

Narrative examples of progress - taken from the NELI Research Trial.

3-picture sequence used:	Horse riding
Week 1:	'A lady riding a horse then the horse jumped over the tree and then the lady fall off with a bump.'
Week 19/20	'Once upon a time there was a girl called Emilia who had a horse. One morning she ride her horse every day and then she, the horse started to jump and jump. Then, But, the horse jumped so high that the girl Emilia fall down, out off of the horsey. And they lived happily ever after. The end.'
Tutor's comments:	<i>Look at how the child uses a story starter and a story ending when telling the story. Notice that the child also uses descriptive language (so high.)</i>

3-picture sequence used:	Making a sandcastle
Week 1:	'She's putting the sand inside and then she's putting down the, what's this called again? Bucket. She's putting it down then she knocking on the bucket and then it makes a castle.'
Week 19/20	'One really nice morning snow woke up and then her alarm clock set up then she went to change. She changed and then she went to eat and she brushed her teeth and then what she did is drove her car with her mum and dad and sister. She was at the back with her sister and the mum and dad were at the front and the dad drove them to the beach then changed into her swimming costume and then she just started to make a sandcastle. She did it. She, first she put all the sand in then she tapped it and put the bucket down then she lift it up and there was. She started making more and more but then she was a bit hot. She thought to swim with her mum and dad and sister. They went to the sea and had a little swim and then she said, then snow said "oh, let's make a bit more sandcastle". She put a bit more sand and then she then she got a bit more hot and then she went into the pool to have a little swim but she went to the big pool anyway because she was very big but her mum and dad were relaxing while she went swimming. Then she was having so much fun at the beach and the pool they thought to go again. So again the next day they went to the beach and had so much fun.'
Tutor's comments:	<i>Look at how the child expands the story, to elaborate using the pictures as a prompt to develop and innovate the story. Notice that the child is using a wider range of grammatical structures, as well as including talk for characters! This story has a plot in which characters and relationships develop.</i>

3-picture sequence used:	Teddy painting
Week 1:	'He's painting, he's painting the wall, he's done'
Week 19/20	'One day Ted was doing some painting. He is using his paint Brush and bucket. Ted started to paint the wall using the paint brush and bucket. Ted painted the wall yellow. Ted is very happy because he finished painting the wall.'
Tutor's comments:	<i>Look at how the child has started to include connectives (and / because) to link ideas and to create more complex sentence structures. Notice how the child includes the emotions concept 'happy' and is able to explain why? Teddy is happy.</i>

3-picture sequence used:	Kitten with wool
Week 1:	'Cat, mad cat. Ball, lap. Cat, ball, mmm, net.'
Week 19/20	'One sunny day there was a orange cat and then he played with the ball then he played with the net then he muddled.'
Tutor's comments:	<i>Look at how the child is now using verbs (story element: what doing?) to formulate simple sentence structures e.g. subject-verb-object 'he played with the ball' as well as early connectives (and / then.) This child also uses a describing word 'orange'</i>

3-picture sequence used:	Washing machine
Week 1:	'Put in the washing machine. He's putting it in. He's getting it out. Washing machine went wrrr '
Week 19/20	'The boy is putting his clothes in the washing machine and then he taked his clothes out and then he lost one of his socks. It was in the washing bag!'
Tutor's comments:	<i>Look at how the child now uses the 'who' story element (the boy) as well as using specific vocabulary e.g. clothes, socks. This child now provides an ending / solution to the problem.</i>

3-picture sequence used:	Eating pancakes
Week 1:	'She's eating a pie. She's eating pancakes. She's eating chips.'
Week 19/20	'Once upon a time the girl got some pancakes out of the draw and then she got a fork and then she poured syrup on. She was about to eat but she said 'Oh no!' and she put the chocolate sauce on the pancake. The end.'
Tutor's comments:	<i>Look at how the child's story now has a beginning, middle and end, her story now matches the sequence of ideas and the child is linking the ideas with connectives e.g. and then / but / and.</i>