

Narrative in the Early Years Curriculum offers a timely new perspective on the place of narrative in the early years curriculum. Applying the results of up-to-date psychological research to day-to-day practice in pre-schools, day nurseries, schools and out of school play care settings, the author help readers to understand just what it is that makes so many story books produced for pre-school children in recent years a success and what deeper purposes they serve. Offering helpful advice on what works, the book shows how good practice based on practical experience is underpinned and clarified by research findings. Furthermore, it illustrates that an understanding of the development of narrative competence can challenge current ideas on various areas of early years practice, including child protection, health and safety and the consultation of children.

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