

Suggested Teaching Components

- Use appropriate vocabulary
- Listen to a narrative, e.g. narrative poems and ballads, short stories, legends, myths, graded readers, factual narratives (note the difference between a narrative and a recount is the existence of a problem and resolution in a narrative)
- Ask and answer questions about a narrative
- Identify key elements of a narrative, e.g. plot, events, characters, setting
- Follow the text structure of a narrative
- Retell the narrative in different registers and modes
- Develop self-correction techniques through paying attention to articulation, intonation, stress, rhythm, phonological features at word, phrase and clause level

Suggested Themes, Topics and/or Experiences

Literature themes, drama, films, legends and folktales of all cultures

Suggested Assessment Tasks

- Use a visual stimulus to retell the story
- Complete simple comprehension exercises
- Remember to use the teaching and learning tasks for assessment tasks as well.

Sample Strategies**Teacher directed**

- Use visual stimuli and sound effects to elicit vocabulary and build mood/field knowledge
- Introduce the purpose and text structure through a range of simple narratives, e.g. short stories, folk tales, legends, readers
- Analyse structure and language features
- Familiarise students with speech and presentation conventions, e.g. pausing, varying pace, stress, facial expressions, gestures
- Change the mode or register of the narrative (translate to visual text - eg story board, make up a song) For Writing component of this programme, rewrite in a different text form which has been modelled - e.g. as a news report)
- Play retell games, e.g. the 'Hot Seat Game', 'Story, Story Die', 'Advance/Extend', (See Strategies Glossary)

Joint/guided construction

- Develop a semantic web based on words that differ by shades of meaning from a given word, e.g. said, - grumbled, whispered, screamed
- Complete a Dictagloss or complete an oral cloze
- Respond to characters and events in a story by miming facial expressions, gestures and body movement

Independent construction

- Sequence pictures and retell in small groups
- Role play or dramatise a familiar narrative
- Change the resolution of the narrative and present to class in groups