

Sequence and Narrative

Narrative: Understanding and being able to use narrative concepts e.g. ‘Who’, ‘Where’, ‘When’, ‘What happened’.

Sequence: Understanding and being able to use sequencing concepts. e.g. ‘First’, ‘Next’, ‘Then’, ‘After that’, ‘Lastly/ Finally’ etc.

Part 2: Developing Sequencing Concepts

To enable children to effectively retell a narrative in sequence and create their own narrative sequences, children need to develop the narrative concepts. Concepts such as the ‘Who?’, ‘Where?’, ‘When?’ and ‘What happened?’ within narrative, as well as the sequencing concepts such as ‘First’, ‘Next’, ‘Then’, ‘After that’ and ‘Last/ Finally’, need to be explicitly taught.

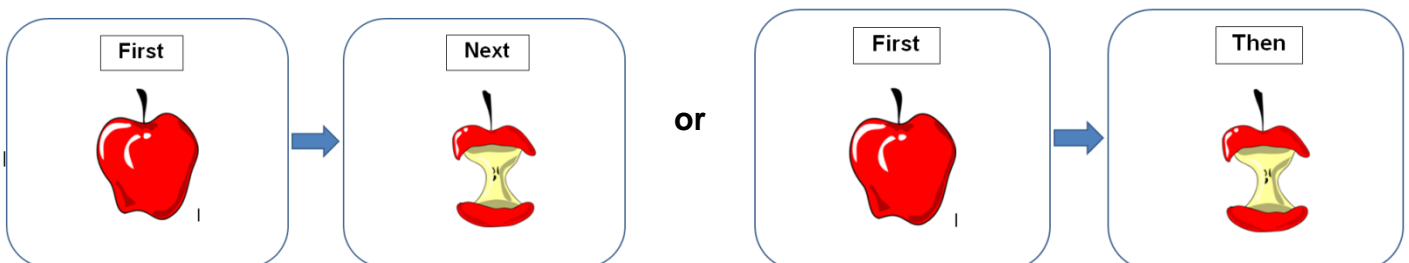
First → Next → Then → After that → Last/ Finally

Once children are familiar with the narrative concepts of ‘Who? → Where? → When? → What happened?’ sequencing concepts should be developed with children. The order of these concepts, as recommended by Speech and Language Therapists:

1. First
2. Next
3. Then
4. After that
5. Last/ Finally.

These would initially be developed in two part sequences, e.g. ‘First’ → ‘Next’ or ‘First’ → ‘Then’, before building sequences of more than two parts. The sequencing concept structures (below) can be used to support the introduction of sequencing concepts.

Initially sequencing concepts can be developed with things which the children have done starting with two part sequences and progressing, e.g. eating an apple at snack time:



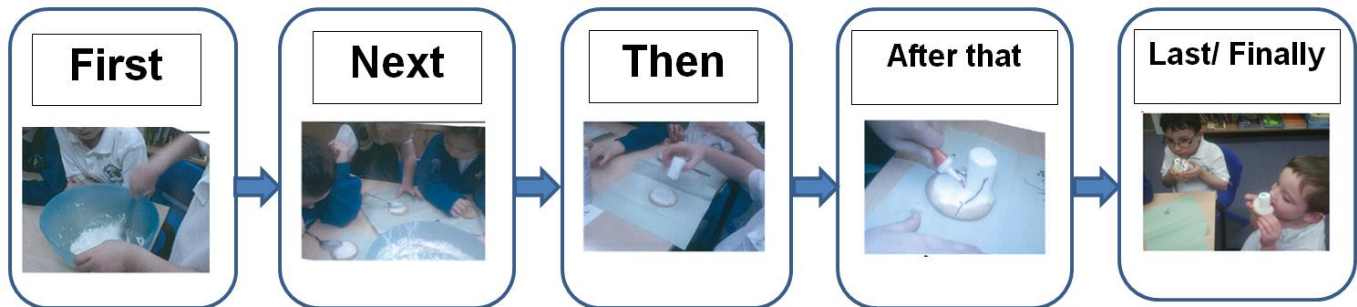
The adult can model (using photographs or pictures):

‘First we have an apple, next/ then ...’ Pause and wait for children to generate what happened next/then. If they don’t after the pause, adult can model, ‘... someone has eaten it’.

Oral Language

Sequence and Narrative – Classroom Activities

In this example the children have iced biscuits, taking photographs of each stage. The children then used the photographs to retell each part of the recipe, in order.



The adult can model (using photographs or pictures):

At each stage the adult can pause and wait to allow children to share the next part of the sequence.

'First I mixed the icing sugar and the water in the bowl.'

'Next I spread the icing on my biscuit.'

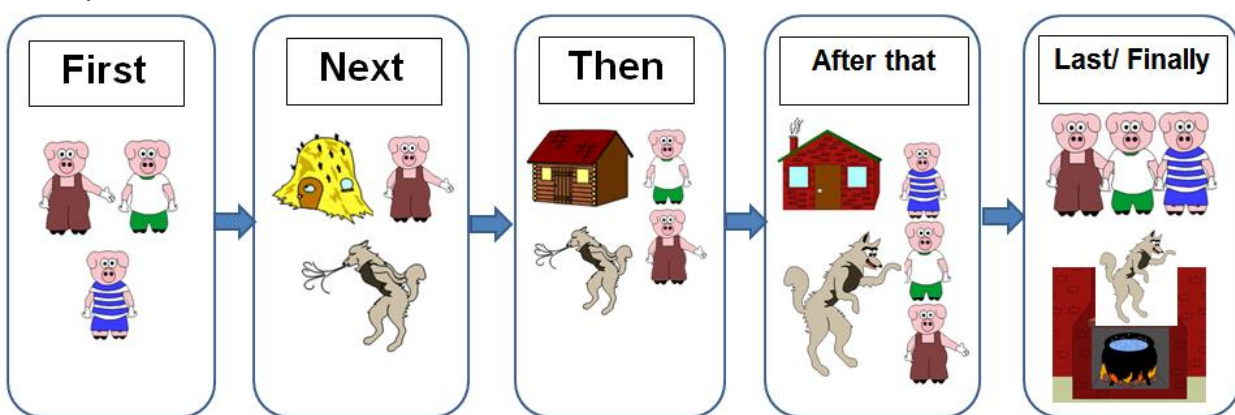
'Then I stuck the marshmallow on top of my biscuit.'

'After that I decorated my biscuit with the red icing.'

'Finally I ate my biscuit. It was yummy!'

Once children have had the opportunity to develop their sequencing skills within activities which they have been part of, this can be developed through retelling stories you've shared together using sequencing concepts.

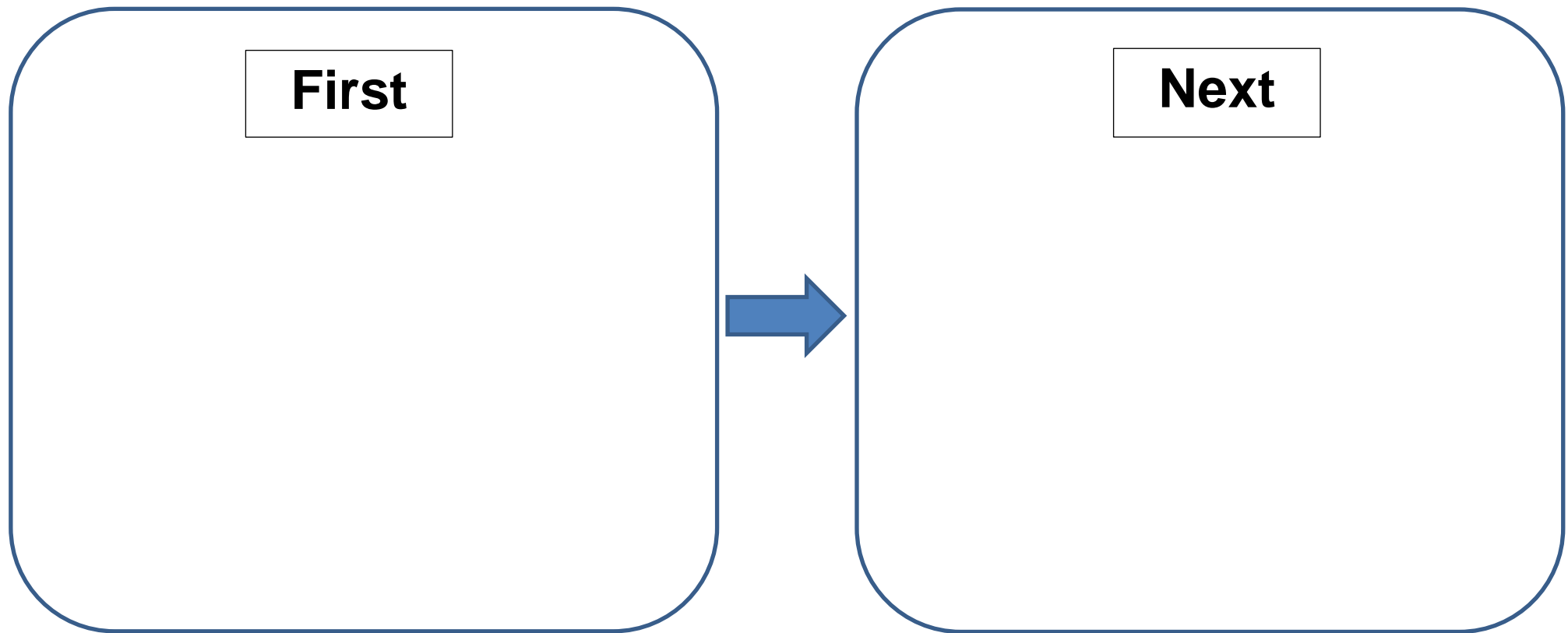
In this example the sequencing concepts have been developed by using visuals of the key events within a story which the children are familiar with. In this example images represent key events within 'The Three Little Pigs'. The adult first models the sequencing concepts orally describing the sequence of the images using the **First → Next etc.** language. Once this is modelled, children can develop their independent retell of familiar stories using pictures to support the sequencing concepts.



Once children are familiar with the sequencing concepts, they can use these to generate their own sequences. The following templates can be used with children and young people to:

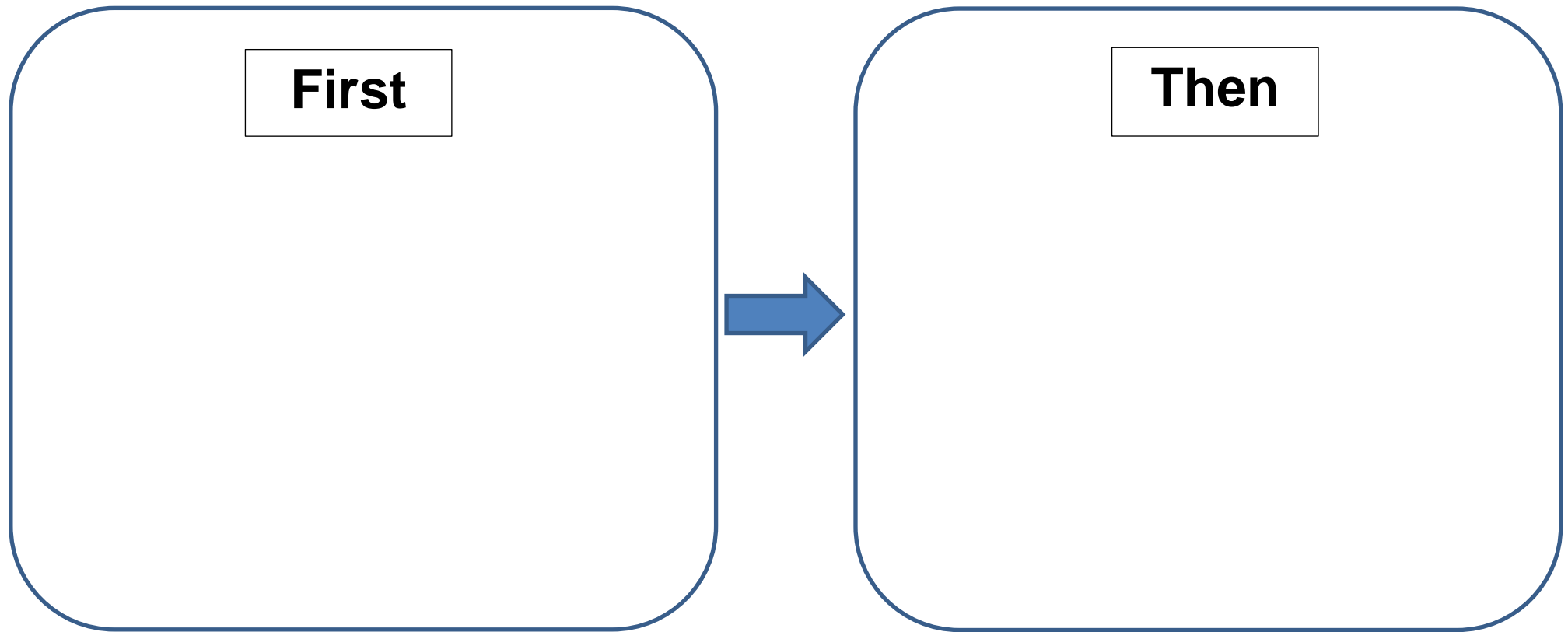
- model the sequencing concepts using scenarios they've been part of/ stories they've read
- support them in using the sequencing concepts to generate their own sequences as a planning tool to record their own texts which they share orally and/or in written form.

There are no ages attached to the templates; professional judgement should be based on the child's stage of development.



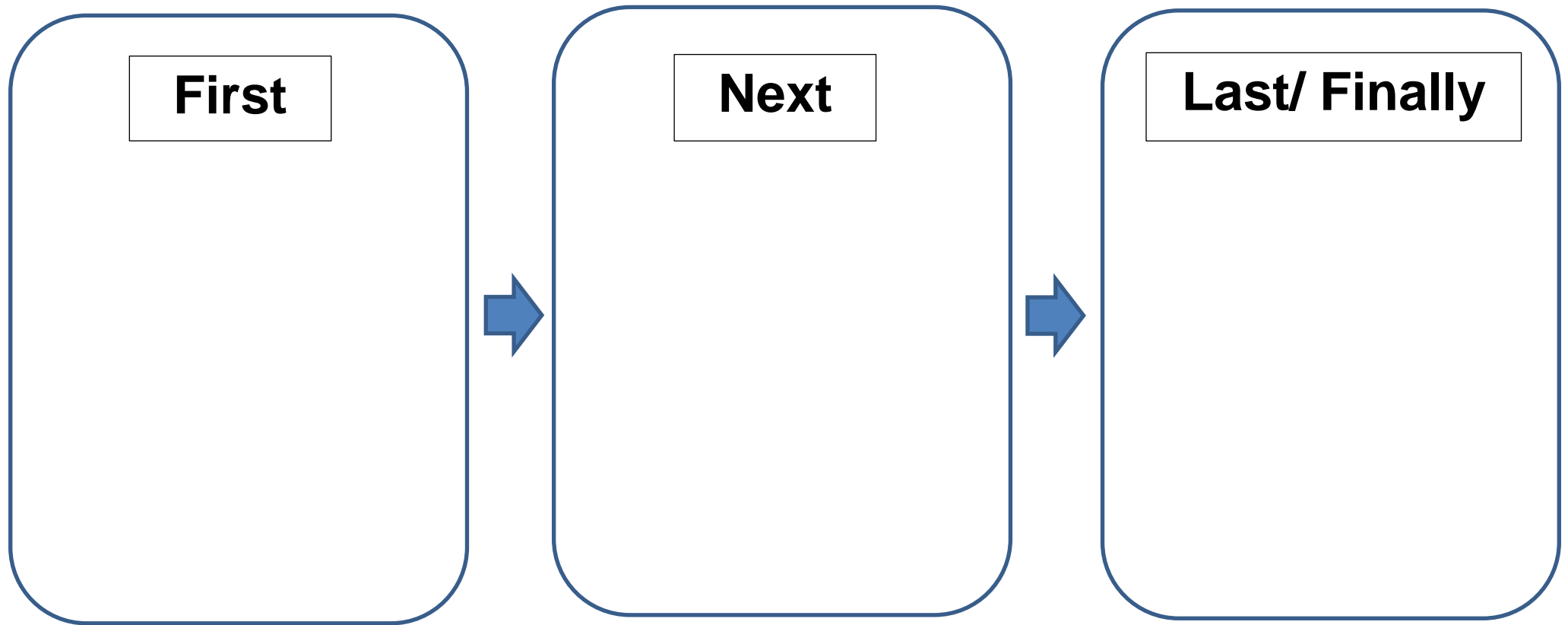
The 'First' → 'Next' structure can be used alongside visuals to develop the terms when sharing texts or creating texts using 'Who?' → 'Where?' → 'When?' → 'What happened?'.

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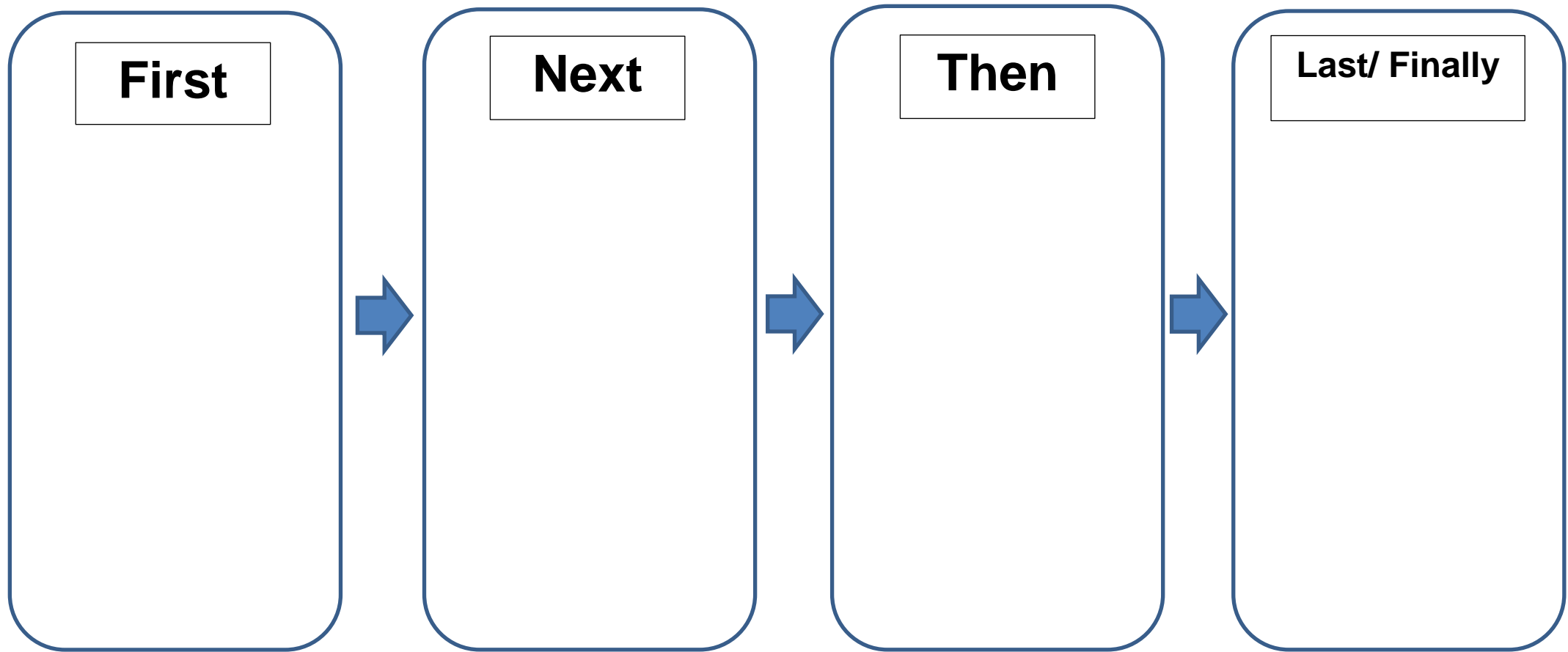
The ‘First’ → ‘Then’ structure can be used as an alternative to ‘First’ → ‘Next’ alongside visuals to develop the terms when sharing texts or creating texts using ‘Who?’ → ‘Where?’ → ‘When?’ → ‘What happened?’.

Oral Language Sequence and Narrative – Classroom Activities



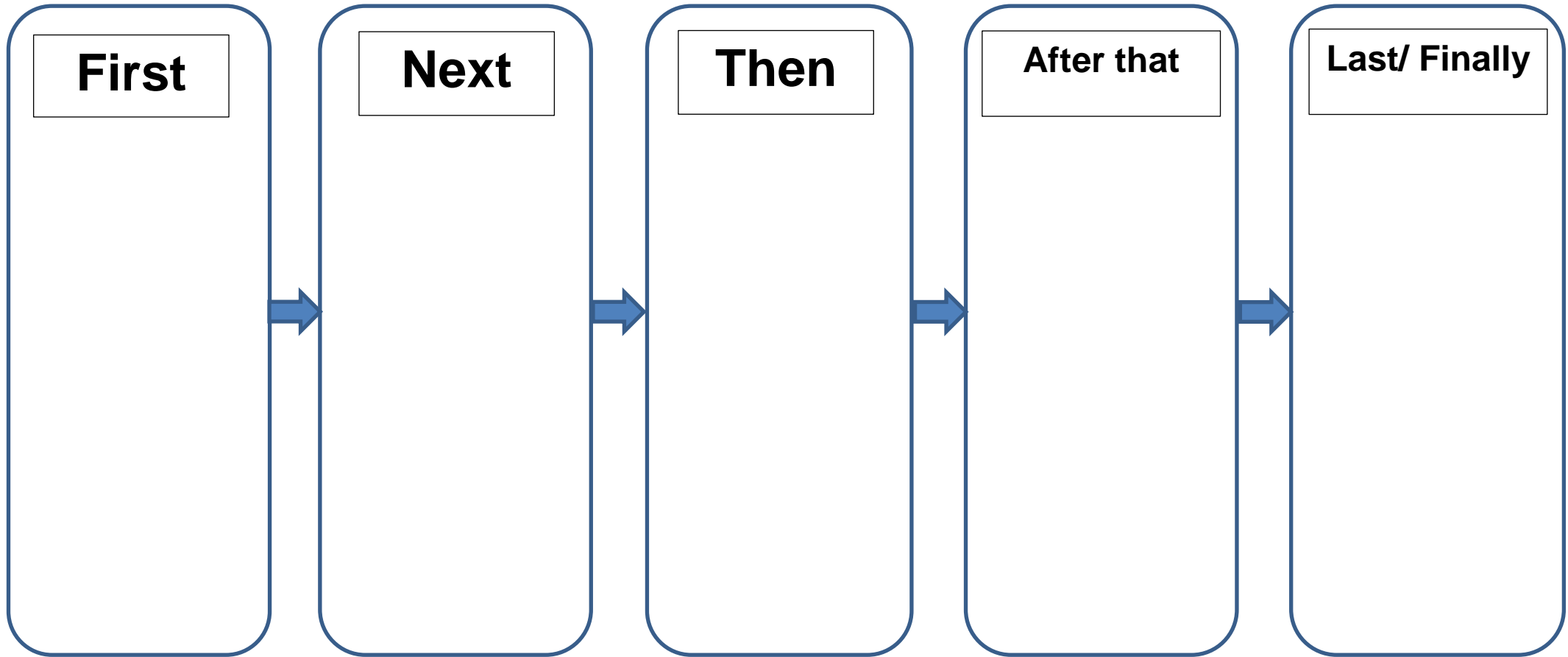
The ‘First’ → ‘Next’ → ‘Last/ Finally’ structure can be used alongside visuals to develop the terms when sharing texts or creating texts using ‘Who?’ → ‘Where?’ → ‘When?’ → ‘What happened?’.

Oral Language Sequence and Narrative – Classroom Activities



The 'First' → 'Next' → 'Then' → 'Last/ Finally' structure can be used alongside visuals to develop the terms when sharing texts or creating texts using 'Who?' → 'Where?' → 'When?' → 'What happened?'.

Oral Language Sequence and Narrative – Classroom Activities



The ‘First’ → ‘Next’ → ‘Then’ → ‘After that’ → ‘Last/ Finally’ structure can be used alongside visuals to develop the terms when sharing texts or creating texts using ‘Who?’ → ‘Where?’ → ‘When?’ → ‘What happened?’.

Oral Language

Sequence and Narrative – Classroom Activities

Who?	Where?	When?
What happened?		
Problem/ Event/ Scenario		Solution/ End

The narrative and sequencing concept grid can be used to plan texts using the narrative and sequencing concepts. (colour)

Oral Language

Sequence and Narrative – Classroom Activities

Who?	Where?	When?
What happened?		
Problem/ Event/ Scenario	Solution/ End	

The narrative and sequencing concept grid can be used to plan texts using the narrative and sequencing concepts. (black and white)

Oral Language

Sequence and Narrative – Classroom Activities

Who?	Where?	When?
Descriptive language:	Descriptive language:	Descriptive language:
What happened?		
Problem/ Event/ Scenario		Solution/ End

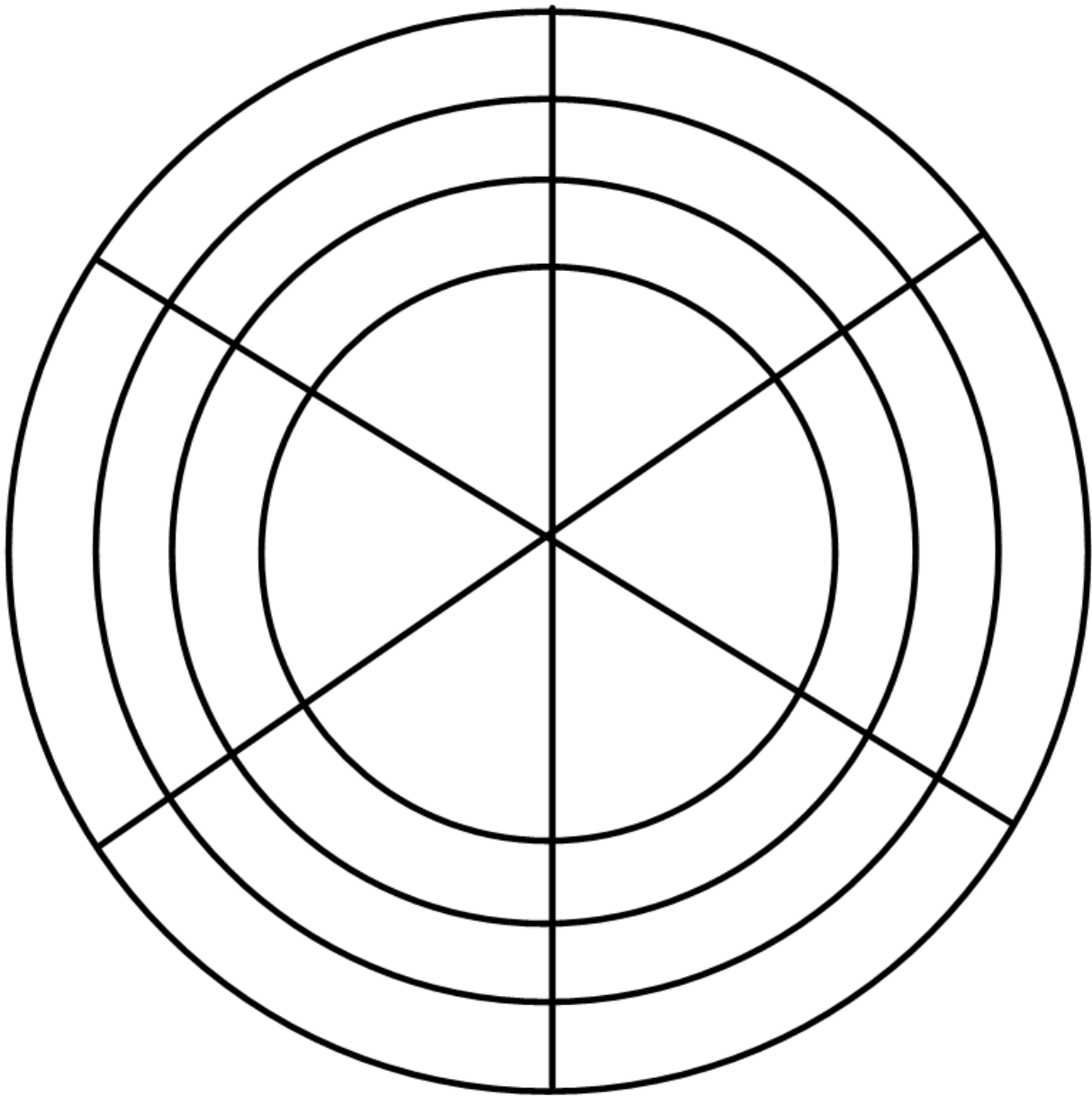
The narrative and sequencing concept grid, with descriptive language linked to ‘Who’, ‘Where’ and ‘When’, can be used to plan texts using the narrative and sequencing concepts. (colour)

Oral Language

Sequence and Narrative – Classroom Activities

Who?	Where?	When?
Descriptive language:	Descriptive language:	Descriptive language:
What happened?		
Problem/ Event/ Scenario	Solution/ End	

The narrative and sequencing concept grid, with descriptive language linked to ‘Who’, ‘Where’ and ‘When’, can be used to plan texts using the narrative and sequencing concepts. (black and white)



This template can be used to as a plan for descriptive language when developing the narrative and sequencing concepts.

e.g. When developing the narrative concept of 'Who', children place the names of their characters (the who) in the inner segments. In the outer segments they then use vocabulary to describe the character. This could be used to analyse characters in a text which they have read, or to describe characters which they have created. This could be used for the concept of describing the 'Where', 'When' and the 'What happened'.

