



Language for Life

## Building Strong Storytellers

A look into the school narrative program



## Acknowledgement of Country



# Wanjoo! Kaya

We acknowledge the traditional custodians of this land, the Wadjuk Noongar people and pay respect to the elders past, present and emerging. We walk together on this pathway leading students in their discovery of themselves, their language, and their community. We nurture strength, power and belonging to place and country and encourage each and every voice.



## Agenda

- What is a narrative?
- Why is teaching narrative important?
- Overview of the school narrative program
  - Background
  - Macrostructure elements
  - Story frameworks
  - Measuring progress
- Practice!
- Supporting narrative skills at home
- Questions



## A Narrative is a story





## A Narrative is a story

Stories can be:

- 1) Real events and experiences
- 2) Made-up stories
- 3) Retells of books, movies, games, or shows!



## Narrative skills are important because:

- They are part of everyday communication.
- They support speaking, listening, comprehension, writing, and social communication skills.
- They help children organise and sequence their thoughts and ideas clearly.
- They build confidence in expressing experiences, emotions, and opinions.

# SKILL Narrative Programme

This is how we teach narrative at the SELDC



## SELDC Narrative Program

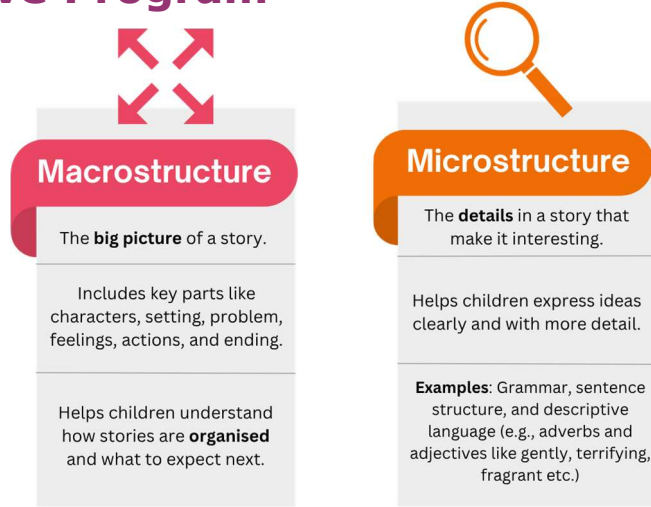
### Narrative skills in everyday life

- Based on research designed to support **narrative language skills** of school-aged students with language difficulties.
- Teaches children how to tell and understand stories
- Helps children organise their ideas when speaking and writing using clear steps and visual supports
- Focuses on learning story structure in a fun and supportive way
- Children practise:
  - Listening to stories
  - Retelling stories
  - Creating their own stories



# Narrative Program

Parts of a story



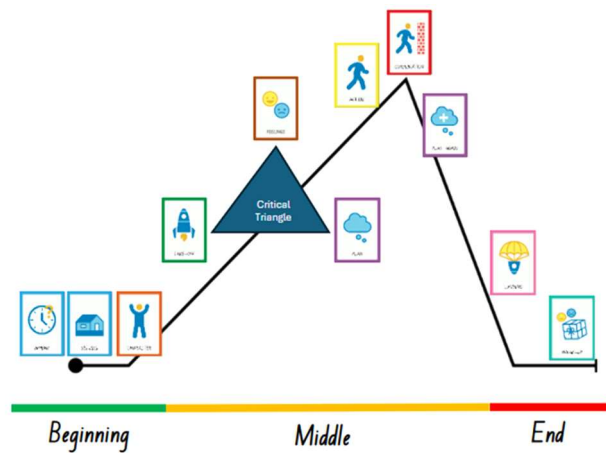
# Narrative Program

Macrostructure Elements



## Narrative Program

### Overall Story Structure



## Narrative Program

### Supporting storytelling skills - An ongoing process

**When children have a strong understanding of how stories work, they understand stories more easily and can tell better stories.**

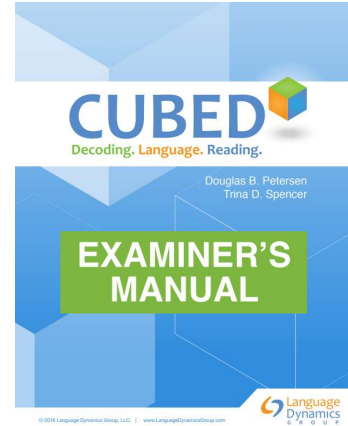
**We help students to develop these skills by:**

- By repeating story structures across different books and activities
- Using visuals like icons and story maps
- Talking about story parts during reading and play

## How do we measure progress?

### CUBED NLM-3 (Narrative Language Measures)

- Students are read a story and they have to:
  - Retell the story
  - Answer questions about the story
- What we look for:
  - Does the retell includes all the **story parts**?
  - Does the story **make sense**?
  - Have they used specific **vocabulary** to make it interesting?
  - Have they **understood** the information in the story?
  - Can they **make predictions** based on the information from the story and their own world knowledge?
- Assessed 3 times a year (beginning, middle and end of year)
- Teachers also complete a checklist each term to track progress and support their lesson planning.



## Practice!

A peek at what our students do when learning  
about the macrostructure elements

## Identifying Elements for Retell

### 1. Identify the following:

- Who is in the story
- Where the story takes place
- What the problem is
- What happens at the end

### 2. Retell the story in your own words.

- Have a go using simple sequence concepts to retell the story (e.g. first, next, finally)!

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#### Dinner Disaster

One Friday evening, Mia invited her parents over for dinner after a long week at work. She wanted everything to go perfectly, so she decided to cook a new pasta recipe she had found online.

After work, Mia stopped at the supermarket to buy the ingredients. When she arrived home and started cooking, she realised she had forgotten to buy cream for the sauce. Mia felt stressed and frustrated because the shops were about to close, and her parents were arriving in 30 minutes.

At first, Mia wasn't sure what to do. She checked her fridge and cupboards to see if there was something she could use instead. Then she remembered she had some milk and cheese at home. She decided to quickly make a different sauce using the ingredients she already had.

While cooking, Mia accidentally dropped some pasta on the floor, which made her feel even more flustered. However, she took a deep breath, cleaned up the mess, and continued cooking.

When her parents arrived, the meal was finally ready. Everyone enjoyed the dinner and said it tasted delicious. Mia felt relieved and proud that she had solved the problem and stayed calm when things did not go to plan.

# Supporting Storytelling Skills

This is how we teach narrative at the SELDC

## Strategies to support storytelling at home

### Read books together

- Pause and talk about the story.
- Ask questions such as:
  - **Who** is in the story?
  - **What** is the problem?,
  - **How** do you think the character feels?.
- Retell the story together after reading.
- Encourage your child to retell the story in their own words using pictures from the book.



## Strategies to support storytelling at home

### Model good storytelling

- Share your own stories about the day.
- Use sequencing words such as first, next, then, and finally.
- Show how to include feelings and details.
- This helps children hear how stories are organised and how details and emotions can be included.



## Strategies to support storytelling at home

### Use pictures and visuals

- Use family photos to talk through events in order (what happened first, next, last).
- Use book pictures to talk about what is happening and what might happen next.
- Point to posters and pictures that you see around the house, at the shops, the library or in the community.
- Talk about movies or TV shows. Use cartoons, movies, or children's shows as storytelling practice.



## Strategies to support storytelling at home

Make up stories together through pretend play and imagination.

- Use toys, puppets, or drawings to create stories.
- Children might use toy animals to act out a problem and solution or create a story about superheroes going on an adventure.
- Family can join in by asking questions and helping expand the story with new ideas and details.



Language for Life

Thank you!



Narrative Icons



WHEN?



CHARACTER



SETTING



TAKE-OFF



FEELINGS



PLAN



ACTION



LANDING



WRAP-UP