

Other things to try: 8b

Re-telling simple stories



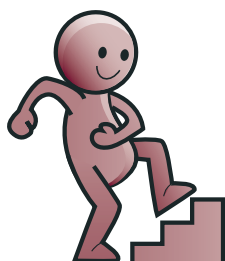
Why is this important?

Children need to practise a variety of grammatical structures and new vocabulary. Re-telling stories helps develop narrative skills. With familiar story characters, children don't have to generate all the imaginative ideas themselves and can concentrate on the words and structures needed to re-tell the tale. Retelling stories also helps with sequencing skills and prediction.

What to do

- Tell a short story. This could be something that actually happened, at the weekend perhaps, or a short fairy tale.
- Ask the child to tell *you* the event/story. Use prompts if needed.
- Try writing down the information the child gives, or draw pictures. Then you can prompt the 'missing' bits or re-order them to make the story.
- Use the framework of a story grid to guide the child to give the information, e.g.

★ Who's in the story?	★ What happened in the middle?
★ Where did the story happen?	★ What happened at the end?
★ What happened at the beginning?	



Step up

- Reduce the number of cues and prompts.
- Use a greater number of sequencing cards where the correct order is less obvious.
- Encourage the child to sequence the cards him/herself.
- Include less familiar stories.
- Encourage the child to make up his/her own short stories.

Step down

- Use real objects and act the story as a short drama.
- Use photographs of children taking part in real-life events.
- Start with sequence cards which show something happening (e.g. building a sandcastle, then sea comes in and knocks it down). The child will be able to

- use the cards as prompts to recall events and sequence them appropriately.
- Use toys to act out short stories. The child will remember better if he/she sees the story unfold and carries out the action (e.g. pretend playground).

