**Developing Sequencing and Narrative Skills**

Some information taken from a Leicestershire NHS information sheet

For a child to be able to re-tell stories and explain things that have happened, they need to be able to:

* Use words, and be able to express ideas in the correct order
* Understand and use concepts such as “first, next , then and last” to help them with sequencing their ideas

Sequencing skills are also important to help a child complete tasks which require actions to be completed in a certain order (e.g. getting dressed, cleaning their teeth, making a sandwich, making a drink)

**How to help**

* Use sequencing pictures – e.g Black Sheep Press (2/3/4 part sequencing packs), SCHUBI sequencing cards – And Then? (available from Amazon and other retailers), Tell me about it! ([Resources for Therapists, Teachers, Parents and Carers | Tell Me About It! 151 Cards | Winslow](https://www.winslowresources.com/tell-me-about-it-151-cards.html)) There are also a ready made range of sequencing cards available from TWINKL, but you can create your own. Creating resources which link to your area of study can also support pupils to re-cap their learning.
* Start with sets of 2 pictures – encourage the child to put the pictures in order and re-tell the story using the pictures as prompts. You may need to talk to them first to ensure they know the vocabulary required. You may need to model the activity first. Once the child has given their story, model back to show them how to add more information.
* Explicitly model words like first, next and then to help them sequence their ideas.
* Move on to sets of 3, then 4 and 5 pictures as the child’s skills develop.
* **If the child finds this difficult**
* Start with familiar stories – books they have read with an adult regularly. Read the story together, and then see if the child can re-tell the story using the pictures as prompts
* Start by modelling the sequence first – you put the cards in order, and then describe the sequence of events. Mix the cards up, and give them to the child – encourage them to put them back into the correct order, and to describe the sequence again
* Take photographs of the child carrying out an everyday sequence -e.g. pouring a drink, and then drinking from a cup. Print these out, and help the child to put the pictures in order, before describing the sequence.
* Share with parents/carers and encourage them to do the same at home.