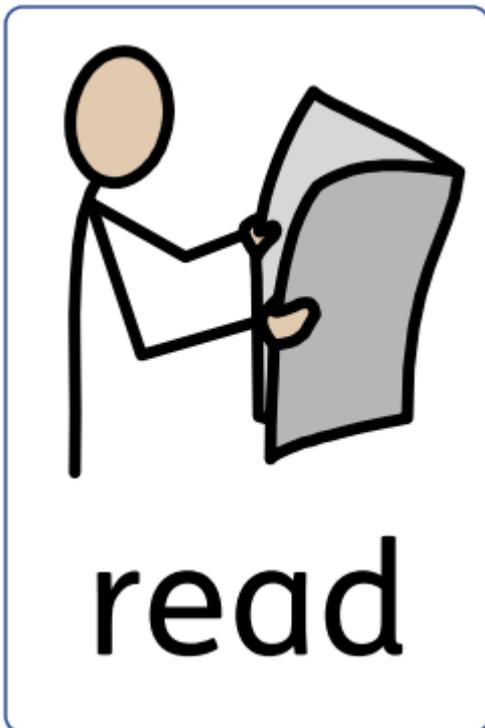**communication**
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skip

walk

wash

brush

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read

look

sleep

shout
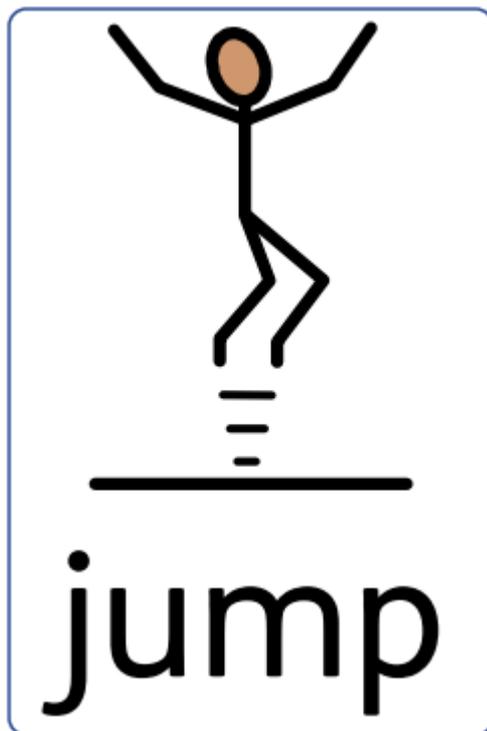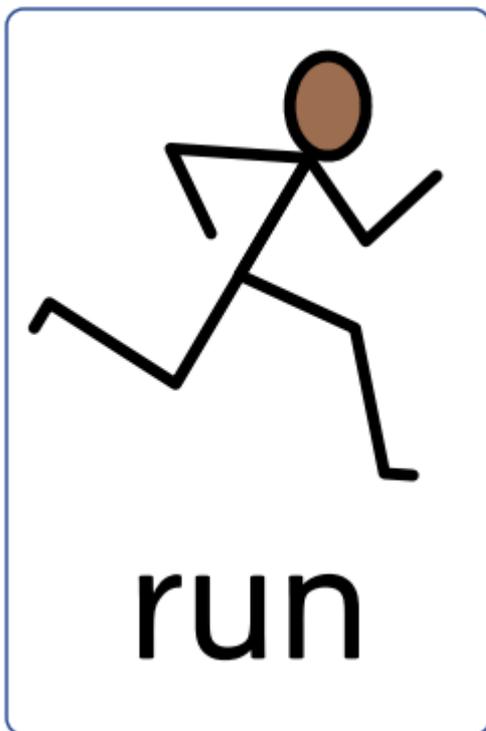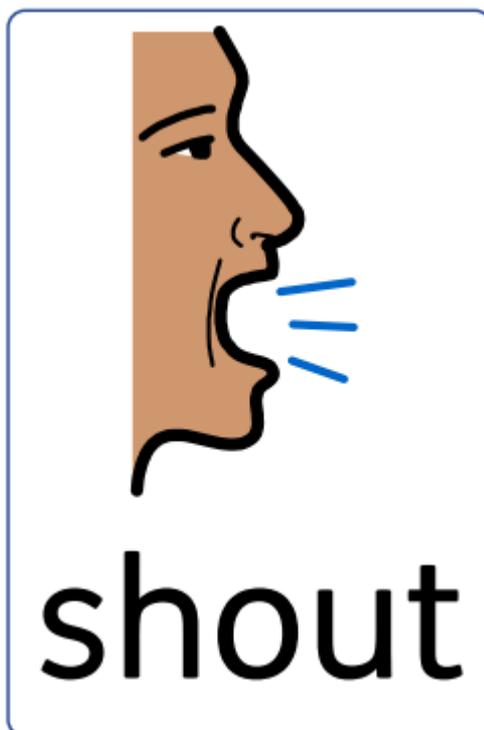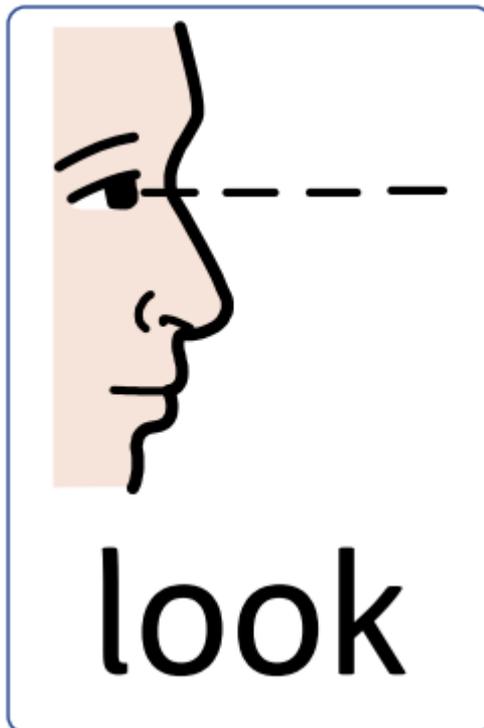
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Narrative Builders: Targeted Intervention Group to Support SLCN Outcomes/Goals Sheet

Child's Name:	DOB:
Date of initial Rating:	Date of Final Rating

Goal/Outcome *(To be edited/deleted to meet the child/young person's needs)*	Strategies to meet goal
1. Categorise pictures into 'who' (characters), 'what' (objects), 'where' (settings) and 'when' (times). 2. Answer 'who', 'what', 'what doing','what like', 'where' and 'when' questions. 3. Describe a picture including information in relation to 'who' and 'where', 'when' 'what like' and 'what happened'. 4. Retell an event (e.g. what they did at the weekend/ a story they have heard) including 'who' and 'where', 'when' and 'what happened'. 5. Change at least one aspect of a familiar story in order to make it their own. 6. Tell a story which includes a minimum of a character (who), setting (where), and a plot (what happened).	A member of the class team will attend the Narrative learning workshop prior to setting up and running a group. The member of the class team will run the Narrative Components Group for 30-minutes weekly over a 6-week period. The group will be run by a member of the class team with 3-5 children/young people. A member of the class team will complete a pre and post goal rating using the scale below.

My Goal Progress													
Goal not met at all	0	1	2	3	4	5	6	7	8	9	10	**Goal reached**

Copies shared with: Parents, Class teacher, SENCo, LSA

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My News

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My News

| | I'm going to tell you about... |

| Introduction | When? | Where? | Who? |
| | | | |

What happened?	1	
	2	
	3	
	4	

Ending (what it was like)	It was...	
	I liked it because...	
	I didn't like it because...	

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when

number

size

colour

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shape

what

where

sound

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movement

mood

background

perspective

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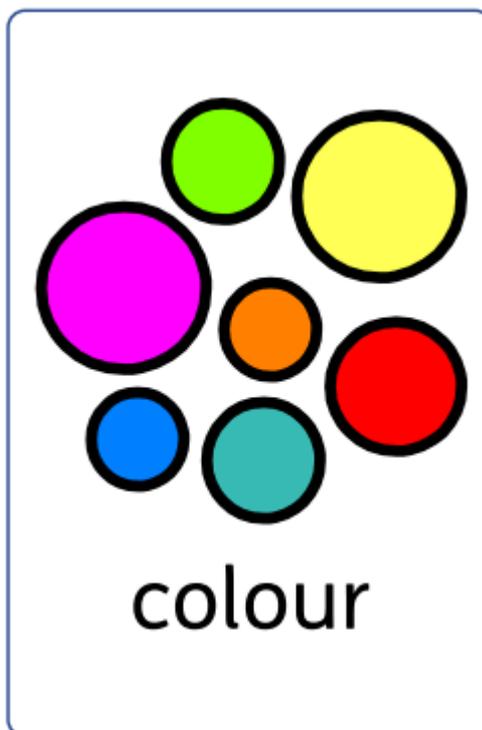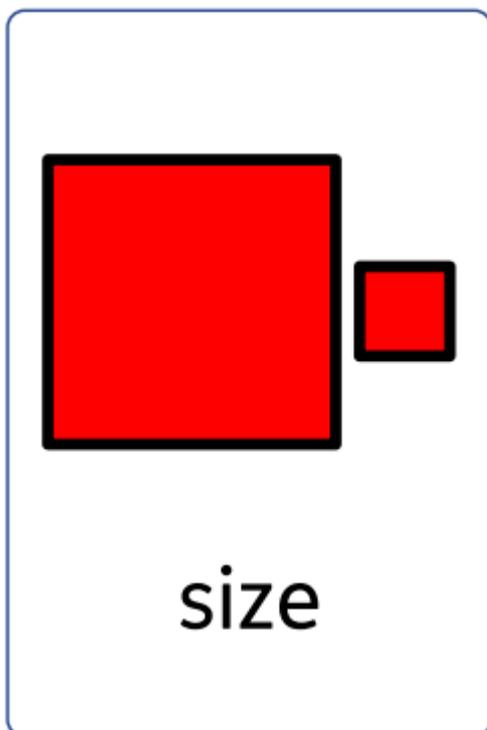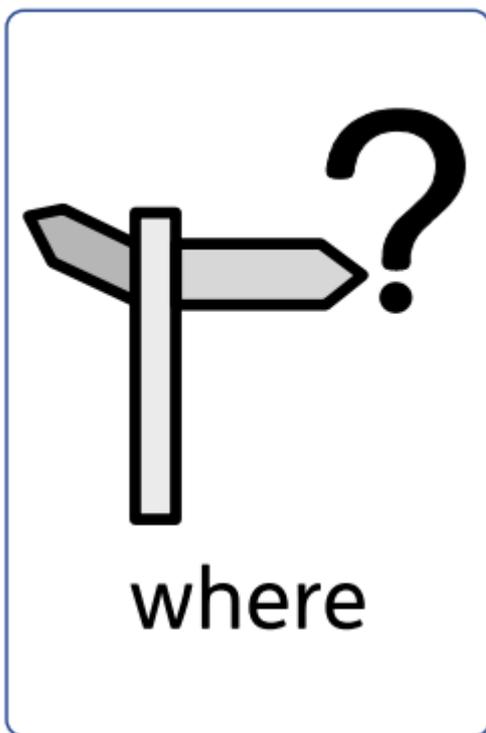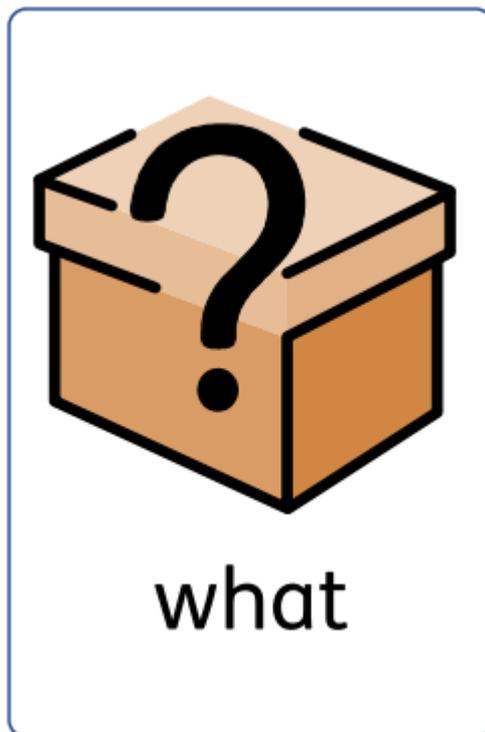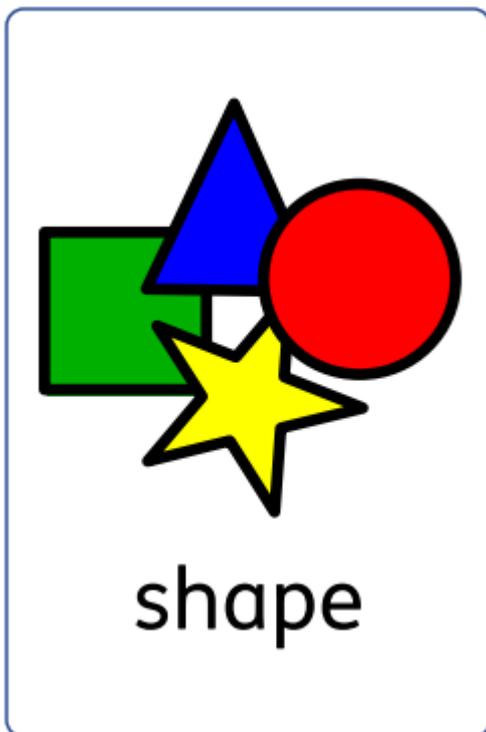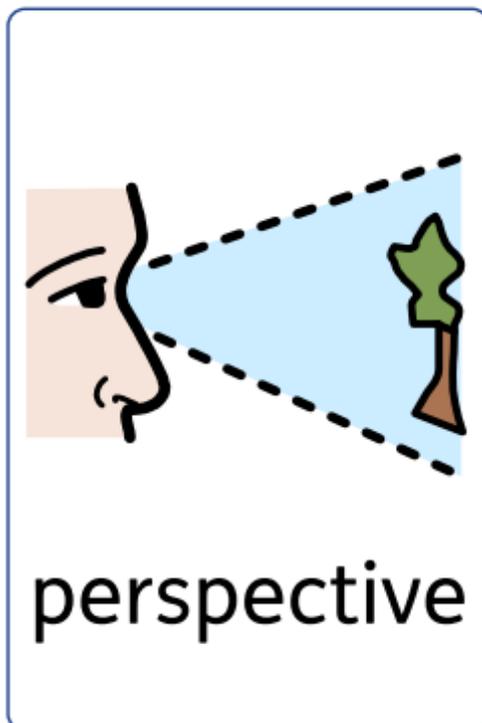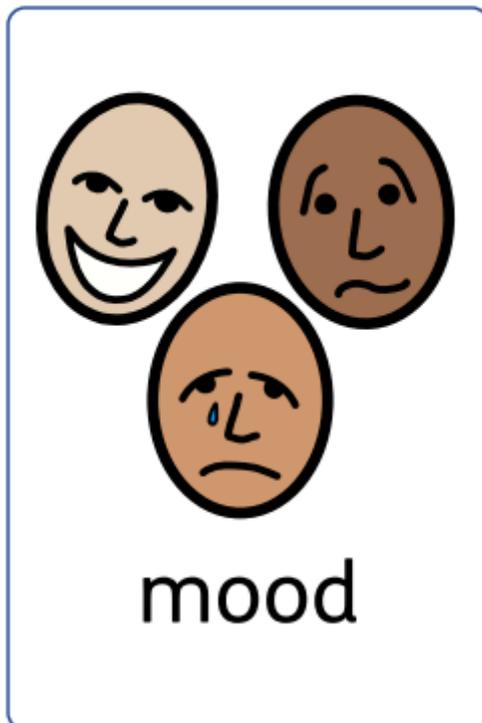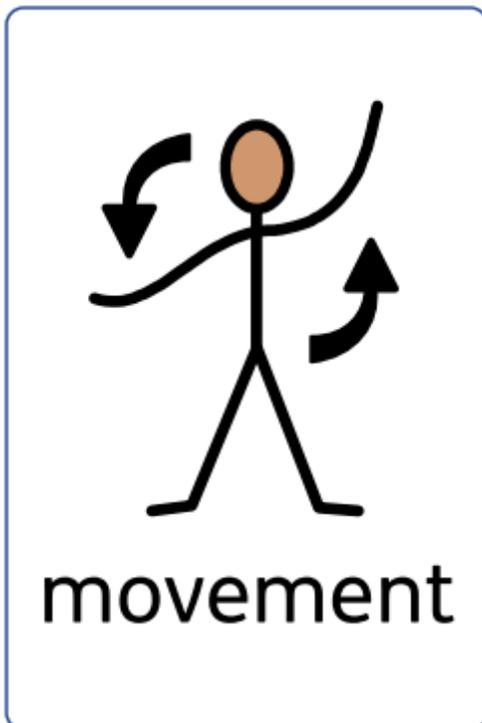
Descriptive Language Grid

Who?
Include: appearance, personality, emotions etc.

What?
Include: number, size, colour, shape... etc.

Where?
Include: environment, mood, sounds etc.

When?
Include: time, season etc.

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... and ...

... then ...

... because ...

... so ...

If ..., ...

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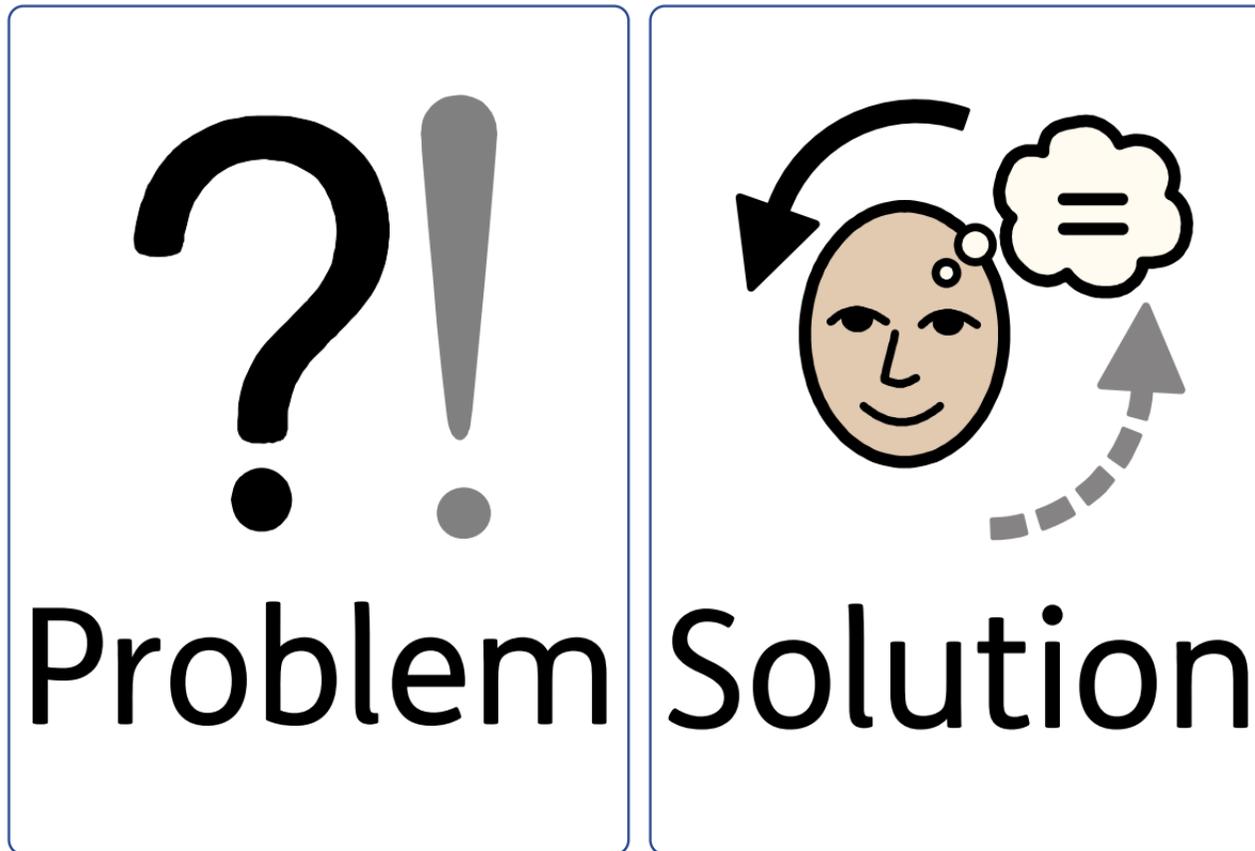Bi-Borough Speech and Language Therapy Service
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... until ...

Although ...

... however ...

Narrative Planner

Plan	When?	Where?	Who?
	What?	What doing?	What like?

What happened?	Introduction		
	Problem		
	Solution		
	Ending		

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