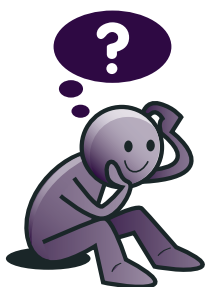


Other things to try: 9b

Describing what might happen next

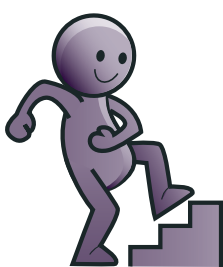


Why is this important?

Children need to be able to sequence in order to be able to organise their thoughts and ideas to describe an event or tell a story. Sequencing is a key skill across many areas of the curriculum and is important when processing sentences and understanding chunks of narrative.

What to do

- Draw or gather together pictures of familiar everyday sequences, e.g.
 - ★ Making a cup of tea.
 - ★ Going down a slide.
 - ★ Washing hands.
 - ★ Making a sandwich.
 - ★ Brushing teeth.
- Two pictures show the first and second part of the sequence, e.g. for ‘washing hands’:
 - ★ First picture – child with dirty hands.
 - ★ Second picture – child washing hands with soap and water.
- Ask the child to finish the sequence by saying what will happen next (e.g. dry hands/rinse hands/turn taps off). The child may say something different from what you were thinking. Discuss the differences and draw/show a picture to finish the sequence.



Step up

- Encourage the child to think up a whole sequence of events, or just give the middle picture – can they think up the first and last pictures to complete the sequence?
- Use longer sequences or include more detail (e.g. dirty hands/run water/add soap/rinse/dry).
- Move into the realm of inferences so that there are two different, but equally valid end points to a sequence.
- Add in feelings: this is how the story/sequence ends because of ‘X’ and ‘Y’ person feels ‘Z’. If the story ends like this ...’, etc.

Step down

- Start by using all three pictures and talking through the sequences.
- Talk about sequences as they happen (e.g. when putting shoes/coat on, making lunch, pouring a drink).
- If the child finds it difficult to generate an end to the sequence, offer a choice (e.g. ‘Will the girl dry her hands or jump up and down?’).

