

Sequence and Narrative

Narrative: Understanding and being able to use narrative concepts e.g. 'Who', 'Where', 'When', 'What happened'.

Sequence: Understanding and being able to use sequencing concepts. e.g. 'First', 'Next', 'Then', 'After that', 'Lastly/ Finally' etc.

Part 1: Developing Narrative Concepts

To enable children to effectively retell a narrative in sequence and create their own narrative sequences, children need to develop the narrative concepts. Concepts such as the 'Who?', 'Where?', 'When?' and 'What happened?' within narrative, as well as the sequencing concepts such as 'First', 'Next', 'Then', 'After that' and 'Last/ Finally', need to be explicitly taught.

Who? → Where? → When? → What happened?

When developing narrative with children, each of the concepts should be initially introduced. The order of these concepts, as recommended by Speech and Language Therapists:

1. **Who?** – Who is in the story?
2. **Where?** – Where is the story taking place?
3. **When?** – When is the story taking place?
4. **What happened?** – What has happened in the story?

Following individual introduction, the application of these concepts can be developed through sharing stories, identifying the 'Who', 'Where', 'When' and 'What happened' in a story'.

Example introduction of 'Who?' concept:

- ❖ **Step 1:** Fill a bag with different characters; figures, photographs and pictures.
- ❖ **Step 2:** Share that you're going to learn about the word 'who'. Use an action/sign for 'who', e.g. index finger turning in the air. You can also use the yellow '**Who?**' card.
- ❖ **Step 3:** Adult to take one of the character's out of the feely bag and model: e.g. 'I wonder who (using the action/sign and yellow card) this is. Pause and wait to allow the children to share the 'who'. If this isn't generated after the pause and wait model, 'This is a doctor.'
- ❖ **Step 4:** Pass the bag around for the children to select another character, supporting the modelling of 'who' someone/ something is in the story.



Who?

Example introduction of ‘Where?’ concept:

- ❖ **Step 1:** Fill a bag with pictures of places which are familiar to the children.
- ❖ **Step 2:** Share that you’re going to learn about the word ‘where’. Use an action/sign for ‘where’, e.g. both palms held out in front of you, moving in a cyclical outwards motion. You can also use the green ‘**Where?**’ card.
- ❖ **Step 3:** Adult to take one of the pictures out of the feely bag and model: e.g. ‘I wonder where (using the action/sign and green card) this might be.’ Pause and wait to allow the children to share the ‘where’. If this isn’t generated after the pause and wait model, ‘This is the canteen where we eat our lunch.’
- ❖ **Step 4:** Pass the bag around for the children to select another picture, supporting through the modelling of ‘where’ it is.



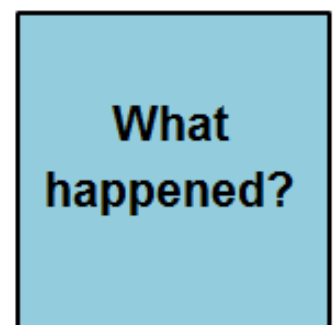
Example introduction of ‘When?’ concept:

- ❖ **Step 1:** Fill a bag with objects which are used at specific times of the day such as cereal, a lunchbox and a pillow.
 - ❖ **Step 2:** Share that you’re going to learn about the word ‘when’. Use an action/sign for ‘when’, e.g. raise your hand to your cheek, tapping your fingers on your cheek. You can also use the orange ‘**When?**’ card.
 - ❖ **Step 3:** Adult to take one of the objects out of the bag and model: e.g. ‘This is a box of cereal. I wonder when (using the action/sign and orange card) we might eat cereal.’ Pause and wait to allow the children to share the ‘when’. If this isn’t generated after the pause and wait model, ‘We might have cereal in the morning for our breakfast.’
 - ❖ **Step 4:** Pass the bag around for the children to select another picture, supporting through the modelling of ‘when’ you may use them.
- * The ‘when’ may be time of the day, time of the year, an event, special occasion etc.



Example introduction of ‘What happened?’ concept:

- ❖ **Step 1:** Fill a bag with pictures of different events of something happening, e.g. someone falling out of a tree.
- ❖ **Step 2:** Share that you’re going to learn about the phrase ‘what happened’. Use an action/sign for ‘what’, e.g. index finger in the air moving from left to right. You can also use the blue ‘**What happened?**’ card.
- ❖ **Step 3:** Adult to take one of the pictures out of the bag and model: e.g. ‘I wonder who (using the action/sign and yellow card) this is. This is a bear.’ Share: e.g. ‘I wonder what happened (using the action/sign and blue card) to the bear...’ Pause and wait to allow the children to share what may have happened. If this isn’t generated after the pause and wait model, e.g. ‘The bear fell out of the tree’.
- ❖ **Step 4:** Pass the bag around for the children to select their own picture. The adult can then prompt the children to share ‘what happened’ in their picture, e.g. ‘Oh, look a fox. I wonder what’s happened to the fox...’



Using ‘Who’, ‘Where’, ‘When’ and ‘What happened’ to generate sentences

Once each of the individual concepts have been introduced, you can use ‘Who’, ‘Where’, and ‘When’ cards, [e.g. Character, Object, Setting and Time cards from TES*](#), to support children in developing sentences using the ‘Who’, ‘Where’ and ‘When’ concepts. Together, you can generate what happens to the character.

** use cards which use non-gendered vocabulary, e.g. police officer instead of ‘police man’ or ‘police woman’.*

- ❖ **Step 1:** Have a selection of ‘Who’, ‘Where’ and ‘When’ cards available.
- ❖ **Step 2:** Select a ‘Who’ card and place on the yellow story card, e.g. a gymnast
- ❖ **Step 3:** Select a ‘Where’ card and place on the green story card, e.g. the beach
- ❖ **Step 4:** Select a ‘When’ card and place on the orange story card, e.g. in the morning

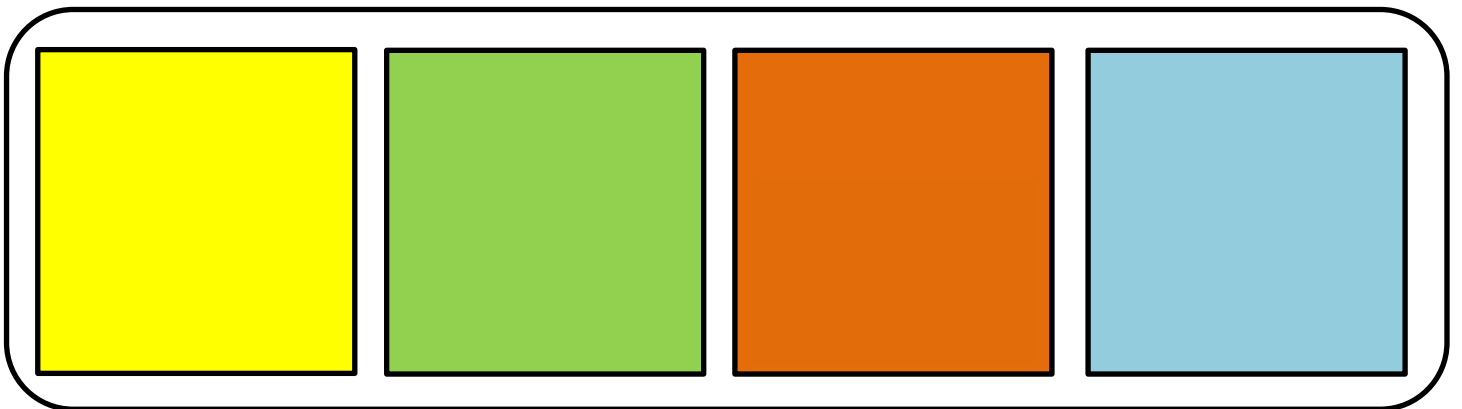
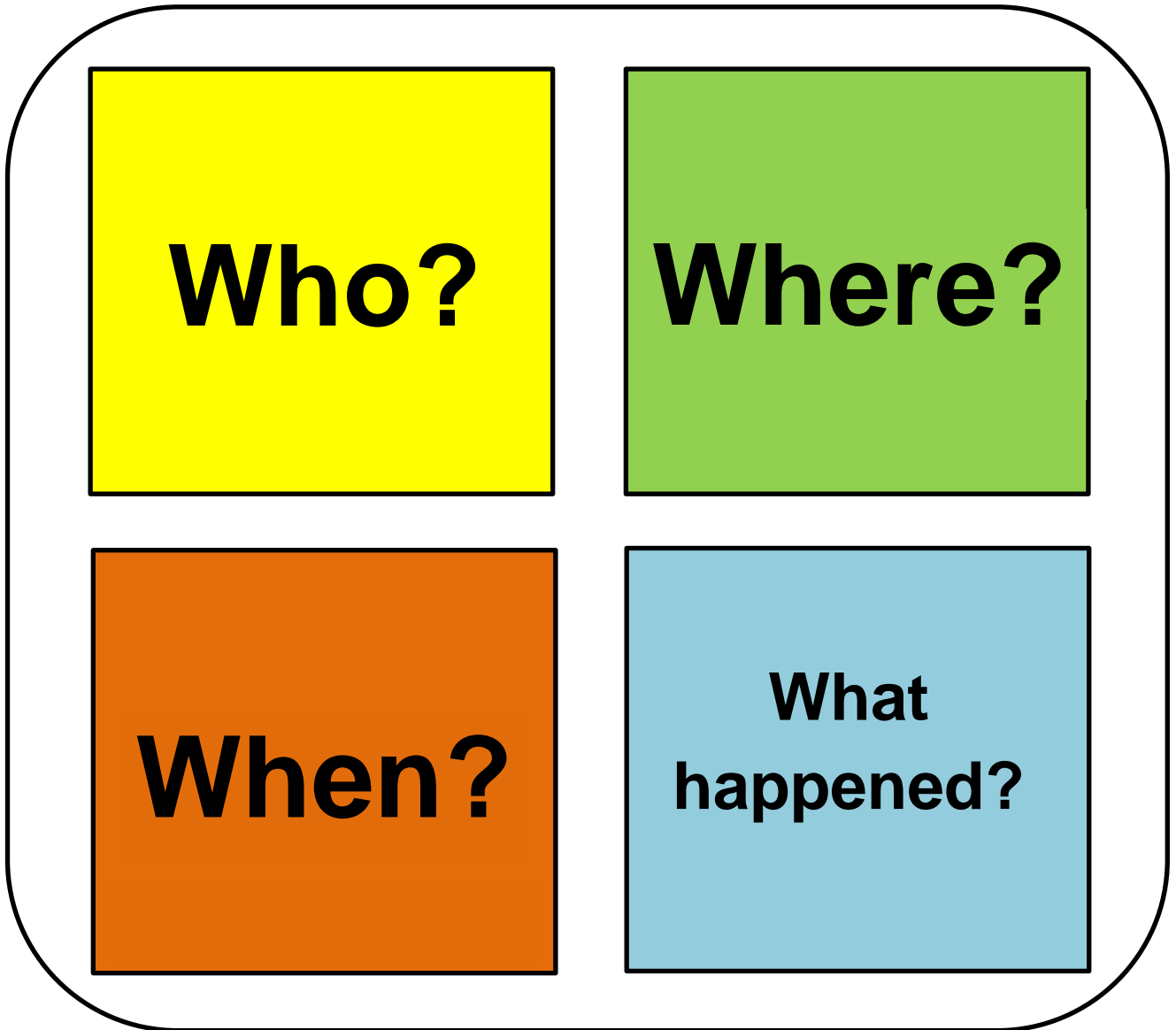


- ❖ **Step 5:** Share the ‘Who’, ‘Where’ and ‘When’, e.g. ‘A gymnast was at the beach in the morning...’ Pause and wait for the children to generate what happened. If they don’t, after the pause, adult can model: ‘... building a sandcastle. A gymnast was at the beach in the morning building a sandcastle’. You could use a picture card or drawing to demonstrate the ‘what happened’.
- ❖ **Step 6:** Generate alternative ‘What happened’ actions with the children. The structure of the sentence should be modelled each time, e.g. A gymnast was at the beach in the morning and got stung by a jellyfish.’



Once children are familiar with the generation of sentences using ‘Who’, ‘Where’, ‘When’ and ‘What happened’, demonstrate how you can change the order of these concepts when generating sentences, e.g. ‘Early in the morning, the gymnast was at the beach building a sandcastle.’

Once children are familiar with the narrative concepts of ‘Who’, ‘Where’, ‘When’ and ‘What happened’ concepts, creation of narrative can be done using any order of these concepts.



The 'Who? → Where? → When? → What happened?' cards and strip can be used to support the use of each of the concepts.