








## Resource Sheet: Narrative Grids

Narrative grids can provide a helpful story structure to enable children to re-tell a familiar story or to create a new story while reducing the memory demand on the child. These can be helpful at the generalization stage of speech work, as they can help the children transition from using their sounds in short sentences to using their sounds in longer and more complex sentences. Telling a story can also lead on to questions and conversations about the story which can create additional opportunities to use the target sound in conversation.

Many published story grids are available, such as the 'Black Sheep Speaking and Listening Through Narrative' resource, as well as freely available grids online. Grids can be tailored to suit the child's language ability.

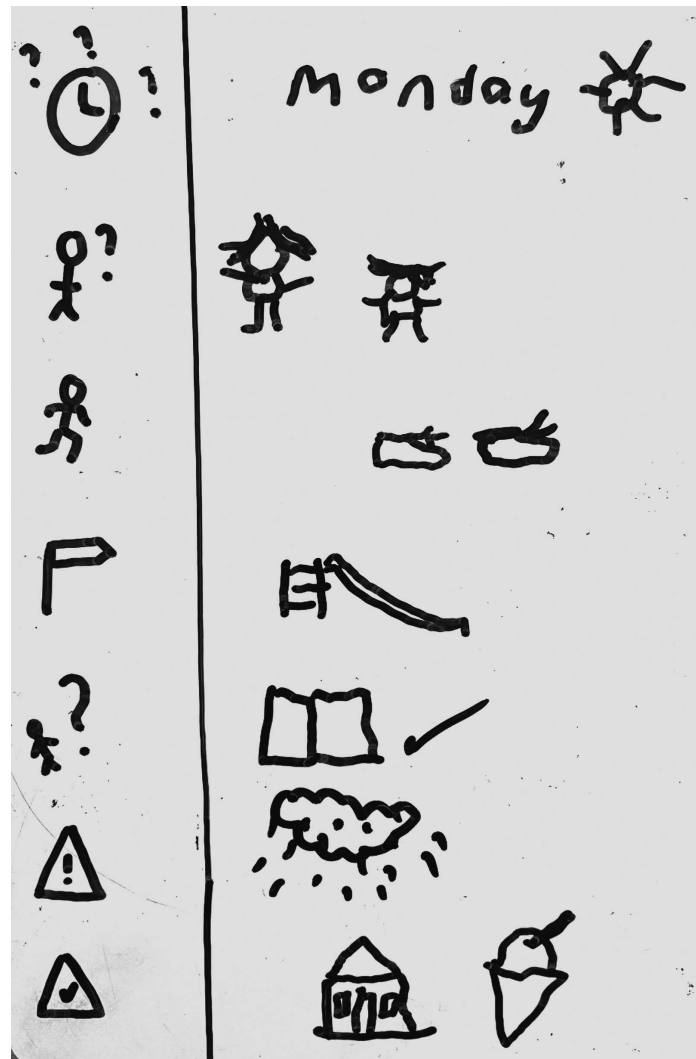
Grids provide a structure using the questions of 'when', 'who', 'what are they doing' and 'where', and sometimes include problems and solution. An example of a template is given below:

 When?	
 Who?	
 Doing?	
 Where?	
 Why?	
 Problem?	
 Solve the problem	
The end!	

Stories can be drawn out on a whiteboard. The adult can insert the symbols (either drawn or blue-tac on printed symbols), and encourage the child to draw out pictures to illustrate their story. This is a story created by a young child who was targeting the use of /s/ sounds in her talking:

*"On Monday morning, it was sunny so me and Mum went for a walk to the park to go on the slide and the swing and the roundabout because I finished my reading, but, it started to rain loads so we ran home and had ice-cream as a treat instead"*

This story provided 12 opportunities for the child to use their target sound, and then led onto a conversation about what they like to do in the park and their favourite ice-cream.



Alternatively, stories could also be created in a group format where each child has an opportunity to contribute to the story. The whiteboard or story grid could be placed in the middle of the children. The adult places each child's name into a bag. Each child takes it in turns to suggest a part of the story, and a name chosen of whose story component will be selected. That child can then draw their part of the story onto the grid. When complete, the children can re-tell the story.