INTRODUCING NARRATIVE SKILLS

A good story is made up of many components:

Who was in the story?

Where and When did the story happen?

What was the problem in the story?

How did the character feel?

What plan did the character make to solve the problem?

What attempts did the character make to solve the problem?

Were the attempts successful or were there complications?

What was the resolution to the story?
How did the character feel at the end of the story?
Was there a moral to the story?

At Fremantle LDC we use a story-telling tool called **Braidy** which provides the children with concrete icons (see above) to assist them in remembering to include the parts of the story.
A good story also contains...

- A story starter or orientation (eg. ‘Once upon a time’, ‘One day’)
- Describing words (eg. ‘the smelly worm’)
- Direct Speech / Assuming the role of a character during the story and talking on their behalf (eg. Peter said “Help me down from the tree”)
- Joining words to link the story (eg. ‘and then’, ‘so’)
- Pronouns as a reference to the character throughout the story (eg. ‘Peter was a kind boy. He wanted to rescue the cat’)
- Past Tense (eg. ‘He climbed the tree to save the cat’)

Why are narrative skills important?
Almost every day we tell a ‘story’ in one form or another. For example, what we did on the weekend, describing how to make something—narrative is an important way to communicate with others. Being able to tell a good story helps the children to then write an interesting story.

How can you help?

- Share lots of stories together—Join a library and help your child choose appropriate books.
- Talk about the book—talk about the cover, discuss about what your child thinks the story might be about, talk about the title.
- Take turns at re-telling the story - Encourage your child to tell the story back to you or to someone else. You may need to help by starting off the story for your child or by prompting along the way; but encourage them to try the whole thing by themselves. *It doesn’t have to be told exactly how it is written in the book, the idea is for it to make sense and sound good.*
- Bring stories to life—After telling the story, do something related to it; act it out, draw pictures from the story, or make a mask/puppet.
- Improve the story—Help your child to use certain words in the story to make it ‘sound better’ eg. specific vocabulary (eg ‘slimy’, ‘tall’, ‘colourful’) or correct grammar (eg. ‘three **mice**’—irregular plural)

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