Abstract

The aim of the theses is to describe the macrostructure of 286 narratives told by younger school-age children. The narratives were elicited by the prompt “Tell me your own fairy tale”. Our analysis was inspired by two distinct theoretical approaches. The first one is story grammar presented by Nancy Stein, which defines the universal *well-formed story*. Its characteristic feature is goal-directed actions of the main character. The second one is the interpretative sociocultural approach developed by Ageliki Nicolopoulou, which seeks to capture the relationship between narrative structure and content.

Our research confirms differences in genre preferences between boys and girls. Girls tend to favour narratives that accent relationships in a family or another group (the so-called *family genre*), whereas boys prefer narratives with heroic themes (the so-called *heroic-agonistic genre*). These frames provide different strategies to achieve coherent narrative structure. The narratives that cannot be classified in any of these genres, so-called *unclassified narratives*, show big deficiencies in organization, and their number significantly decreases with age.

The findings show that during the younger school-age period, narrative skills significantly improve – children learn to work with the plot twist and its outcome, to frame their stories with a beginning and a conclusion, and to portray the main character as a person with their own intentions and inner states.

Key words: coherence, interpretive sociocultural approach, macrostructure, narrative, story grammar, younger school-age children