

Narrative Writing Workshops

Sample slides

Notes

This document contains sample slides from our range of Narrative Writing Workshops.

It is NOT a lesson!

Workshops vary in their contents and may include:

- text to evaluate
- WAGOLL
- high-quality images
- modelled writing
- drama scenarios
- short writing activities

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Character-building – text to evaluate.

These short pieces of text feature writing which contains writing that children often produce. They are a good starting point for discussion about what interests readers and keeps them interested.

What are the good things about this writing?
What things could be improved?

It was enormous - the thing in front of me was enormous. It had enormous claws and jaws. Inside the jaws were enormous teeth which were orange. It had claws with very, very, very, very long nails. The very, very, very, very long nails were very black and sharp and pointy and long.

Do you want
to read more
about this
character?

Character-building – After creating a word bank, model writing a sentence.
The highlighted words show which words from the Word Bank have been used.

Write a sentence 1

Using the word bank let's write a sentence describing the fantastic creature's appearance.

Jet-black teeth protruded from a cavernous mouth beneath glistening amber eyes.

The highlighted words are from the word bank.

Setting Description – text to evaluate.

These short pieces of text feature writing which contains writing that children often produce. They are a good starting point for discussion about what interests readers and keeps them interested.

S
A
M
P
L
E

What are the good things about this writing?
What things could be improved?

There's is a huge castle with towers and it has a moat and a drawbridge. In the towers there are narrow openings looking out across the land. A wooden bridge crosses the moat to the entrance which is a big gate. The stone walls are very high. Inside the castle there is a big empty space with grass growing. The sides have gaps and some parts have fallen down. Climb the uneven stone steps inside the tower and look at the land around the castle. Look through the slits in the wall and see what there is to see.

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Setting Description – images

High-quality images are used to discuss vocabulary and build a Word Bank using the senses,

The central image shows a large stone castle with multiple towers and a moat. The word "SAMPLE" is written in large, red, slanted letters across the center of the image. Surrounding the image are four purple callout boxes, each with a white icon and a question:

- Top-left: Two eyes icon, "What can you see?"
- Top-right: Ear icon, "What can you hear?"
- Bottom-left: Hand icon, "What can you feel?"
- Bottom-right: Nose icon, "What can you smell?"

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Story Openings

There is an overview PowerPoint which considers the importance of a good opening to a story. To supplement the overview, there are PowerPoints for each of the 7 story openings listed below.

How does a story start?

There are several different ways to start a story.

- action
- description of the setting
- dialogue
- flashback
- introduce main character
- question
- statement



Story Openings

Drama scenarios are provided for a range of situations. Children need to have experiences to use in their writing – drama is a safe way to explore events that might start a story.

Drama scenario 3

Ask the children to improvise their own crash landing scene. Film the action to use to support their own writing.

Possible ideas:

plane crash lands on an island

train crashes into a tunnel

car crashes into a shop window

bike crashes into a hedge

hot air balloon crashes into a tree



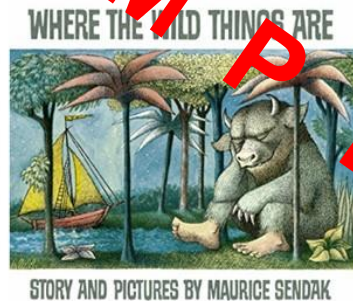
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Story Endings

Different story endings are explored using picture books.

Circular

A circular ending takes the reader back to the beginning of the story.



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Story Endings

Opportunities for short burst writing to rehearse endings use familiar nursery rhymes.

Have a go!

Write a different ending to this nursery rhyme.

Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and broke his crown
And Jill came tumbling after.



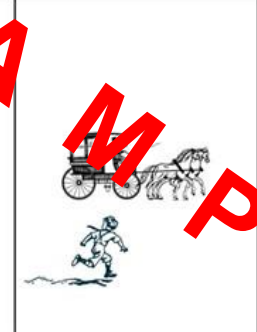


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Action

There are 2 PowerPoints: planning and writing action scenes.
Planning – use of a comic strip/ storyboard to map the action.

Comic Strip

Simple pictures show the sequence of events.

				
Arthur is running away from Doug, Jack and Fred.	Doug, Jack and Fred are catching up with Arthur.	A horse and carriage drive in front of Arthur.	Arthur jumps onto the carriage, knocking the driver off.	Arthur drives the carriage away.

Short description of each event.

SAMPLE

Action

There are 2 PowerPoints: planning and writing action scenes.
Writing: text to evaluate and short writing opportunities.

Writing an action sequence

Techniques:

- short sentences to create pace

Compare these two sentences describing the same action.

1. Herbert punched him - he fell.
2. After Herbert had punched the man quite hard, the man fell to the soft ground beneath his feet.

Which sentence has more pace and impact?

S
A

M

P
L
E

Your Turn

Rewrite this scene to include some dialogue.

She could just see Danny ahead of her, so she called his name but he ignored her. She jogged closer and tried again, surely he would respond to her yells. She caught up with him and tapped Danny on his shoulder; he continued moving forward.

Dialogue

The Punctuation of dialogue is covered in GPS PowerPoints for each year group. This series of PowerPoints concentrates on the reasons for writing dialogue and making it interesting.

How could the reporting clauses be improved?

Use 'said' less.

What could we use instead of 'said'?

"What are you doing?" **said** Jonny to Hassan.
"Not much," **said** Hassan.
"Same here," **said** Jonny. He kicked some stones aimlessly but some flew into Hassan's drink.
"Hey! What did you do that for?" **said** Hassan.

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Dialogue In the first extract Ted is nervous and unwilling to take a risk.

Extract 1

"I'm not sure that we should take a shortcut, it could be dangerous," **said** Ted nervously.

"But if we don't take it we won't get there in time," Arthur was determined to reach the village first at any cost.

"Ok then, but if it goes wrong, it's your fault," **Ted agreed reluctantly.**

Extract 2 - takes place several months later

"You do realise that trying to get down the river on a few logs which are strapped together is madness, don't you?" Arthur could not believe what Ted was suggesting. "I mean it's not that long ago you wouldn't take a shortcut through a forest!"

"I know, I know!" Ted retorted as he checked the lashing of the logs. "We have to do this; it's the only way that we can save everyone. Are you with me?"

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Dialogue

The Punctuation of dialogue is covered in GPS PowerPoints for each year group. This series of PowerPoints concentrates on the reasons for writing dialogue and making it interesting.

Drama scenarios are used to stimulate interesting and realistic conversations.

Dialogue to advance the action

To advance the action in the story the characters need to talk about the events in the story.

For example:

- The characters could discuss events which have happened and their next steps
- The characters could discuss future events
- The characters could discuss a dilemma they are facing

DRAMA CARD 1

A group of children have opened a box containing an envelope, a key and a map. They only took the map which has led them to a deserted village. What do they do next?





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