Learn about Squirrel Story

This document contains explanations of the App’s screens and directions for implementing the assessment
Confidentiality

Keeping children’s personal information confidential is extremely important. Safeguards have been built-in to the *Squirrel Story App*, but it is the responsibility of the iPad User and their organisation to ensure these are used.

Every user of the App has to sign in with a unique user name and password. Ensure you use a strong password and do not share it. Users can only see the data they have entered. The password and user name cannot be recovered, remember them or keep them safe.

*Sign Out* or task away from the App if you are not using it, or you are leaving the iPad accessible to others. The App will lock automatically if the iPad goes to sleep but do not rely on this to maintain confidentiality.

The information in the App can be backed up using iCloud. Ensure you have a strong Apple ID to avoid compromising your data.

Please ensure your use of *Squirrel Story* complies with your agency’s security and confidentiality guidelines. If you have any doubts discuss it with your manager/I.T. department.

We recommend you use the iPad’s password protection. Avoid sending information entered in this application over an unsecured connection, e.g. public wifi. Do not use any online speech to text facility e.g. iPad Dictation, Dragon Dictate for any information that would identify the child being assessed.

This App uses the services of ‘flurry analytics’ to track usage in order improve the performance of the App. All data is anonymised, for more information go to www.flurry.com/resources/privacy.html.

Black Sheep Press Ltd and Machindo Apps are not responsible for maintaining the confidentiality of information entered in, or sent from, this App.
Part 1 : Main Menu

Your home screen

This shows the flow through the assessment

This is where you select the child you want to work with

Help is available on every screen, but for detailed advice read this document

In the list for assessment

Names of children who have heard the story and retold it

Tap to see/export completed reports
Part 2.1 : Start Assessment

Set Up

Additional information about the child can be added here. However, stay within your organisations guidelines on confidentiality.

The story pages can be turned by arrows or by dragging/flicking. If you only want to use the arrows, turn page dragging off here.

If you want to read the story yourself, turn sound off here.

Choose the voice-over for the story, spin to see the options.

Tap to start assessment and go to the story.
Part 2.2 : Play Story

Child listens to the story as the pages are turned

Starts the voice-over

Curled corner shows voice-over has finished and page can be turned

Goes to previous page and plays it

Goes to next page (after voice-over finishes) and plays it

Replays current page

Back to Set Up
Part 2.3 : Record child’s re-tell

Child looks at the pictures and tells the story

Starts recording. Once recording has started an indicator appears at bottom left.

Goes to next page

Goes to previous page

Back to Set Up

Starts recording, and changes to a pause button.
Part 3.1a : Transcribe
Transcribe screen

Back to Main Menu
Tap here to start.
Keyboard will be displayed

COMMENTS ON LISTENING & ATTENTION

STORY SETTING (Including ‘who’, ‘where’, ‘when’ et al.)

WHAT HAPPENED

ENDING

INFORMATION (on nonverbals, exaggeration, etc.)

Transcribe story in these fields
Part 3.1b : Transcribe

Play the child’s re-tell and transcribe it
Screen view as the child’s re-tell plays

Back to Main Menu

Goes to ‘Listening & Attention’

Record hesitation and prompts in brackets

Move to select a point in the recording

Play length indicator shows time remaining

Plays/pauses recording of child’s re-tell

N.B. Dictation only available on iPad 3 and later. Needs an internet connection. Ensure use does not breach your organisation’s confidentiality guidelines!
Part 3.2a : Analyse & Score
Skill Grids - Listening and Attention

Levels - Compare with content of transcription & score

Transcription

Levels - Compare with content of transcription & score

Transcription

Tap and type to add comments

Move slider to appropriate level

Levels - Compare with content of transcription & score

Transcription

Tap and type to add comments

Move slider to appropriate level

Other Skill Grids are in the same format
Part 3.2b: Analyse & Score

Vocabulary Check Lists

Tick words that appear in the transcript.
Add comments at the bottom of the list.

Need to scroll to see all words in some profiles.

---

**Transcription**

<table>
<thead>
<tr>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTION:</strong></td>
</tr>
<tr>
<td>live</td>
</tr>
<tr>
<td>said</td>
</tr>
<tr>
<td>play</td>
</tr>
<tr>
<td>eat</td>
</tr>
<tr>
<td>squeezed</td>
</tr>
<tr>
<td>met</td>
</tr>
<tr>
<td>go</td>
</tr>
<tr>
<td>ran</td>
</tr>
<tr>
<td>struck</td>
</tr>
<tr>
<td>push</td>
</tr>
<tr>
<td>pull</td>
</tr>
<tr>
<td>walk</td>
</tr>
<tr>
<td>help</td>
</tr>
<tr>
<td>go</td>
</tr>
<tr>
<td>shoot out</td>
</tr>
<tr>
<td>shut</td>
</tr>
<tr>
<td>flew</td>
</tr>
<tr>
<td>replied</td>
</tr>
</tbody>
</table>

**COMMENTS ON LISTENING & ATTENTION**

Listened and remained generally focused but distracted by noises outside the room. Enjoyed the pictures until some distraction therefore score between one and two i.e. 1.5

**STORY SETTING (including ‘who’, ‘where’, ‘when’,...)**

Once there was a baby squirrel and a mummy, they lived in a hollow house. One day the baby squirrel went to see his friends and he said to his friends, can we go and get some apples and the friend said, yes.

**WHAT HAPPENED**

So they went to pick some apples, so now squirrel ate as much as you can till he was full-up and he couldn’t get through the hole in the fence. Soon badger came along and he was very strong. He took a deep breath and a really large puff.

**ENDING**

And baby landed with a thump in his very own tree.

**INFORMATION (on nonverbals, exaggeration, etc.)**

Exaggeration on very strong. Lamented deep breath and puff.

Intonation appropriate at start and second setting — good use of non-verbals with self generation, but tailed off at end. Therefore score 3.

---

All the other Vocabulary Check Lists have a similar format.
Part 3.3 : Draft Report
Bringing together the assessment and the analysis

Report of Narrative Assessment
Using Squirrel Story

Assessment completed: 19 Oct 2012 Voice over: N/A Tester: peter
Name: child1, D.O.B: (null), Age: 11 years 9 month(s)
Reference: , School: , Class:

Summary:

Macro Level - 0-3:
Listening & attention: 1.5
Story Structure: 3.0
Story Content: 2.0
Level of language used: 3.0
Gesture / non verbal: 3.1
Vocabulary: 2.0

Full Report:

Listening & Attention:
Still some distraction

Story Structure:
Story flows with cause-and-effect and consequence

Story Content:
Retold with no obvious need of picture prompt. Individual changes made in setting.

Language Used:
Only one immaturity, can rather than could, therefore full marks.

Export Draft Report and recording by email/Dropbox.
The report is in plain text and can be formatted and modified in any word processor.

This is only a partial view of the report. It also includes the full transcript and the recording is also available.
Getting started - important detail

The *Squirrel Story Narrative Assessment* complements the more formal assessment tools available to the speech and language therapist or teacher. There is a need for time-efficient but theoretically sound ways to sample the language skills of the school-aged child at the discourse level. Narrative sampling allows us to capture key skills required in the transition to a literate style of language so critical for school success. In addition, sampling oral language beyond the sentence level provides information on broader communicative competence.

The Squirrel Story is not norm referenced, although guideline scores are presented from a sample of 100 children. The test yields a descriptive profile of a child’s development in six key narrative competencies, thus providing a tool for guiding the clinician to appropriate intervention strategies and goals.

The test is:

- quick to administer
- easy to score
- provides a profile around the six key areas of narrative in young children
- can be used by therapists, teachers, early year’s workers and teaching assistants
- provides appropriate information for determining where the ‘gaps’ are and therefore which areas require intervention.

*Squirrel Story* can be used with children aged three to six years. Although the tool’s primary use is with children who have language delay and disorders, the assessment can be used with children with a variety of language needs, whether the primary deficit is due to disorder, delay or language deprivation. It is a useful tool for determining therapy goals and/or curriculum planning. It can also be used as a screening tool and for monitoring progress.

Objectives

*Squirrel Story* can be used:

- to develop skills in assessing and profiling narrative skills
- to analyse narrative data and plan developmentally appropriate goals
- to link goals to individual, group and classroom programmes
- to monitor individual and group progress
- to integrate speech-language therapy and classroom objectives
- to facilitate a collaborative team approach to intervention
- for general research e.g. comparison of clinical populations
- as a professional development tool.
Why use a Narrative Assessment?

‘An inability to retell a story in a kindergarten child must serve as an alarm signal for all who are concerned with that child’s progress through school. This alarm signal is all the more critical when the failure is accompanied by other measures suggesting delays in syntax, low levels of vocabulary development or difficulties in language learning in general’ (Naremore, 1995)

Everything we do is linked together by simple ‘stories’ that we tell one another, whether it is at the dinner table, in the playground or something more formal. The characteristics of all narratives and recounts include relating events in a temporal order. Stories form the basis of social interaction, and the inability to tell even the simplest of narratives can lead to social isolation, not to mention difficulty in accessing the curriculum. The ability or inability to use oral narratives is of course indicative of a child’s future skills in writing stories.

Narrative intervention is an obvious choice not only to develop the foundations and concepts of story-telling but also vital skills to develop expressive language in general.

Speaking and Listening through Narrative (Shanks and Rippon, 2001, revised 2011) has been developed and used in Stockport with very positive outcomes for KS1 children.

Following its success, Nursery Narrative, (Carey, Broughton, Shanks and Rippon, 2002), Reception Narrative, (Carey, Shanks and Rippon, 2002, revised 2012) and Language Through Listening, (Carey, Shanks and Rippon, 2002, revised 2011) were produced and published by Black Sheep Press as an intervention package for Foundation Stage children. The intervention breaks down the essential components of a story - 'who', 'where', 'when' and 'what happened' - and provides small group session plans for each element. The intervention not only develops the story components, but works on associated skills of listening, attention and understanding. The packs complement and support the Foundation Stage curriculum for children aged three to five years.

Judith Carey and colleagues in Stockport are using narrative intervention to develop language skills with a variety of ‘client’ groups ranging in age from three to 15 years. The intervention is successful for groups of children exhibiting:

- language paucity/deprivation
- language delay as part of a more general developmental delay
- specific language delay
- a specific language disorder.

With the need to formally evaluate the success of the narrative approach, the author looked to explore the assessments available.

Peter and the Cat, (Leitão and Allan, 2003) is a qualitative narrative assessment that has been found to be a very useful tool for five to nine year olds. However, Judith Carey felt that the content was at too complex a level for Foundation Stage children, and there was a need to produce a tool to monitor less-developed and more immature language skills.

Using the same format as Peter and the Cat, the Squirrel Story was developed to provide the narrative information required by Early Year’s practitioners and speech and language therapists working with younger children.

This assessment provides a tool for future curriculum planning and the development of therapeutic goals and objectives.
Instructions for the Narrative Assessment

PART 1 Add child to list for assessment

The tester types the child’s name/reference in the field at the top of the ‘Main Menu’, taps ‘Done’ on the keyboard. The child’s name will be transferred to the list of those awaiting narrative assessment of their speech.

PART 2 Start Assessment

1. To ensure as detailed a retell as possible, it is desirable to try to create a ‘naïve listener’ situation. The child is asked to retell the story to a listener who did not hear the original story. This can be another adult who joins the child and tester after the story has been told to the child, or, alternatively, retelling to a puppet who has been ‘sleeping’ during the modelling of the story.

2. It is preferable to sit next to or at right angles to the child, rather than opposite, to encourage joint focus and book sharing. Tester and child share the iPad.

3. Do not attempt to make notes while the child is speaking. Instead, be an interested listener. Joint involvement of the child and adult in the task enhances the quality of the child’s performance.

4. The tester taps the child’s name in ‘Section 2’ of the ‘Main Menu’. On the ‘Set Up’ page add any additional information necessary, change any default settings, and press ‘Start Assessment’ button.

5. Explain to the child what you and s/he are about to do, as follows:
   You are going to hear a story. I want you to look at the pictures and listen. After the story has finished I’m going to ask you to look at the pictures again and tell the story so I can record it. Then I can write it down later.

6. Tap the ‘Play’ button. Make sure that the child is listening and looking at the iPad. The green arrow on the right will darken and the page corner will flick up when the narrative has finished and the page can be turned. Tap the green arrow on the right to turn the page, or drag the page to turn it.

7. When the story has finished, the ‘Record child’s retell’ section starts. The tester says:
   Now it’s your turn. Use the pictures to help you. I’ll turn the recorder on and you start when you’re ready.

8. Press the ‘Record’ button. The tester or the child can turn the pages by pressing the green arrow on the right, or drag/flicking the pages over.

9. When the child has finished, thank him/her for telling you the story and turn off the recorder by pressing the ‘Stop recording’ button.

Important notes regarding prompting

Minimise the number of prompts given during the retelling.

Use nonspecific prompts to encourage production (e.g. mm …, yes…).

Avoid using leading prompts (e.g. what happened next?).

Occasionally, it may be difficult to elicit a narrative due to the child’s reluctance to participate in the task or very poor language skills. In this situation specific prompting cannot be avoided (e.g. Who can you see in the picture? What are they doing? What’s happening now?). Discontinue prompting as soon as possible, if this is feasible.

Ensure that all prompts are included in the narrative transcript and appear in brackets.
PART 3.1 Transcribing the child’s re-telling of the story

1. The Transcription screen is divided into five sections.
2. Transcribe as soon as possible after the recording to ensure that all non-verbal information is noted.
3. Make notes on the child’s listening and attention during the modelling and the retell.
4. Listen to the recording of the child’s re-tell and transcribe it into the appropriate sections of the screen.
5. Transcribe everything the tester and child say, including any additional prompts employed by the tester or extraneous comments made by the child.

⚠️ Important notes regarding transcribing

1. Transcribe prompts in brackets to provide a quick visual check of the amount of scaffolding required.
2. Do not ‘correct’ or ‘fill in’ the child’s production with guesses about what s/he said. The transcription should stand as an accurate record of the child’s narrative production.
3. Note pauses and their approximate duration, e.g. (pause …5 seconds).
4. Record repetitions or restarts of utterances.
5. Transcribe word for word but not phonetically, as this is unnecessary for the objectives of the test.
6. Do not make assumptions about what you thought the child said in terms of content, syntax and so forth, but assumptions are allowed if the child has phonological difficulties.
7. Unintelligible utterances can be marked with ‘X’. (If possible estimate how many syllables or words are included in the unintelligible utterance, e.g. X  XX used to denote two words of one and two syllables respectively.)

PART 3.2 Analyse and Score

3.2a Completing the Skill Grids

LISTENING AND ATTENTION

Comments on this area should have been noted on the Transcription Sheet for subsequent scoring.
A subjective score is given on the Listening and Attention continuum with reference to the levels shown on the left of the screen. The other areas are scored similarly.

The child’s ability to listen without distraction and retain the information will obviously affect the retell, but equally provide useful information on the child’s level of ability in a very fundamental area of development. From the assessment it may be decided to work on these ‘pre-verbal’ skills before any specific work on narrative development.

STORY STRUCTURE

This area is looking at the narrative developmental level of the child using the Applebee (1978), Naremore et al (1995) model. Put simply:

- whether the retell is a jumble of unrelated ideas
- whether the retell shows any development of ideas in the correct order or sequence
- if there is some story component use, such as setting or character information (e.g., a ‘who’, ‘where’ or ‘when’)

if the story shows development of setting, event, problem, response and conclusion
if the story retell is a well structured story containing all key components.

STORY CONTENT
This subsection is looking predominantly at the overall content of the story and whether the story retell can 'stand alone' without adult interpretation or requires the pictures to be present for it to make sense to the listener.

A score of 1 point would be given where the child merely gives a brief description of each picture with no flow or continuity to the story.

To score 2 points, the child needs to provide some evidence of cause and effect and connection between the pages, with more flow to the retell.

To gain full marks (3 points), the listener should be able to listen to and understand the story without the need for the picture prompts.

LEVEL OF LANGUAGE USED
This area is looking specifically at syntactical development at a simplistic level. Children who are language disordered will usually score particularly badly in this area.

GESTURE/NON-VERBAL
Comments on this area should have been noted on the Transcription Sheet.
A subjective score is given on the Gesture/Non-verbal continuum (see pages 11, 13 and 15 for examples) representing the child’s use of non-verbals, taking into account:

• use of intonation
• use of facial expression to deliver information
• use of exaggerated eye contact
• use of exaggeration, repetition, etc.
• use of gesture and other forms of body language.

VOCABULARY
A score should be given on the use of appropriate vocabulary, ranging from:

• an excessive use of ‘non-specifics’, such as ‘did’, ‘it’ and ‘that’
• to specific vocabulary use; that is, only using vocabulary from the story
• and self-generated vocabulary, where new words have been used.

The cumulative total score from the Skill Grid is 20.
Part 3.2 Vocabulary Check List

This vocabulary is recorded using the Vocabulary Check Lists to give a linguistic profile at word level. A more detailed analysis of vocabulary is carried out using the checklist, this examines the use of verbs, adjectives, connectors and adverbials.

The information gained from the analysis is a very useful indicator of the child’s developmental narrative level and is a highly efficient tool in planning the next step in intervention.

Read through the transcript and mark examples that the child used on each of the Vocabulary Check List screens: Verbs, Connectors, Adverbials, Adjectives. Make comments on any unusual or interesting features. Gaps in the child’s vocabulary can then be targeted as part of the intervention.

PART 3.3 Draft Report

The Draft Report is generated automatically from the scores and comments you have entered as you analysed the child's retelling of the story. You can go back and change scores or add comments at any time before you press the 'Finalise Report' button. Once that button is pressed the report will be added to the list of ‘Completed Reports’.

Draft and completed reports can be exported by email or Drop box. They are in plain text and can be edited in a word processor, for example Pages on Apple devices, Notepad and Wordpad on Windows devices.

CASE STUDIES – Pre- and post-intervention

Below are examples of the transcript of a child before and after a ten-week period of narrative input.

PRE-INTERVENTION: CHILD AGED 4;2

There was a Mummy squirrel and a baby and they lived there.

He liked to play but oh! Not in there you see.

Them ate all the apples and then it happened.

What could the squirrel do about it?

And they pushed him out and he flewed away back to there.

POST-INTERVENTION: CHILD AGED 4;5

Once upon a time there was a mummy squirrel and a baby squirrel and he was playing in the garden with his friends.

They went to the apple farm and ate some apples and he couldn’t get through the fence.

Big badger comed along and he gived him a big push.

The squirrel flew in the air like a bird and then he got back to the house in the tree.

Mummy was there.

'Don't you go in that apple field again!' She said ‘cos I will be very cross’. And that's it.
Guideline scores

The Squirrel Story was tested on a sample of 100 Foundation Stage children. The children were in mainstream education (either nursery or reception) and were not on speech and language therapy case-loads. None of the children tested had been highlighted by their class teachers as having either significant linguistic deficits or significant educational difficulties. None of the children were on the special educational needs (SEN) register, and none were children where English was a second language.

The samples were collected by therapists, teachers and two trained students, following the guidelines that accompany the test. Some samples were analysed by the professionals who collected the data and others were sent to the author for analysis. All samples were checked for consistency by the author. Scoring showed a high level of consistency.

The following data summary, while not providing a full statistical normalisation, is presented to give an indication of the range of scores likely to be achieved by an ‘average’ child with no significant language difficulties. It is worth noting that the sample size for each age banding is small, and the results should be used as guidance only and not regarded as ‘norms’.

### Average scores for age banding

<table>
<thead>
<tr>
<th>Age band (yrs; months)</th>
<th>Gesture /non-verbal</th>
<th>Vocab</th>
<th>Listening and attention</th>
<th>Language level</th>
<th>Story structure</th>
<th>Story content</th>
<th>Average cumulative score</th>
<th>Number in sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>3;3 - 3;11</td>
<td>1.4</td>
<td>1.3</td>
<td>1.6</td>
<td>1.3</td>
<td>1.5</td>
<td>1.4</td>
<td>8.5</td>
<td>30</td>
</tr>
<tr>
<td>4;0 - 4;5</td>
<td>2.0</td>
<td>1.8</td>
<td>2.2</td>
<td>1.8</td>
<td>2.1</td>
<td>1.8</td>
<td>11.7</td>
<td>19</td>
</tr>
<tr>
<td>4;6 - 4;11</td>
<td>2.2</td>
<td>1.8</td>
<td>2.1</td>
<td>2.0</td>
<td>2.3</td>
<td>2.0</td>
<td>12.5</td>
<td>21</td>
</tr>
<tr>
<td>5;0 - 5;9</td>
<td>2.3</td>
<td>2.1</td>
<td>2.2</td>
<td>2.2</td>
<td>2.6</td>
<td>2.2</td>
<td>13.6</td>
<td>30</td>
</tr>
<tr>
<td>Max. score possible</td>
<td>4.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>4.0</td>
<td>3.0</td>
<td>20</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Range of cumulative score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3;3–3;11</td>
<td>6.0–13.5</td>
</tr>
<tr>
<td>4;0–4;5</td>
<td>7.0–17.0</td>
</tr>
<tr>
<td>4;6–4;11</td>
<td>10.0–16.5</td>
</tr>
<tr>
<td>5;0–5;9</td>
<td>10.5–19.5</td>
</tr>
</tbody>
</table>
Guidance on scores in particular sub-sections:

VOCABULARY: A child with specific language difficulties is likely to struggle to find the appropriate vocabulary, and may use inappropriate substitutions. If this is the only area of deficit it is useful to assess this area in more detail. A child exhibiting with ‘language deprivation’ is likely to use a high proportion of ‘non-specifics’, such as ‘it’, ‘got’, and ‘did’, rather than the target words. Narrative intervention is highly effective in these cases.

LISTENING AND ATTENTION: The range of scores for each age band is relatively wide. It should be noted that if a child presents with very poor listening and attention skills this deficit will possibly have an effect on scores in all areas, not just listening and attention. In such cases, working on pre-verbal skills would be beneficial before embarking on narrative intervention (see section on useful resources).

LANGUAGE LEVEL: Children with specific language difficulties will score poorly in this area, and may require more detailed assessment. Children with ‘language deprivation’ may also score poorly, but narrative intervention should improve scores.

STORY STRUCTURE AND STORY CONTENT: These areas respond well to narrative intervention. These scores give information on how a child produces language in texts longer than sentences; provides an insight into production of more formal, extended texts; and allows us to sample language beyond the sentence/conversation.

References

NARRATIVE INTERVENTION – LINKING GOALS TO RESOURCES

Black Sheep Press produces a number of resources in addition to the Narrative resources referred to earlier. The following table provides some suggested links between narrative intervention goals and BSP resources. Many of the activities are flexible and can be used to target a range of areas across the continua.

<table>
<thead>
<tr>
<th>AREA OF ANALYSIS</th>
<th>LINGUISTIC GOALS</th>
<th>CATALOG REF.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gesture</td>
<td>To understand and use non-verbal communication to support understanding and expressive language</td>
<td>Prag. 1 Emotions and Facial Expressions, Prag. 5 Think About It</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>To enrich vocabulary linked to the home and school environment</td>
<td>Concepts in Pictures: CIP9 Long / Short, CIP12 Heavy / Light, CIP13 Hot/Cold, CIP14 Big/Small, Simple Semantics: SS1 Identifying and Describing, SS2 Can You Get Home?, SS3 Cafe Game, SS4 Categories, Words in Pictures: WIP2 Vocab Builder, Language in Pictures: LIP7 Sentence Builder, WIP7 Vocab Builder, LIP1 Verbs, LIP2 Prepositions, LIP3 Pronouns</td>
</tr>
<tr>
<td>Listening and Attention</td>
<td>To improve the child’s ability to listen, and to process longer and more complex information</td>
<td>Words in Pictures: WIP4 Auditory Memory, Prag. 4 Visual Cue Cards, WIG2 Language Through Listening</td>
</tr>
<tr>
<td>Language Level</td>
<td>To introduce use of abstract concepts and grammatical markers</td>
<td>Language in Pictures: LIP1 Verbs, LIP2 Prepositions, LIP3 Pronouns, LIP4 Regular Plurals, LIP5 Regular Past, LIP6 Irregular Plurals, LIP11 No..., LIP12 Action Words, Concepts in Pictures: CIP5 First/Next/Last, CIP15 All/Except, CIP16 Either/Or</td>
</tr>
<tr>
<td>Story Structure</td>
<td>To develop sequencing and narrative skills</td>
<td>Words in Pictures: WIP1 3-Part Sequences, WIP6 2-Part Sequences, WIP7 4-Part Sequences, All WIG packs including Story Starters, WIG5</td>
</tr>
<tr>
<td>Story Content</td>
<td>As above</td>
<td>As above</td>
</tr>
</tbody>
</table>
Once upon a time there was a mummy squirrel and a baby squirrel. They lived in a big oak tree on the edge of the forest.

One sunny day, Mummy squirrel said to baby squirrel, ‘would you like to play in the little garden near our tree?’ ‘Oh, yes please!’ said baby squirrel. ‘But don’t go in the apple field!’ Said Mummy. ‘The farmer will be very cross and will chase you!’

So baby squirrel set off to play. He met baby rabbit and baby mouse and they ran around. After a little while, baby squirrel got hungry.

‘Let’s go and eat the apples in the apple field’, he said. The other animals knew it was naughty, but went along. They squeezed through a little hole in the fence.

Baby squirrel ate, and ate, and ate until he was very, very full. Soon it was time to go home. They ran to the hole in the fence. But oh dear!!!

Baby squirrel was so fat he got stuck in the hole. His friends pushed and pulled, pushed and pulled but couldn’t get him out.

They tried and tried. Mr. Badger was walking past. ‘Can I help you?’ He said.

He was very strong. He took a big breath, and everyone gave one big, giant PUSH!!!

Baby squirrel shot out of the hole, right up into the sky. He flew through the air like a bird.

He shut his eyes. He landed with a thud. And where do you think he was?!

He had landed in his very own tree!!! ‘Where have you been?’ Said Mum. ‘You would not believe it!’ said baby squirrel.