

WALT structure the beginning of a story

You should now have:

a description of
Peter



Beginning - describes the setting of reality. Peter finds an object that sends him into a daydream.

Key questions to answer:

Who is Peter? What was Peter doing in reality? Where was he? Where did he find the object? Who was also there in reality? What were they doing? How was Peter feeling?

a magic
object



Glue stick



Ruler



Pen

an extra
character



a setting



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Today, we will write the beginning to our Daydreamer story.

We will:

Beginning - describes the setting of reality. Peter finds an object that sends him into a daydream.

Key questions to answer:

Who is Peter? What was Peter doing in reality? Where was he? Where did he find the object?

Who was also there in reality? What were they doing? How was Peter feeling?

- * introduce Peter
- * include the setting
- * introduce the problem
- * write up until Peter finds the object

Don't forget, you will have covered some of this in Friday's Slow Write, so use it if it fits in with your story beginning.

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Success Criteria for a narrative in the style of 'The Daydreamer'			SA
Structure		Beginning - describes the setting of reality. Peter finds an object that sends him into a daydream.	
		Middle - the daydream.	
		Ending - Peter comes out of the daydream and into reality	
		Expanded noun phrases	
		Conjunctions	
		Fronted adverbials	
		Relative clauses	
		Parenthesis	
		Speech punctuation	
		Show not tell	

Don't forget to use your Success Criteria

Make sure you use all of your support mats to help you.

Let's think of the **structure** of the beginning. What do we need to include?

When Peter Fortune was ten years old, grown-up people sometimes used to tell him he was a 'difficult' child. They thought he was difficult because he was so silent. That seemed to bother people. The other problem was he liked being by himself. Not all the time, of course. Not every day. But most days he liked to go off somewhere for an hour to his bedroom, or the park. He liked to be alone and think his thoughts.

Paragraph to describe Peter.

In the big untidy kitchen of Peter's house, there was a drawer. Of course, there were many drawers, but when someone said, "The string is in the kitchen drawer," everyone understood. The chances were the string would not be in the drawer. It was meant to be, along with a dozen other useful things that were never there: screwdrivers, scissors, sticky tape, drawing pins, pencils. Peter wanted to build something, but he could not find any useful bits and the rest of the family would not help. All they wanted to do was laze around on the grass, pretending to sleep. Peter was fed up with them. The drawer seemed to stand for everything that was wrong with his family.

Paragraph to describe the setting, introduce who else was there, and show Peter's emotions. (You do not need speech at this stage.)

On this particular Saturday afternoon, Peter was reaching deeper towards the back of the drawer. He was looking for a hook, but he knew there was little hope. His hand closed round a greasy little spring that had fallen out of the garden clippers. He let it go. Behind it were packets of seeds - too old to plant, not old enough to throw away. What a family, Peter thought, as he shoved his hand right to the back of the drawer. Why aren't we like other people, with batteries in everything, and toys that work and jigsaws and card games with all their bits, and everything in the proper cupboard? His hands closed round something cold. He drew out a small dark blue jar with a black lid. On a white label was printed, 'Vanishing Cream'.

Paragraph to describe how Peter found the object.

Let's think of the **language** in the beginning. What grammar do we need to include?

When Peter Fortune was ten years old, grown-up people sometimes used to tell him he was a 'difficult' child. They thought he was difficult because he was so silent. That seemed to bother people. The other problem was he liked being by himself. Not all the time, of course. Not every day. But most days he liked to go off somewhere for an hour to his bedroom, or the park. He liked to be alone and think his thoughts.

In the big untidy kitchen of Peter's house, there was a drawer. Of course, there were many drawers, but when someone said, "The string is in the kitchen drawer," everyone understood. The chances were the string would not be in the drawer. It was meant to be, along with a dozen other useful things that were never there: screwdrivers, scissors, sticky tape, drawing pins, pencils. Peter wanted to build something, but he could not find any useful bits and the rest of the family would not help. All they wanted to do was laze around on the grass, pretending to sleep. Peter was fed up with them. The drawer seemed to stand for everything that was wrong with his family.

On this particular Saturday afternoon, Peter was reaching deeper towards the back of the drawer. He was looking for a hook, but he knew there was little hope. His hand closed round a greasy little spring that had fallen out of the garden clippers. He let it go. Behind it were packets of seeds - too old to plant, not old enough to throw away. What a family, Peter thought, as he shoved his hand right to the back of the drawer. Why aren't we like other people, with batteries in everything, and toys that work and jigsaws and card games with all their bits, and everything in the proper cupboard? His hands closed round something cold. He drew out a small dark blue jar with a black lid. On a white label was printed, 'Vanishing Cream'.

Success Criteria for a narrative in the style of 'The Daydreamer'	
Structure	
	Expanded noun phrases
	Conjunctions
	Fronted adverbials
	Relative clauses
	Parenthesis
	Speech punctuation
	Show not tell

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Let's get writing!

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Relative Clauses

The ghostly stooped figure, *that* tip-toed towards the wooden door, laughed menacingly.

that, who, which, what, where.

Dashes

Dash - creates a break in the sentence, halfway between , and . Usually used in more informal writing.

Shows a sharp break between two main clauses.

The film was very informative - I learned a great deal.

Marks out extra information embedded in the sentence.

Playing in grandma's garden - which is huge - is always good fun.

One thing's for sure - he doesn't want to get!

I would like some cake - on second thoughts, maybe not.

Co-ordinating Conjunctions

There are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.



Time

- Afterwards
- Already
- Always
- Immediately
- Last month
- Now
- Soon
- Yesterday
- Today
- Tomorrow
- Next year

- In January
- On Tuesday
- In the morning
- After a while
- As soon as she could
- Before long
- All of a sudden
- In the blink of an eye
- Just then
- Eventually
- Later

Success check

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Tick off the parts of the success criteria that you have achieved so far.

Please do not tick it off if you haven't done it yet! The unticked parts will help you to edit later.

If you're not sure, have a go and put a * by that one.

