


Helping with narrative skills

User Guide:

Black Sheep Press Speaking and Listening Through Narrative

<p>The intervention</p>	<p>Black Sheep Press Speaking and Listening through Narrative</p> 
<p>Where to find it.</p>	<p>Speaking and Listening through Narrative, ages 5-7 - Black Sheep Press</p>
<p>How much does it cost?</p>	<p>£72</p>
<p>What does it target?</p>	<p>Understanding of language, use of language and attention and listening.</p>
<p>Who is it for?</p>	<p>Key Stage 1. It can be adapted for Key Stage 2 children.</p>
<p>What is it?</p>	<p>A structured framework for developing children’s speaking and listening by teaching narrative concepts such as ‘who’, ‘where’, ‘when’, ‘what happened’. The pack is highly visual and recommends use of Makaton signs to reinforce learning.</p>
<p>How does it work?</p>	<p>Can be used flexibly as a whole-class intervention, in groups of up to 6 children or in 1:1.</p>
<p>Who can deliver it?</p>	<p>Teachers, Teaching Assistants and Speech and Language Therapists.</p>
<p>How long does it take?</p>	<p>30 - 40-minutes sessions once weekly for 8 weeks.</p>
<p>What resources do I need?</p>	<p>The programme contains the session plans and some paper resources. If using paper copies, staff could laminate the colour sheets and story component cards for durability and ease of use.</p> <p>Small people play toys such as people and animals may be useful for some activities. A selection of story books may be useful for some sessions.</p> <p>Knowledge of Makaton question signs will be useful for staff for example ‘who’ and ‘where’.</p> <p>Children’s stories can be recorded to improve individual listening skills and support self-monitoring.</p>

<p>How do I show progress?</p>	<p>You can use the following pre and post the invention group to track progress:</p> <ul style="list-style-type: none"> • Black Sheep Press: Peter and the Cat narrative assessment. • Communication Trust progression tool (ican.org.uk). • Progress against age related norms on the literacy framework. • Before starting the interventions ask the child to retell you a story they are familiar with. Write down exactly what they say. After the interventions ask them to tell you the same story again and compare the length of sentences used, the detail provided and if they include all elements such as who, where, when and what happened next.
<p>What next?</p>	<ul style="list-style-type: none"> • Black Sheep Press have a range of narrative programmes on their website. • Discuss elements of the story throughout the day with children to support carryover and repetition of vocabulary in different environments.
<p>Top Tips</p>	<p>Use real objects alongside the pictures where possible to help support children's learning of new vocabulary.</p> <p>Allow time to print and prepare for sessions. Once this is done it can be reused every year.</p> <p>Be mindful of the colour coded prompt cards – ensure they match with any other colour coding being used in school as the Colourful Semantics colours are different.</p> <p>The Makaton website has useful core signs and tips for signing. Home (makaton.org)</p>
<p>Additional resources</p>	<p>See Black Sheep Press website.</p>
<p>Evidence base</p>	<p>Please see the Black Sheep Press website for links to research articles including a 2-year pilot study by Stockport NHS Trust.</p> <p>BSP, speech & language resources for schools, therapists & parents (blacksheepress.co.uk)</p>