West Coast
LANGUAGE DEVELOPMENT CENTRE
CHANGING FUTURES

I Tell It!

Narrative

Persuasion

Overview Brochure

I TELL IT! UNPACKING NARRATIVE AND EXPOSITORY LANGUAGE/TEXTS

Narrative is one of the most complex language tasks for any individual to perform, but also one that as humans, we engage in every single day. It is an all-encompassing discourse task that requires the use of language skills across a number of areas (including comprehension, vocabulary, grammar, morphology and pragmatic skills). Oral narrative performance has been found to predict later language development and literacy achievement. The ability to produce well-formed and clear oral narratives requires advanced/complex language skills and impacts on both everyday communication skills and academic success at school (particularly in terms of later written composition and reading comprehension skills).

Children with language difficulties tend to show a reduction in their oral narrative skills leading to them telling shorter stories with less story grammar (macrostructure) elements, less complex sentences, more grammatically incorrect sentences, a limited range of vocabulary and reduced literate language features. They also present with a reduced ability to answer literal or inferential questions about stories that have been read to them (Gillam & Gillam, 2016). This can result in significant effects on social relationships as well as reduced academic progress.
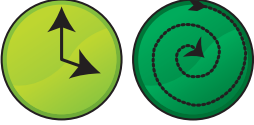
The *I Tell It!* resource focuses on the processes and strategies that teachers can use to teach oral and written narrative with links to expository structures. It includes icons that can be used to support the learning of the overall structure and development of all test types (fiction and non-fiction). It covers critical developmental pathways, assessment and targeted strategies with associated resources. The book includes sections on how   to make interventions work through scaffolding, guided implementation of strategies and repeated practice.

I Tell It! comprises of 10 chapters which include;
Text Types, Narrative Types & Development, Risk Factors & Cultural Considerations, Teaching Narrative and Exposition, Unpacked Examples & Book Lists, Assessment, Persuasion, General Activities, Appendix and References.

All chapters contain info graphics to assist with the explanation and clarification of content.

LEVEL	NARRATIVE TYPE	SYNTACTIC MARKERS NEEDED
1	Single Event Sequence Picture Retells	Labels, basic sentence forms and range of verbs, progressive verb tense (-ing) elementary adverbial descriptors of place.
2	Sequence Picture Retells	Tense markers, connectors, adverbials of place, temporal marking, modal auxiliaries and cognitive verbs.
3	Extended Explanation e.g. What do you do at birthday parties?	Sophisticated social language to introduce and continue the topic, e.g. well anyway, temporal connectors - lastly etc.

| NARRATIVE		
	MACRO STRUCTURE	**MICRO STRUCTURE: SYNTAX**
	Setting	Common and proper nouns; adverbials of time and place; descriptive adjectives (through synonym use of higher impact words, e.g. gloomy for dark); prepositions of place, time, position, manner.
	Character	Prepositions of manner and reason; proper nouns; adverbials of manner; descriptive adjectives of quality, possession; linguistic or strong verbs for speaking (said) and moving (went/walked); pronoun/noun link, plurals, gender, direct and indirect speech; antonyms.
	Initiating Event	Words that signal problem, cause/effect; abstract nouns.
	Character Reaction	Language of emotion (abstract nouns); strong verbs.
	Character Planning	Cognitive, planning words.
	Attempts	All elements; particularly focus on conjunctions and cohesive language that connects attempts; strong verbs for get/got (achieved) and do/did (completed), tense adjectives of order.
	Resolution Conclusion	Strong verbs for get/got (achieved) and do/did (completed); expressive verbs like triumph, predict, assume; positive verbs like achieve, believe, motivate, respect.

Professional Development

Centrally located PD and School based PD

'I Tell It!' focuses on the processes and strategies that teachers can use to teach oral and written narrative with links to expository structures, particularly persuasion. It covers critical developmental pathways, assessment and targeted strategies with associated resources. If schools want to make links to middle and upper years, this can be accommodated with this resource.

Professional Development Content

Full day course includes
- An in-depth look at the similarities and differences between narrative and persuasive texts.
- How to address the challenges and issues of teaching narrative and persuasion skills.
- Looking at assessment and linking o planning. Considerations for practical classroom implementation followed by an action learning task to be used in subsequent session.
- Includes a USB full of resources including; copyright free graphics, lessons ideas, assessment, graphic organisers and posters.
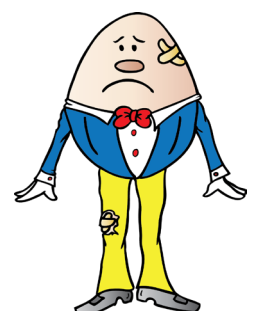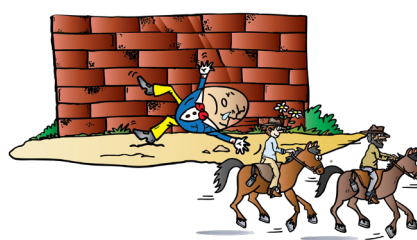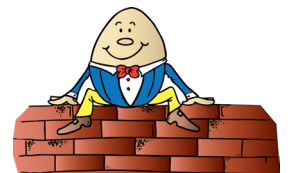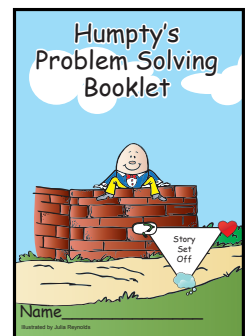
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