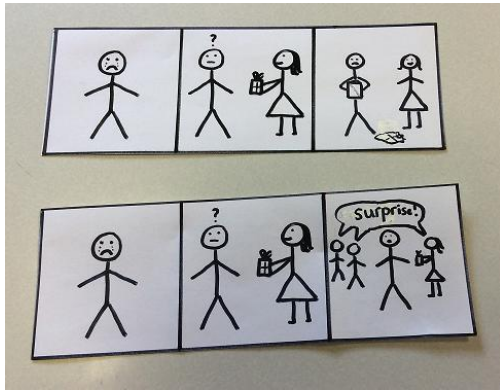


## Telling Stories // Year 5-6

### Sequencing cards/ comic strips

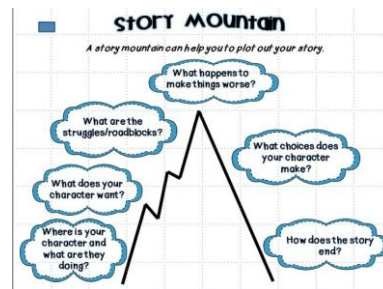


Show the child a set of pictures that represent a sequence of events. Model how to retell a story using the pictures and then ask the child to take a turn. Make sure you use descriptive vocabulary and longer sentences with connective words such as: because, however, meanwhile.

Once the child is confident retelling stories from sequencing pictures, you can take turns to retell stories using the same set of pictures but with a different ending. Children may need to hear lots of examples of different endings before thinking of their own ideas. Persevere as the child learns by hearing the language modelled to them!

### Story Mountain

Teach students about the structure of stories. Use a story mountain, narrative grid, or any other visual to show students the different parts of a story, and help them identify these parts in familiar stories.



### Retelling stories

Children can be encouraged to retell familiar stories without using the words (e.g. common fairy tales, their reading book, or even what happened in a favourite film). Encourage them to use the steps in the story mountain, making sure they set the scene, describe the main characters, etc. Talk afterwards about which bits of the story were most effective.



### What would you do?

Tell the children about a situation e.g. a boy loses his money, breaks a vase, falls off his bike etc. Can the child think of a possible solution? What would they do in that situation? Has it ever happened to them? (LDA produce a range of cards of the same title to provide visual support.)