

Telling Stories about Spring Time

A resource for parents within the 'Spring' theme for learning.



Telling stories with your child is an effective way to support their language development. Helping your child to tell a story will support their vocabulary development, grammar and narrative/storytelling skills. Children with speech, language and communication needs (SLCN) can sometimes struggle to tell stories.

This resource has been developed for the parents of children in primary school and contains ideas about helping your child to create their stories. It offers suggestions on how to support their understanding of key questions which help them structure and detail stories.







First, we need to ask ourselves some questions:

Who is in our story?



Pick some characters for your story about spring. Who is your main character going to be, it could be a farmer, a rabbit or a lamb? Who else is going to be in your story? Give your characters names!

Here are some pictures you could use or you can draw your **characters** and use these pictures when telling your story. You could also cut out pictures from magazines you may have around the house e.g. free supermarket magazines.

 <p>Rabbit</p>	 <p>Owl</p>	 <p>Farmer</p>
 <p>Butterfly</p>	 <p>Chick</p>	 <p>Lamb</p>

Where is your story taking place? 🌳

Is it in the park, on the farm, in the garden? Will the characters go somewhere else on an adventure? You could take them anywhere in your imagination!

Here are some pictures you could use or you can draw **where your story is happening** and where your characters go. You could also cut out pictures from magazines you may have around the house e.g. free supermarket magazines. You can use these pictures when telling your story:

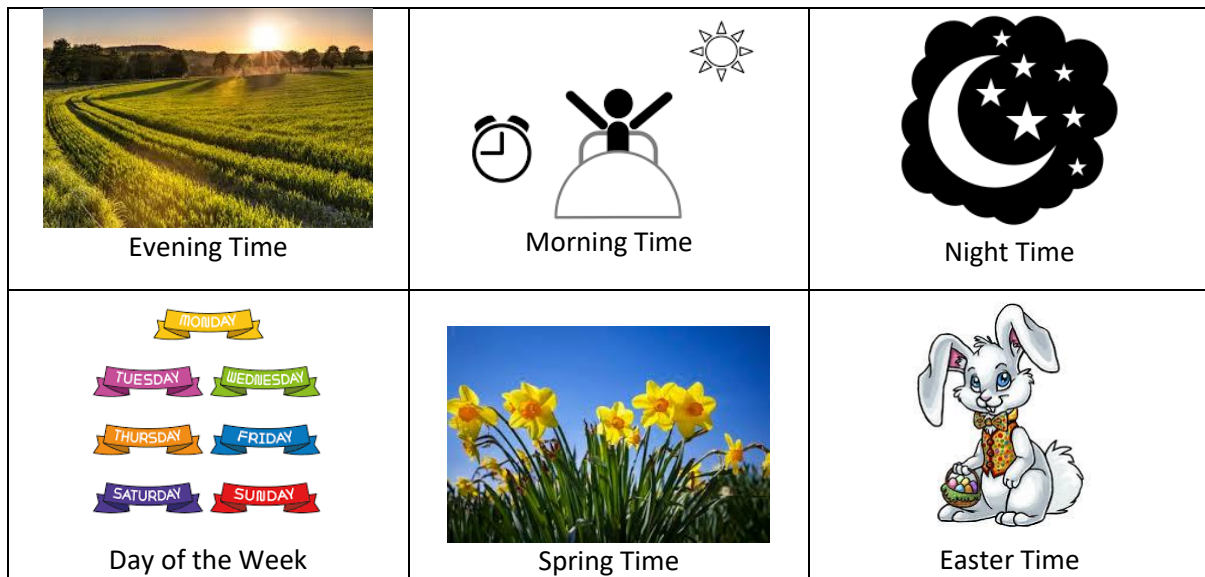


When is your story taking place?



Is your story taking place in the morning, or the afternoon? Is it evening or night-time? Is it taking place on the weekend or during the week?

Here are some pictures you could use to show **when your story is happening**. You could use these when telling your story:



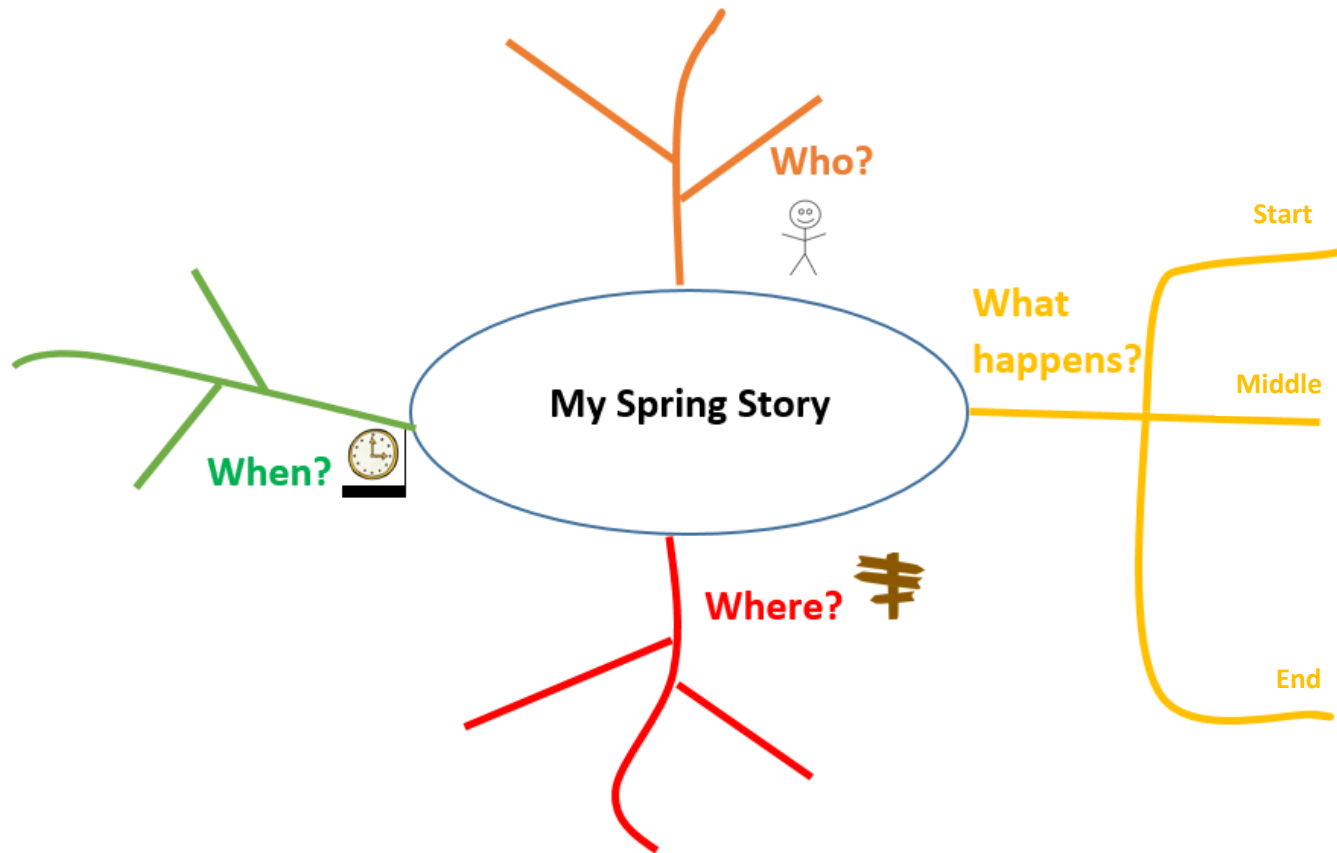
What Happens?

We now need to plan what is going to **happen** in your story:

1. What is going to happen **first**?
2. What will happen in the **middle**?
3. What will happen at the **end**?

Sample Story Map

You can use this story map to write or draw your story plan:



Different Ways to Tell Your Story



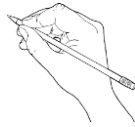
Say it

Practise saying the story out loud to someone else-your dad, your friend, your classmates or your teacher.



Draw it

Draw pictures, each one showing the different parts of your story.



Write it

Write your story down, with pictures!



Act it out

Pretend you are the characters in your story and act it out.

Additional activities

Some children can find it difficult to understand the question words that help us to tell stories.

See the tables below for some ideas to support your child to develop their understanding of question words.

Supporting Understanding of 'Who' questions

Tape family photos on skittles or empty drinks bottles. Take turns to knock the skittles over. 'Who' have you knocked over?

As you read familiar books with your child, label characters for them. Then, begin to ask them 'who' questions e.g. 'who is outside', 'who is sleeping'.

Collect together objects from different family members and put together in a box or bag. For example dads sock, mums purse, granddads glasses, baby's bottle.

Child to pull an object out and to respond appropriately to questions "who does this belong to?"

Supporting Understanding of 'Where' Questions

Play a game with your child where you describe a place (e.g. at this place, we can find cows, sheep and tractors) and your child has to guess. Your child might be able to describe a place for you to guess.

If you have photos of places familiar to your child, or photos of different rooms in your house mix them up and ask your child, "where's this?" Spring time ideas include the garden, the park, the farm, the forest. You could search for some of these on the internet and print them out if you don't have real photos.

As you read familiar books with your child ask them where characters in the story are. For example, in Goldilocks and the Three bears - "where is Goldilocks?"

Supporting Understanding of 'When' Questions

Collect together a bag of objects such as toothbrush, pyjamas, cereal box, pillow, school bag etc. Ask your child to pull out an object and then ask the question “when do you see this?” If they need more help, give them choices e.g. ‘do you see this at night time or in the morning?’

Collect together objects from different times of the year and ask your child ‘when do we use/see this?’ e.g. sunglasses – Summer, Easter eggs – Spring, Christmas Tree – Christmas/Winter, birthday cards – birthdays.

Read stories and highlight times of the day or the year that come up. You can talk to your child about when they do things e.g. go to bed, wake up, brush their teeth, eat breakfast etc.

References:

- Calderdale and Huddersfield NHS Foundation:
https://www.cht.nhs.uk/fileadmin/site_setup/contentUploads/Services/Clinical/Childrens_Therapy_services/Childrens_Therapy/Speech_Language_Therapy/Narrative_Activity_Pack_website.pdf
- Happy Talk: <https://www.hse.ie/eng/services/list/1/lho/corknorthlee/therapy/happy-talk>
- Shanks, Bec (2011). Speaking and Listening through Narrative, ages 5-7; Black Sheep Press