Suggested Teaching Components

- Locate beginning/end of sentences
- Use illustrations to support understanding of events/characters
- Track/follow a very simple narrative
- Repeat/read a very simple narrative text along with or after teacher, paying attention to punctuation
- Understand and respond to events from a very simple narrative
- Develop an awareness of the text structure and language features of a very simple narrative

Note. Not all narratives are fictional. A key difference between a narrative and recount is that a narrative is a sequence of events which contains some sort of problem and resolution, whereas a recount is seen as a simple retelling of events. For example a **recount** of trip to town might tell the audience when you left, how you got there, what you did and when and how you came home. A **narrative version** might include an episode in which you lost your purse while in town and how you resolved the problem of losing it and getting home.

Suggested Themes, Topics and/or Experiences

Experience based teacher prepared/adapted narratives, picture books, big books, common myths/legends/fables, puppet shows, Computer Slideshow programmes (e.g Kidpix) or Power Point

Suggested Assessment Tasks

- Match written text to pictures (could be on a computer)
- Answer a variety of comprehension activities
- Sequence simplified narrative
- Add a missing event in a retell from an oral narrative

(Many of the teaching and learning activities above can also be used as assessment tasks)

Sample Strategies

Teacher directed
- Focus on cover/title/illustrations to elicit very simple prediction
- Model pronunciation, intonation, rhythm and stress through teacher reading, taped reading etc., paying attention to phonics
- Build on field knowledge/sight vocabulary using visual stimuli and pre-teaching a few essential items
- Read and re-read a number of simple narratives to familiarise students with content and structure
- Simplify the narrative where necessary
- Provide L1 support

Joint/guided
- Role play a narrative
- Read then retell a narrative using visual cues and/or focus questions
- Sequence a simplified retell of the narrative
- Do a listening dictation on a summary of the story (Could be a Dictagloss/Grammar Dictation task – see glossary of Strategies)
- Identify pronoun reference through tracking
- Identify different types of verb processes (linking, action, mental and verbal)

Independent
- Illustrate a favourite part of the story
- Complete simple comprehension questions, e.g. true/false, yes/no, 'wh' questions
- Match captions with visual text
- Complete simple cloze exercises
- Make a computer slide show of the story
- Retell a similar myth or folktale from own culture