

Narrative Target Setting

Using the Narrative Assessment form

1. Write down the story exactly as the child says it, then complete the narrative assessment.
2. Use this assessment sheet to select your narrative targets to work on in subsequent individual sessions
3. These targets may be used to further develop children's narrative skills

Tips for selecting targets to support narrative skills:

Selecting Story Structure targets will improve the child's story content i.e. the information that the child is able to provide when telling their story.

Supporting the child's expressive vocabulary for story telling may be supported by selecting targets to develop use of story elements: what? who? where?

Developing the child's verbal reasoning skills will support their understanding of events in the story, this may include: sequencing, prediction and early problem-solving skills (e.g. understanding of why?)

Depending on the child's needs you may choose to select x2 Story Structure targets (p1 of the Narrative Assessment form) and x1 Grammatical Target (p2 of the Narrative Assessment form)

When selecting a grammatical target consider the child's language level and try to select a target from the language level identified from completing the narrative assessment or from the language level above.

Story Structure:

Communication Skill:	Communication need / child's story example:	Suggested Target:	Outcomes / child's story example:
Story Elements:			
Use of the subject (who)	'it's on a horse / him on a horse / on a horse / horse'	To use ' who ' in sentence structures	The girl is on the horse / girl on horse / girlhorse
Use of verbs (action / what happened)	e.g. 'girl on horse / girl doing a horse'	To use specific verbs ' what doing '	The girl is riding a horse / girl riding a horse / girl fell down
Use of the place (where)	e.g. girl riding	To use ' where ' in sentence structures	Girl riding on the horse /
Use of time markers (when)	girl riding on the horse	To use time markers	Yesterday a girl..... / after the girl fell...

Verbal Reasoning:			
To predict what may happen next	Child is not able to generate ideas and talk about what may happen next	To predict what may happen next at the end of the sequence	Child is able to talk about what may happen next
To use problem solving (why?) in the story telling	girl sad	To use language to explain why? To link cause and effect in the story	Girl is sad because she fell / girl sad 'cos fell down horse
Connectives:			
Use of early connectives to create compound sentences	girl on horse...jump...fall off	To use connectives to link ideas together e.g. and / and then	The girl is riding and then she jumped and fell down
Use of a wider range of connectives to create complex sentences	the girl is riding and then she jumped and fell down	To develop use of complex sentences using but / because / so / if / when	The girl fell off because she wasn't holding on. She hurt her leg when she fell down so she called mummy.
Descriptive Language:			
Use of describing words	girl on the horse	To use describing words including: size: big / little / tall / short, colour, emotions: happy / sad / cross, prepositions: in / on / under / over, quantity: lots / some	the little girl / the brown horse / big bush / sad / over the bush
Story Structure:			
The story makes sense	Child goes off at a tangent from the pictures	To develop understanding of the story sequence	Child's story makes sense
The story has a clear beginning / middle and end	Child may talk about 1 of the pictures / or only part of the story / the story lacks a beginning, middle + end	To develop the child's understanding of the sequence, (start here and finish here)	The child's story has 3 parts: a beginning, middle and end
A story starter is used	The girl's riding a horse.....	To use a story starter	One day.... / Once upon a time / One morning / There was a girl who..
The story matches the sequence of pictures?	The child does not use the pictures from left to right to tell the story	To develop the child's story to match the sequence of pictures	Child's story has 3 parts that matches the sequence of pictures

The child uses expression for characters	The child does not use expression for characters	To develop use of non-verbal communication including expression / gesture and or facial expression for characters	The child uses non-verbal communication including expression / gesture and or facial expression for characters
The child uses talk for the characters	The child does not use examples of what the characters said in the story	To develop talk for characters	Child uses examples of talk / role play for the characters e.g. <i>'teddy said 'I've finished painting the wall'</i>

Sentence Structure:

Age	Communication Skill:	Communication need / child's story example:	Suggested Target:	Outcomes / child's story example:
2–2½ years	Uses 3 word sentences	girl on horse	To use 4-5 word sentences	Child uses longer 4-5 word sentence structures
	Uses past tense	Child uses present tense e.g. <i>girl riding horse / teddy painting</i>	To mark regular past tense	the girl was riding a horse / teddy Painted the wall
	Uses determiners, 'the' and 'a'	Child omits determiners e.g. <i>teddy is painting wall</i>	To use determiners: a / the	the teddy is painting a wall
	Uses pronouns e.g. he, she, his, her, they	Child omits pronouns or mis-selects pronouns e.g. <i>her fell down / it painting</i>	To use a range of pronouns	The girl riding the horse and she fell down. He's painting
	Uses verb to be e.g. 'I am, he is, they are'	Child omits the verb to be e.g. <i>teddy painting the wall</i>	To use the verb to be	teddy is painting the wall
	Uses possessives e.g. 'The boy's', 'Sam's',	Child omits possessive 's' e.g. girl horse	To use possessive 's	the girl's horse
2½-3 years	4+ word sentences	Child uses shorter 3 -4 word utterances	To expand the child's sentence length	Child uses longer (5-6) word sentence structures
	Uses 'and' to join sentences	Child is not using joining words to link ideas / phrases e.g. <i>girl on horse girl jump over that</i>	To use and to join ideas / phrases	girl on the horse and she jumped over the bush

3–3½ years	Uses more joining words e.g. ‘but’, ‘so’, ‘because’, and ‘then.’	Child only uses and to join ideas / phrases	To use a wider range of joining words e.g. ‘but’, ‘so’, ‘because’, and ‘then.’	The girl was sad because she fell off her horse
	Uses irregular past tense	Child is over-generalising past tense verbs, e.g. <i>the girl falled down / girl rided horse</i>	To use irregular past tenses	the girl fell down / the girl rode her horse
	Uses irregular plural nouns	The child is over- generalising regular plurals e.g. <i>mouses / childrens / sheeps</i>	To use irregular plurals	Uses irregular plurals, e.g. mice / children / sheep
	Correct use of ‘I’ e.g. ‘I like....’	Immature use of personal pronouns e.g. <i>me like yellow</i>	To use personal pronoun ‘I’	I like yellow
	Starts embedding phrases in sentences e.g. ‘ <i>The girl with the basket on her head is called Handa</i> ’	<i>girl riding the horse happy</i>	To use embedded sentence structures	The girl who is riding the horse is happy
4½ years	Uses complex sentences which are usually grammatically correct	Child makes grammatical errors	To use grammatically correct sentence structures	The girl was riding the horse and then she jumped over the hedge
	Uses increasingly complex sentences by embedding phrases and using connectives.	Child is using a range of connectives to join 2 ideas together	To further develop use of complex sentence structures	The girl was riding her horse and then she jumped but she fell because she did not hold on properly.