**06b – PIL - Text Structure knowledge - Supporting all learners for narrative texts**

TRANSCRIPT

Narrator: We know that looking for and seeing what students find easy or challenging is critical for teaching and learning. In fact, it is what you say and do next that has the most impact on a child's learning.

This video provides some simple strategies you can use to support all learners to engage with different text structures. The types of strategies and supports we use have to be appropriate and responsive to the type of text the student is engaging with. Let's begin by looking at some strategies you might use to support a student's engagement and learning with a narrative text structure. You may have a student who, when asked to retell the story, tells only part of the story and then stops. You can prompt the student to tell the complete story by highlighting the key information or missing parts, describing the narrative element and showing the icon.

Adult: Think, okay, you did really well for remembering that he did visit lots of planets. But when we tell a story, could we maybe try starting at the beginning? Because before he went to the planets, he was, first of all, at the farm, wasn't he? So we could start our story by saying once there was a

Child: chook.

Adult: Yep, a chook. Who lived

Child: on a farm.

Adult: On a farm, excellent. And then we can then talk about what it was that got the story going. And it was him sleeping and having a dream. What was he dreaming about?

Narrator: Another scenario you might see is that when asked to retell the story, the student doesn't start the retell from the beginning. So their story seems a little out of order. We can support this student by modelling the beginning of the story and then repeating the parts the student has already mentioned. Don't forget to use the story icons as an additional prompt.

Adult: Now, we might have another go at retelling our story. We're going to start at the beginning. So what we're going to do is we're going to talk about the character and where the story is set, so the setting, and we're going to talk about the complication. Okay. So I'm going to do it first. Ready. So, in the beginning there was a chicken called Funky Chicken, and he lived on a farm at Humpty Do. A chicken farm.

Narrator: Sometimes you may find that a student, when asked to retell the story, retells a complete story with all of the elements included. This tells us that the student has a good understanding of story structure and provides us with the opportunity to further develop the student's narrative language skills. You can model use of more elaborate vocabulary, what we might call power words, from the story. Show the student how using these words will make their retell even more interesting.

Adult: So I'm wondering if, throughout the story at the beginning, when Funky Chicken told Bob and Sue about the fact that he was going to be the first chook astronaut in space, how did Bob and Sue feel in the story? They went like this, oh.

Child: Surprised.

Child: They were surprised. And another power word for surprise is the word astonished. Can you say astonished for me?

Child: Astonished.

Adult: Yeah. Astonished means like shocked. More than surprised. Okay. Where you gasp when you hear something. You really did not expect it. So maybe in our story we could use the word astonished to describe how they felt.

Narrator: Another way we might challenge this student is by creating a story innovation. Perhaps we could change the end of the story this time.

Adult: Now we're going to mix it up a little bit. Now you get to be the author, and instead of Chris Collin's ending of the story, you're going to change it up.

Child: He fired off again and then he crash lands on another planet. So his whole rocket ship breaks and he's stuck on there.

Adult: And then he's stranded on a different planet and he has to make that his home.

Narrator: Remember, there are a number of strategies we can use to support all of our learners to participate in learning tasks or activities. Keenly observing how your student engages with and responds to the teaching will guide you to use the right strategy at the right time.