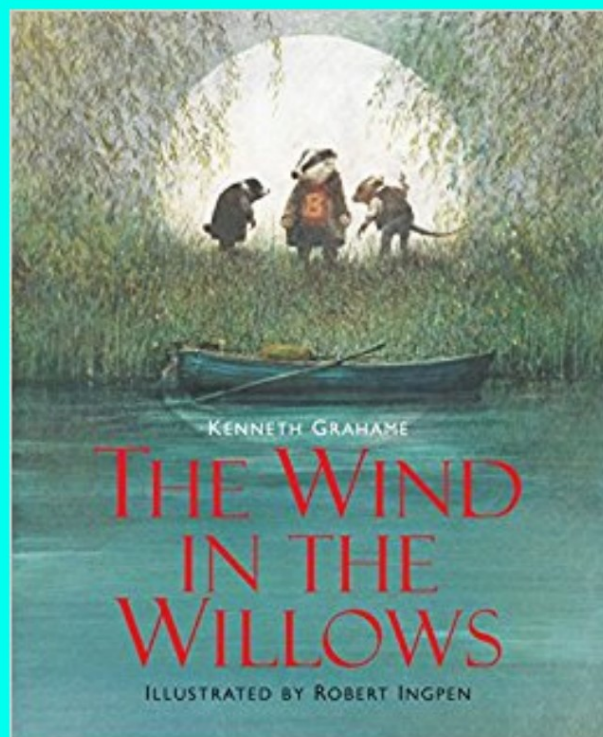



Lesson 1





WALT: *plan and
write a story*

What success criteria do we need for story writing/description.

	Story Writing Checklist	<u>✓</u> <u>X</u>
		
		
		
		
		
		
		
		
		
		

What are the stages of a story?

Where could you set your story?

under the bridge



*in a river
house boat*



*meadows
beside the
river*



*a riverside
cottage*



in a dam



Who are your characters?



Newt



Otter



Frog



Beaver



Duck

What's the build up?

Starting to see
animal numbers
decreasing around
the river.

Crops are starting to
die and animals are
hungry.

goes to turn home
and can't remember
where to go

wants to find the
rats house.

the fish population has
decreased

Go to eat your
lunch and realise
it isn't there!

What's the problem?

under threat from
other animals and
needs protection

crops have failed and
a great famine has hit
the creatures living in
the woodland

lost and can't get
home to your family

goes looking for
something in Wild
Wood...

waterway has become
polluted and all the fish
have died

something has
been stolen...

How will you solve the problem?

another character



another event



*find a special /magic
object/person*



What's the ending?

Replanting the crops
and encouraging
growth.

Crops are starting to
die and animals are
hungry.

finds the trail home
as comes across the
rats house.

finds rats house in
the woods.

your character cleans the waterway
and provides a habitat for more
fish.

Find the culprit
and the lunch is
given back.



1 Do



(Teacher
model)

Metacognition

WALT: Plan a story

<p><u>Setting</u></p> <p>(What can you see, hear, feel, smell?)</p> <p>River - calm, bluebells alongside, cold, peaceful.</p> <p>House - next to the river.</p> <p>Describe the house.</p> <p>Describe the river.</p>	<p><u>Characters</u></p> <p>(What do they look like? How do they behave?)</p> <p>Mr Otter - old, kindhearted, friendly, cosy blue dressing gown, dull brown slippers.</p> <p>Newt - young, got lots of energy, red raincoat, green wellies.</p>	<p><u>Dialogue</u></p> <p>(Can you add in some direct speech to describe either the setting or the characters?)</p> <p>"Find me a strong stick!" shouts Mr Otter.</p>
<p><u>Problem</u></p> <p>(What is the problem?)</p> <p>Knock at the door - describe the door.</p> <p>Newt - describe newt.</p> <p>Newt has got his boat stuck at the bottom of the river - describe the boat.</p>	<p><u>Resolution</u></p> <p>(How do the characters solve the problem?)</p> <p>Otter dives down and thinks about how he could get Newt's boat back. "Find me a strong stick!" shouts Mr Otter. Rushes the stick under one end of the boat and uses it as a lever to lift up Newt's boat</p>	<p><u>Ending</u></p> <p>(How does the story end?)</p> <p>Newt pushes up the boat, tipping it over. The boat floats up to the surface. Mr Otter and Newt turn the boat over and drag it out of the water.</p>

Conjunctions

Adjectives

Adverbs

Direct speech

Emotive language

Let's practise together using our structure sheets



(Teacher example)



Metacognition

WALT: Plan a story

<p><u>Opening</u></p> <p>(What is the setting? Who are the characters?)</p>	<p><u>Event</u></p> <p>(What is happening?)</p>	<p><u>Dialogue</u></p> <p>(Can you add in some direct speech to describe either the setting or the characters?)</p>
<p><u>Problem</u></p> <p>(What is the problem?)</p>	<p><u>Resolution</u></p> <p>(How do the characters solve the problem?)</p>	<p><u>Ending</u></p> <p>(How does the story end?)</p>

Conjunctions

Adjectives

Adverbs

Direct speech

Emotive language

Use your story structure sheet



Independent

You Do It Alone



WALT: Plan a story

Metacognition



<u>Opening</u> (What is the setting? Who are the characters?)	<u>Event</u> (What is happening?)	<u>Dialogue</u> (Can you add in some direct speech to describe either the setting or the characters?)
<u>Problem</u> (What is the problem?)	<u>Resolution</u> (How do the characters solve the problem?)	<u>Ending</u> (How does the story end?)

Conjunctions

Adjectives

Adverbs

Direct speech

Emotive language

Plenary

What features have been included in this story?

The Golden Egg

There once was a boy named Nigel who was very lonely. One day he decided to go and buy a pet. So he wouldn't be so lonely. The person that was selling the pets offered Nigel a Golden Egg for £50 which made Nigel's brain hurt but in a good way. The shiny, glittering golden egg looked lovely and beautiful.

When Nigel got home the egg started to hatch. He went to the garden and sat next to the egg. As time went by Nigel looked and stared at the egg while it started to slowly hatch and out came... a dragon! The dragon was only a baby so he was just little. Nigel named him Lexi the Lightning breathing dragon. He had paws as shiny as steel. His body was very scaly and very spikey as needles. Finally he had the most deadliest horns he had ever seen. They were as sharp as the pointy tips on a arrow.

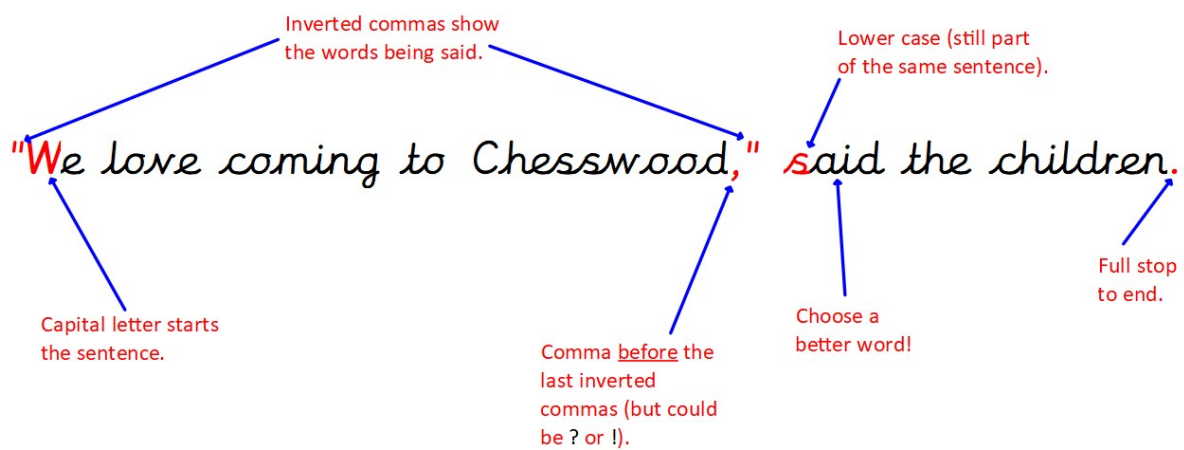
The two twins didn't know that the evil queen was watching them all around. Lanna and Harry gave it a name called Apple. Apple was noisy. Looked after by Lanna and Harry.

One day they took Apple to the woods and play with her. While they were looking, the evil queen gave her some some posies meet. Apple ate the meat and fell to the ground it made a loud thud. Lanna and Harry turned around and saw Apple on the ground.

Story Writing Checklist

	Story Writing Checklist	✓
	Show not Tell	
	Varied punctuation (?!...)	
	Adverbs of Time and Manner	
	Powerful verbs	
	Subordinating Conjunctions	
	Coordinating Conjunctions	
	Adjectives	
	Capital letters	
	Full stops	

Lesson 2

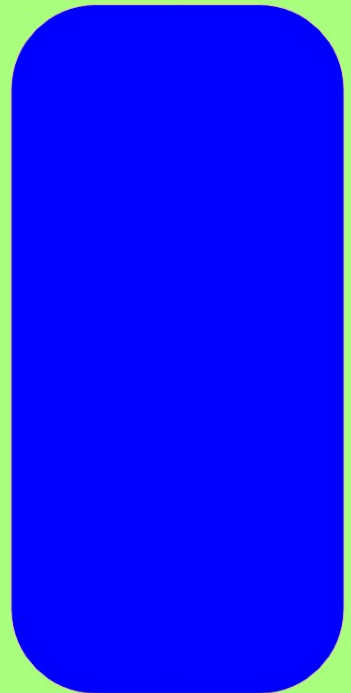
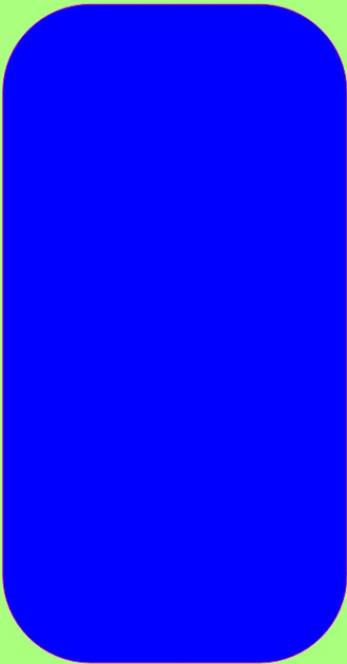


What do we need to include when writing speech for a character?

What is a synonym?



How many synonyms can you think of for the word 'said'?



What is an adverb?

How could we add adverbs of manner to our speech below?

"Who could that be at the door?" asked Mole.

"I think it might be Badger!" shouted Rat.

I do...

What a
glorious
day!

I do hope
we see
Badger.

How can we turn this
into direct speech?



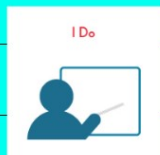
"What a beautiful day!" remarked Rat enthusiastically.

"I do hope we see Badger," Mole muttered quietly.



(Teacher
example)

Metacognition



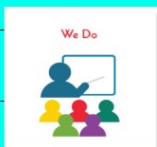
Model writing inverted commas

We do...

Let's write some words into Ratty and Mole's speech bubbles before changing it into direct speech.



- Inverted commas in pairs
- Comma at the end of the speech (or ?,!) before the 2nd inverted commas.
- Capital letter at the start of the speech
- Full stop at the very end
- New speaker, new line
- Lower case letter after closing inverted commas



(Teacher example)

Metacognition

You Do

Let's write some words into Ratty and Mole's speech bubbles before changing it into direct speech.



- Inverted commas in pairs
- Comma at the end of the speech (or ?,!) before the 2nd inverted commas.
- Capital letter at the start of the speech
- Full stop at the very end
- New speaker, new line
- Lower case letter after closing inverted commas

You Do It Alone



Metacognition

Independent

What features have I used in the opening of my story?

One glorious morning in the Wild Wood, Mr Otter strolled beside the calm river. Meandering through the curves and corners of the bank, the water caught the sun's rays and reflected like a shimmering diamond. Bluebells danced merrily in the breeze, waving softly to the small house that was perched on the water's edge.

The door to the house has flaking paint but stood proudly by the river. Mr Otter had lived there since he was a pup and proudly invited all the woodland animals for tea when he could. He wore a cosy blue dressing gown, and scratchy brown slippers and would always wave to his neighbours when they rowed past. "Good morning!" he called enthusiastically to the passers by.

I Do



Metacognition



(Teacher model)

WALT: Plan a story

Setting (What can you see, hear, feel, smell?)	Characters (What do they look like? How do they behave?)	Dialogue (Can you add in some direct speech to describe either the setting or the characters?)
River - calm, bluebells alongside, cold, peaceful. House - next to the river. Describe the house. Describe the river.	Mr Otter - old, kindhearted, friendly, cosy blue dressing gown, dull brown slippers. Newt - young, got lots of energy, red raincoat, green wellies.	Find me a strong stick! shouts Mr Otter.
Problem (What is the problem?)	Resolution (How do the characters solve the problem?)	Ending (How does the story end?)
Knock at the door - describe the door. Newt - describe newt. Newt has got his boat stuck at the bottom of the river - describe the boat.	Otter dives down and thinks about how he could get Newt's boat back. "Find me a strong stick!" shouts Mr Otter. Pushes the stick under one end of the boat and uses it as a lever to lift up Newt's boat.	Newt pushes up the boat, tipping it over. The boat floats up to the surface. Mr Otter and Newt turn the boat over and drag it out of the water.

Conjunctions

Adjectives

Adverbs

Direct speech

Emotive language

Story Writing Checklist

	Show not Tell	<input type="checkbox"/>
	Varied punctuation (?!...)	<input type="checkbox"/>
	Adverbs of Time and Manner	<input type="checkbox"/>
	Powerful verbs	<input type="checkbox"/>
	Subordinating Conjunctions	<input type="checkbox"/>
	Coordinating Conjunctions	<input type="checkbox"/>
	Adjectives	<input type="checkbox"/>
	Capital letters	<input type="checkbox"/>
	Full stops	<input type="checkbox"/>

Let's write a paragraph together using our plan

One glorious morning in the Wild Wood...



Metacognition



(Teacher example)

WALT: Plan a story

Setting (What can you see, hear, feel, smell?)	Characters (What do they look like? How do they behave?)	Dialogue (Can you add in some direct speech to describe either the setting or the characters?)
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Conjunctions Adjectives Adverbs Direct speech Emotive language

Story Writing Checklist

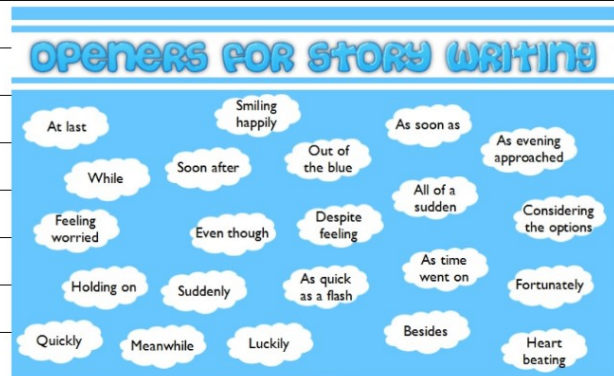
	Show not Tell	<input type="checkbox"/>
	Varied punctuation (?!...)	<input type="checkbox"/>
	Adverbs of Time and Manner	<input type="checkbox"/>
	Powerful verbs	<input type="checkbox"/>
	Subordinating Conjunctions	<input type="checkbox"/>
	Coordinating Conjunctions	<input type="checkbox"/>
	Adjectives	<input type="checkbox"/>
	Capital letters	<input type="checkbox"/>
	Full stops	<input type="checkbox"/>

Now write the opening setting and characters for your story.

WALT: Plan a story

Setting (What can you see, hear, feel, smell?)	Characters (What do they look like? How do they behave?)	Dialogue (Can you add in some direct speech to describe either the setting or the characters?)
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Conjunctions Adjectives Adverbs Direct speech Emotive language



Metacognition



Independent

You Do It Alone



Story Writing Checklist		✓	✗
	Show not Tell		
	Varied punctuation (?!..)		
	Adverbs of Time and Manner		
	Powerful verbs		
	Subordinating Conjunctions		
	Coordinating Conjunctions		
	Adjectives		
	Capital letters		
	Full stops		

Lesson 4



WALT: to respond to feedback and to edit and improve their own work

WALT: draft
a story

Let's read through our problems, resolution and ending on our plan

WALT: Plan a story

<p><u>Setting</u></p> <p>(What can you see, hear, feel, smell?)</p> <p>River - calm, bluebells alongside, cold, peaceful.</p> <p>House - next to the river.</p> <p>Describe the house.</p> <p>Describe the river.</p>	<p><u>Characters</u></p> <p>(What do they look like? How do they behave?)</p> <p>Mr Otter - old, kindhearted, friendly, cosy blue dressing gown, dull brown slippers.</p> <p>Newt - young, got lots of energy, red raincoat, green wellies.</p>	<p><u>Dialogue</u></p> <p>(Can you add in some direct speech to describe either the setting or the characters?)</p> <p>Find me a strong stick!" shouts Mr Otter.</p>
<p><u>Problem</u></p> <p>(What is the problem?)</p> <p>Knock at the door - describe the door.</p> <p>Newt - describe newt.</p> <p>Newt has got his boat stuck at the bottom of the river - describe the boat.</p>	<p><u>Resolution</u></p> <p>(How do the characters solve the problem?)</p> <p>Otter dives down and thinks about how he could get Newt's boat back. "Find me a strong stick!" shouts Mr Otter. Rushes the stick under one end of the boat and uses it as a lever to lift up Newt's boat</p>	<p><u>Ending</u></p> <p>(How does the story end?)</p> <p>Newt pushes up the boat, tipping it over. The boat floats up to the surface. Mr Otter and Newt turn the boat over and drag it out of the water.</p>

Conjunctions

Adjectives

Adverbs

Direct speech

Emotive language

What features have I used in the problem paragraph?

All of a sudden, there was a loud knock at the door. Mr. Otter scrambled up from his old, battered armchair before peering out the window. It was Newt! Quickly opening up the door, Mr Otter was shocked to the young energetic creature panting for breath, with glistening droplets of water sliding quickly down his crimson raincoat and dropping on to his bright green wellies.

"What on earth in the matter?" Mr Otter enquired kindly, as Newt staggered into the room.

"My boat! It's got stuck at the bottom of the river and it won't get loose!" Newt replied frantically.

I Do



Metacognition



(Teacher model)

WALT: Plan a story

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Conjunctions

Adjectives

Adverbs

Direct speech

Emotive language

Story Writing Checklist

	Show not Tell	<input type="checkbox"/>
	Varied punctuation (?!...)	<input type="checkbox"/>
	Adverbs of Time and Manner	<input type="checkbox"/>
	Powerful verbs	<input type="checkbox"/>
	Subordinating Conjunctions	<input type="checkbox"/>
	Coordinating Conjunctions	<input type="checkbox"/>
	Adjectives	<input type="checkbox"/>
	Capital letters	<input type="checkbox"/>
	Full stops	<input type="checkbox"/>

Let's write the problem paragraph together...

All of a sudden, there was a loud knock at the door...

I Do



Metacognition



(Teacher model)

WALT: Plan a story

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Conjunctions

Adjectives

Adverbs

Direct speech

Emotive language

Story Writing Checklist

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	Adjectives	<input type="checkbox"/>
	Capital letters	<input type="checkbox"/>
	Full stops	<input type="checkbox"/>

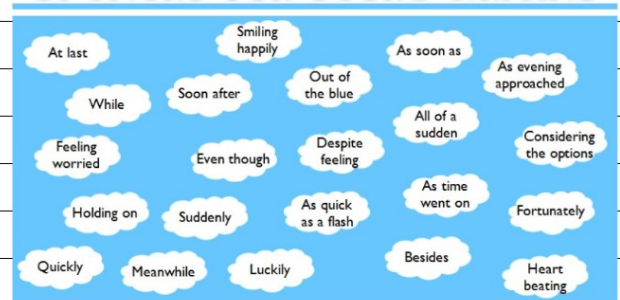
Now write the problem, resolution and ending to your story.

WALT: Plan a story

Setting (What can you see, hear, feel, smell?)	Characters (What do they look like? How do they behave?)	Dialogue (Can you add in some direct speech to describe either the setting or the characters?)
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Conjunctions Adjectives Adverbs Direct speech Emotive language

OPENERS FOR STORY WRITING



Metacognition



Independent

You Do It Alone



Story Writing Checklist		✓/✗
	Show not Tell	
	Varied punctuation (?!..)	
	Adverbs of Time and Manner	
	Powerful verbs	
	Subordinating Conjunctions	
	Coordinating Conjunctions	
	Adjectives	
	Capital letters	
	Full stops	

	Story Writing Checklist	 
	Show not Tell	
	Varied punctuation (<u>? ! ,</u>)	
	Adverbs of Time and Manner	
	Powerful verbs	
	Subordinating Conjunctions	
	Coordinating Conjunctions	
	Adjectives	
	Capital letters	
	Full stops	

Look at the success criteria and check what you have completed.