# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>5</td>
</tr>
<tr>
<td>Feedback on KS2 Narrative</td>
<td>7</td>
</tr>
<tr>
<td>Statutory Requirements for English Programmes of Study: Key Stages 1 and 2</td>
<td>9</td>
</tr>
</tbody>
</table>

# Session outlines

## Chapter 1: Introduction to narrative

1. Introducing narrative  
2. Reinforcement activities

## Chapter 2: Descriptive language

1. Introduction to descriptive language  
2. Setting expansion - time  
3. Setting expansion - location  
4. Setting expansion - character

## Chapter 3: Problem/Solution

1: Identifying and solving problems in stories  
2: Generating stories with a problem and solution  
3: Story cement  
4: Feelings and emotions  
5: Emotion and dialogue  
6: Emotions and dialogue extended - Statements, questions and exclamations  
7: The end

## Appendix 1

Narrative approach products published by Black Sheep Press

## Appendix 2

Introduction to Narrative Therapy. (Reproduced from the KS1 Speaking and Listening through Narrative pack. Black Sheep Press 2011.)

## Appendix 3

Black and white line drawing alternative pictures
Background

This Key stage 2 narrative resource pack evolved from the success of the original 'Speaking and Listening Through Narrative' pack (Black Sheep Press 2011, ref WIG1) which was primarily aimed at children in Key Stage 1. The KS1 resources were developed as part of a two year pilot study involving six mainstream primary schools carried out in Stockport between September 1999 to July 2001. (See Appendix for further details.)

The focus of delivery in the KS2 material shifts from an intervention previously specifically aimed at small groups of children, to delivery via whole class activities, jointly planned with teachers and tailored to fit in with planned literacy targets.

The focus of this pack is aimed at supporting children to move from oral to written narratives and is dependent on the children having a working knowledge of the narrative principles covered in the KS1 pack, that is, an understanding of the key story components, their colours, signs and symbols. If no previous work has been carried out on narrative then the first chapter in this pack serves as a brief introduction to the main principles which are then built on in the rest of the pack.

The ideas in this pack are aimed at facilitating children’s understanding of a more complex story ‘blue print’ compared to the simple ‘who’, ‘where’, ‘when’, ‘what happened’ and ‘the end’ introduced in the KS1 pack. Resources are provided to further develop children’s use of descriptive language for character and setting; the ‘what happened’ element of the story is extended into more ‘problem – solution’ scenarios and additional resources are provided to support children’s understanding of the thoughts and feelings of the characters and how to incorporate dialogue into their oral and written narratives.

Use of the pack

It is not intended that the chapters are followed in a prescriptive way but rather that they can be used in any order depending on the aspects of narrative that require further development. For example, some children may need the focus to be placed on how to extend their use of descriptive language for character and setting whereas others may need to be supported to develop a better understanding of the problem – solution aspect of their stories.

The resources in this pack can be used by both class teachers and speech and language therapists and can be delivered as small group or whole class activities. There is still a strong focus on achieving oral narrative competence.
Feedback on KS2 Narrative

Stockport September 2005 – April 2006

This feedback was provided by year 3 and year 4 mainstream class teachers in Stockport post intervention, based on using the Key Stage 2 resources. As the resources had mostly been delivered by the Speech and Language Therapist in the classroom with whole class groups, Teacher feedback was felt to be the most effective means of evaluating the impact of the intervention.

1) All of the teachers stated that they had found the sessions very useful:

‘They (the sessions) have enabled me to think about story structure and adapt all the work I learnt in the infants now extended to the juniors.’

2) All teachers felt that the sessions had impacted the children in their class:

‘Their story writing is so much better because of the sessions and they use more interesting vocabulary.’

3) All of the teachers stated that the sessions had increased their own knowledge of strategies and resources to develop language skills:

‘They have increased my knowledge and I feel more confident in teaching story writing and story telling.’

Conwy, North Wales May – July 2013

The primary schools in Conwy, North Wales have been using the KS1 narrative resources for some time and several schools were keen to pilot the use of the KS2 resources with small groups (between 4-6) of specifically selected children, some of whom were on the mainstream speech and language therapy caseload.

A speech and language therapy assistant delivered a weekly group for half a term, observed by a class teacher/SENCO and teaching assistant. The aims of this intervention were:

- to meet the needs of some of the children on the existing speech and language therapy caseload
- to train a member of staff from the school in how to use the resources
Chapter 1: Introduction to narrative

Session two: Reinforcement activities

a) Whole class or group re-telling of a familiar story

This interactive activity can be used as an introduction to individual written narratives.

Print/copy the Group story cue cards, pages 48–53, onto card and laminate them.

Choose a familiar story or class text, it helps if it is simple for the purpose of demonstration, ‘Jack and the Beanstalk’ works well.

Ask the class/group the story component questions in the narrative sequence, i.e. ‘when’, ‘who’, ‘where’, ‘what happened’, ‘the end’, for the story you have chosen.

After choosing a child’s response, record this on the laminated card with a dry wipe pen. (Either the teacher or the child who gave the answer can record this.) The larger box is to draw an appropriate picture and the smaller box to write a key word or sentence.

The child holds the card and stands at the front of the class or group. Continue until each story component has been recorded and six children are standing in the correct narrative sequence.

Ensure the children are standing in the correct order, then as a whole class re-tell the story.

Stick the cards to the class white board and give each child a Story planner, pages 56–57. Ask each child to write the story on their story planner. There are two planners included in the pack, one with lines and one without, select the one that is most appropriate for each child.

b) Generating a written story

The activities in the remainder of this pack are designed to develop oral and written narratives. In preparation for this it is a good idea to generate a simple story as a whole class activity before the children attempt to do this on their own.

Use the Group story cue cards, pages 48–53, that were used to re-tell the story in the above activity.
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<th>Description</th>
</tr>
</thead>
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</tr>
</tbody>
</table>
Time line pictures

Your class in school today
Dinosaurs on the earth
Your summer holiday
People living on the moon

Henry VIII
World War 2
When robots do our work
Your lessons today
‘Describe these people’.
Real life scenario 4

Find the problem... and solve it

What is the problem?

How can it be solved?
Problem scenario 2

What is the problem?

How does he feel?

What did he do?

Now how does he feel?