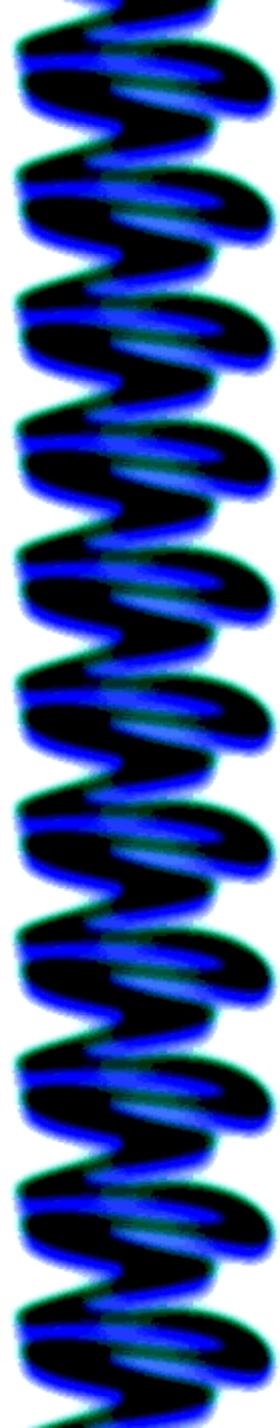


Writing Stories

John Hampden School Wendover



Loving to Learn



Stories In The Foundation Stage

In Foundation stage we teach the children to write a five sentence story. Before they can do this, they need to have plenty of opportunities to 'say' the story first. This way, when children are ready to write, they know exactly what they want to write. From early on, children learn the structure of a story.

Stories In The Foundation Stage

The Story Structure:

- Opening that sets the scene and introduces the characters



- Build up 

- Problem 

- Resolution 

- Ending 

An Example Of A Foundation Stage Story

Opening that sets the scene and introduces the characters

Once upon a time there was a red hen, a little red hen called Rosie who lived on a farm.

Build up

One day she went for a walk and she walked and walked around the farm. Pitter patter, pitter patter.

Problem

Suddenly a cunning fox tried to eat her.



An Example of a Foundation Stage Story

Resolution

So she quickly ran away, as fast as the wind.

Ending

Snip snap snover, the story is over.



Stories In The Foundation Stage

When writing a story in the Foundation stage we try to include:

- An onomatopoeia word – pitter patter
- Adjectives – little, red hen or cunning fox
- A simile – as fast as the wind.



Stories In The Foundation Stage

When writing a story in the Foundation Stage we try to include:

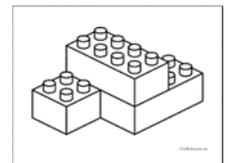
- Alliteration – red hen called Rosie
- An adverb – quickly
- Repetition in description – a red hen, a little a little red hen.
- A 'ly' opener - suddenly
- Some simple conjunctions- and



Stories In Year 1

In Year 1 we teach the children to write a five part story which includes:

- An opening that sets the scene and introduces the characters. There is a focus on describing the character and / or setting. May include time of day and type of weather
- A build up - may include other language e.g. passing time connectives as sentence starters



Stories In Year 1

- A problem



- A solution



Solution

- An ending- a description of the final outcome





Stories in Year 1



When writing a story in Year 1 we try to include:

- An onomatopoeia word
- Adjectives
- A similes
- Alliteration
- An adverb (luckily, fortunately, unfortunately)



Alliteration

The use of the same beginning consonant sound in a line or verse.

happily carefully very
sadly loudly joyfully
angrily quietly carelessly
energetically nervously

Stories in Year 1

When writing a story in Year 1 we try to include:

- Repetition for rhythm – he walked and he walked and he walked 
- Repetition in description – a green dragon, a fiery dragon 
- 'ly' openers (sadly, fortunately, unfortunately)

Stories In Year 1

When writing a story in Year 1 we try to include:

- Simple conjunctions - and, or, but, so, because, that, then, that, while, when, where
- Openers - While... When... Where...
There

conjunction conjunction conjunction conjunction conjunction
conjunction conjunction conjunction conjunction conjunction

An example of a story in

Year 1

Opening that sets the scene and introduces the characters. There is a focus on describing the character and / or setting. May include time of day and type of weather

Once upon a time there was a farmer called Fred and a farmer called Freya, who lived on a farm with an enormous field. The field was full of mud, sticky brown mud.



An example of a story in Year 1



Build up - may include other language
e.g. passing time connectives as sentence
starters

One sunny day Farmer Fred was milking the cows Moo!
while Farmer Freya was driving the tractor through the
farm. VROOM!



An example of a story in Year 1

Problem

Unfortunately, a sheep got stuck in the sticky, brown mud so Farmer Fred carefully pulled, twisted and tugged but the sheep would not budge.



An example of a story in Year 1

Resolution

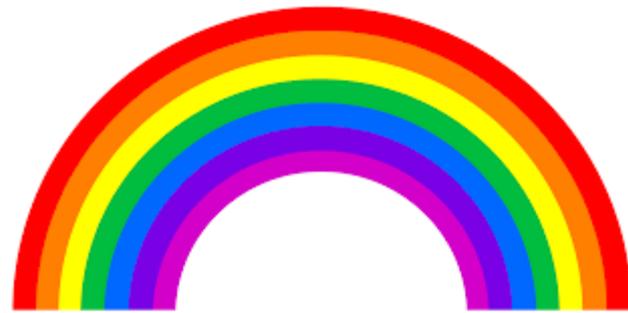
Fortunately, Farmer Freya came to help. They pulled, twisted and tugged and suddenly the sheep came out but they fell in the mud. SPLAT!



An example of a story in Year 1

Ending- a description of the final
outcome

In the end they all went home for tea and had smiles as
bright as rainbows. Tap the nail the nail bends this is
how the story ends.





Stories in Year 1



When writing a story in Year 1 we try to include:

- An onomatopoeia word – MOO! VROOM!
- Adjectives – sunny  day, sticky brown mud
- A simile – smiles as bright as rainbows
- Alliteration – Farmer Fred, Farmer Freya 
- An adverb – carefully



Stories in Year 1

When writing a story in Year 1 we try to include:

- Repetition for rhythm – pulled, twisted and tugged
- Repetition in description – The field was full of mud, sticky brown mud.
- 'ly' openers – fortunately, unfortunately



Stories in Year 1

When writing a story in Year 1 we try to include:

- Simple conjunctions - and, so
- Openers - While



Stories In Year 2

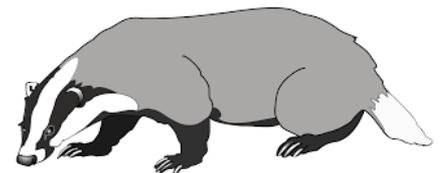
In Year 2 we teach the children to write a five paragraph story. We try to include:

- An effective and imaginative opening. The characters and the setting are described



An Example Of An Effective and Imaginative Opening.

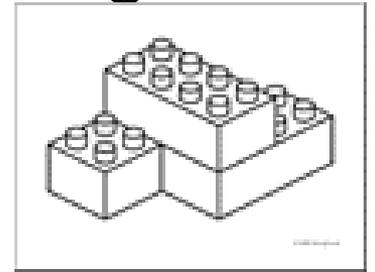
Once upon a time there was a badger. He had an elongated head with small ears and a distinctive black and white face. He had a stocky body with short legs that were suitable for digging. Badger was always as hungry as a horse because he worked day and night picking up rubbish in the active, adventurous park where he lived. By day, the park was always busy bursting with children and by night it was full of waste, rubbish and leftover food.



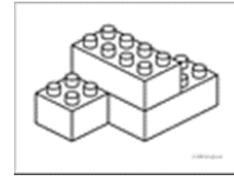
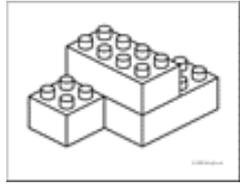
A Year 2 Build Up

When writing a five paragraph story in Year 2 try to include:

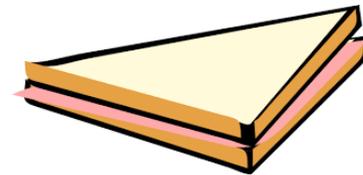
- Build up - may include other language e.g. passing time connectives as sentence starters and sequencing events clearly; that contribute effectively to the coherence of the narrative: One day; Just then...; First...; Soon....; Suddenly... From that day on



An Example of A Year 2 Build Up.



One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth. "Mmm," he thought, "This is what I call an outstanding sandwich." Just then a boy came near the sandpit to take a humungous, big bite.



An Example Of A Year 2



Problem



There was a girl nearby on a big, dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit!! “Oh we can’t eat it now,” muttered the girl, “It’s disgusting.” The boy felt sad and so did that black and white badger. Just then a squirrel grabbed the sandwich covered with golden sand.



An Example Of A Year 2 Problem



She took it because she didn't mind the sand. The ginger squirrel took it up to her tall, dark, tree to share with her pesky children. OH, NO!!! The children couldn't share properly, so the sandwich fell in the pond covered with, slimy, green seaweed. "We can't eat it now," muttered the mother, ginger squirrel, "It's disgusting."



An Example Of A Year 2



Problem



Suddenly a frog saw the sandwich and Badger leaped into the sparkling, clean pond. The slimy, dark, green frog fished out the sandwich. He didn't mind the golden sand or the slimy, green seaweed. The bouncy frog was about to take a big, humungous bite when a scooter rushed by quickly and just wanted to get past, so there were black, squish marks on the sandwich.



An Example Of A Year 2



Problem



“Oh, we can’t eat it now,” muttered the frog, “It’s too disgusting!!!!” Suddenly a crow saw the sandwich and peeled it off the light green, delicate grass to give it to her wealthy, beautiful mum. When the crow was flying back to the sticky nest he dropped it into an ants’ nest, because an electric aeroplane scared the daughter’s crow. “Oh, we can’t eat it now,” the crow mum muttered, “It’s disgusting!”



Solution In Year 2

When writing a five paragraph story in Year 2 we try to include:

- Solution

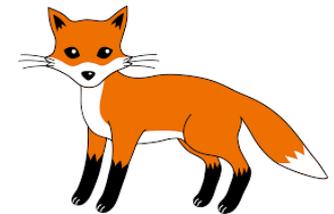


Solution

An Example Of A Year 2 Solution



Luckily there was a fox who grabbed the sandwich. He didn't mind the golden sand or the slimy, green seaweed or the black squish, marks or the hundreds of ants. He got the sandwich so with the lady fox he liked. The fox was going to tell him how much he liked her and cared for her, when he dropped it into a pile of tickly feathers that somehow got there.



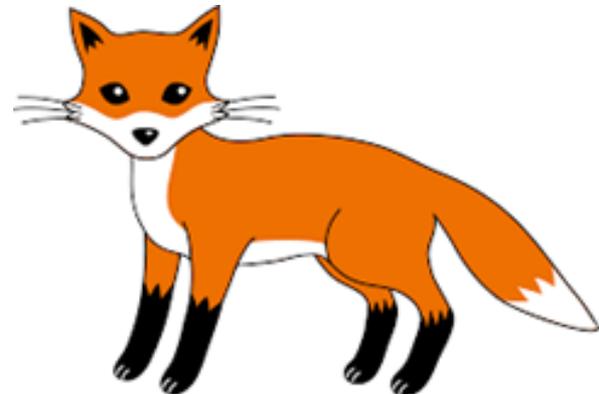
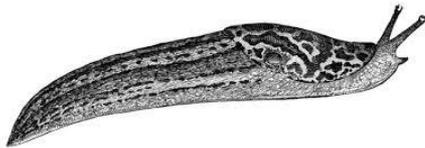
An Example Of A Year 2



Solution



“Oh, we can’t eat it now,” muttered the lady fox, “It’s disgusting!” So the lady fox kicked the sandwich into a flowerbed. Then she worked through some smelly, dirty bins. Badger ran to the flowerbed. This time there were some slugs covering the sandwich with slime and oozy, grey, bubbles.



Endings In Year 2

When writing a five paragraph story in Year 2 try to include:

- Ending - the problem is neatly resolved in the final sentences



An Example of A Year 2

Ending

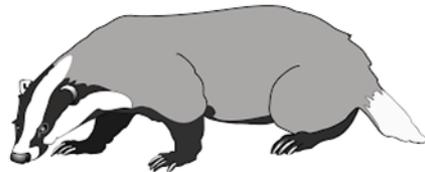
Badger looked at the sandwich covered in golden sand, slimy, green seaweed, black squish marks, hundreds of ants, tickly feathers and slugs with slime and oozy, grey bubbles. Then Badger ate up all the gross slugs in one big gulp!

Four leaf clover, the story is over.

Stories In Year 2

When writing a story in Year 2 we try to include:

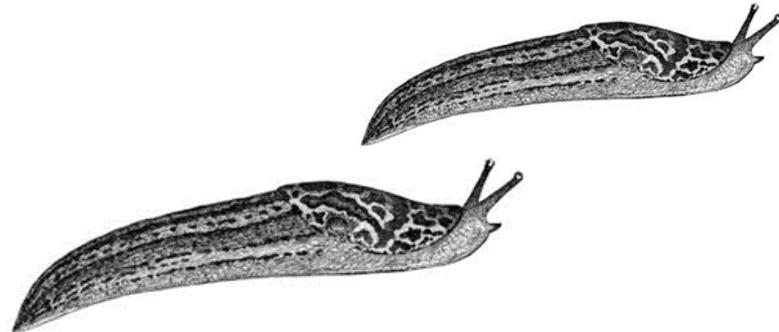
- Onomatopoeia – Mmmm!
- Adjectives: the starving, tremendously hungry badger
- Adjectives: list of three for description
– big, dark, red slide



Stories In Year 2

When writing a story in Year 2 we try to include:

- Adverbs for description – when a scooter rushed by quickly
- Simile – as hungry as a horse
- Alliteration – slugs with slime



Stories In Year 2

When writing a story in Year 2 we try to include:

- Repetition for description - so the sandwich fell in the pond covered with, slimy, green seaweed.
- 'ly' openers - suddenly, luckily



Stories In Year 2

When writing a story in Year 2 we try to include:

- Long sentences to add description

There was a girl nearby on a big, dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit!!

- and short sentences for emphasis

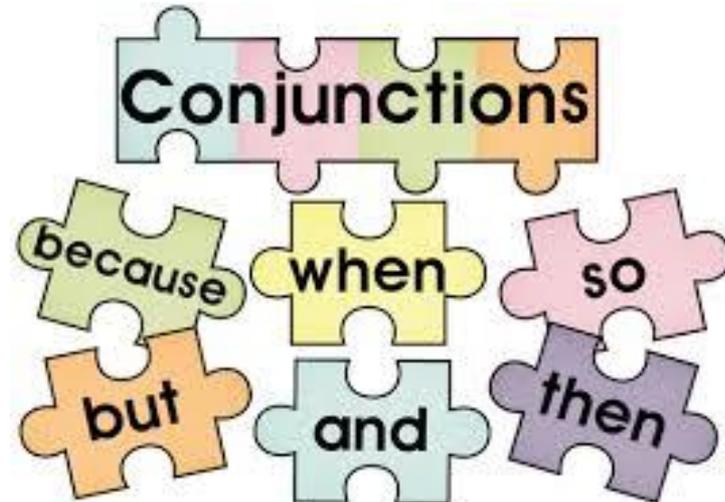
Badger ran to the flowerbed.

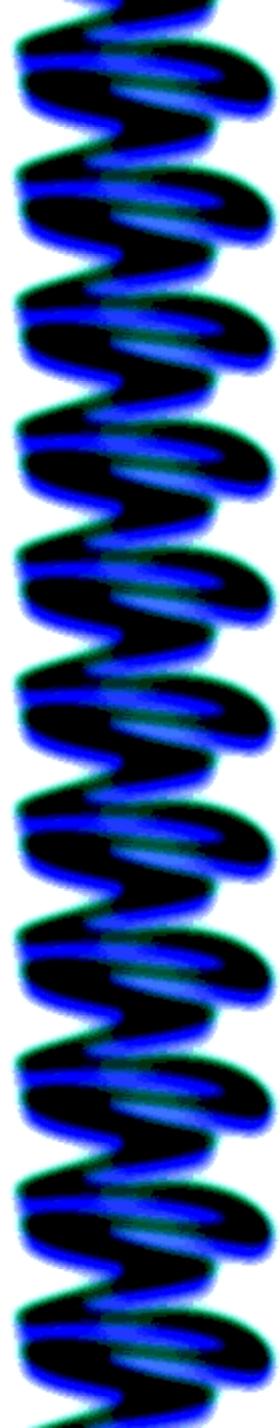


Stories In Year 2

When writing a story in Year 2 try to include:

- Conjunctions - and, so, because
- Openers - There





Your Turn...

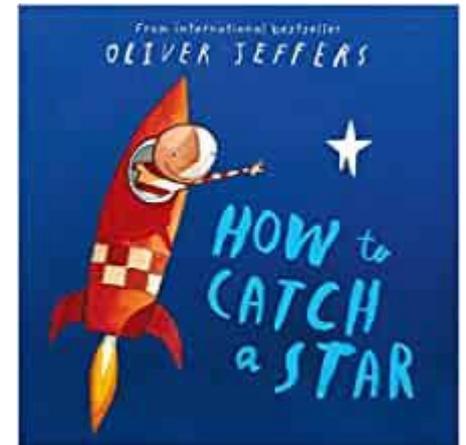
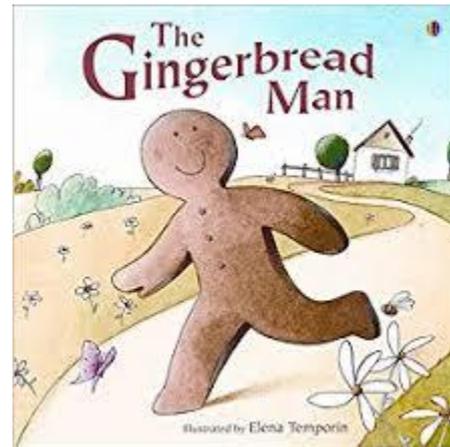
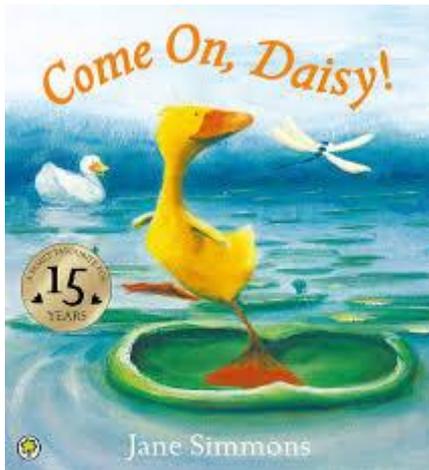
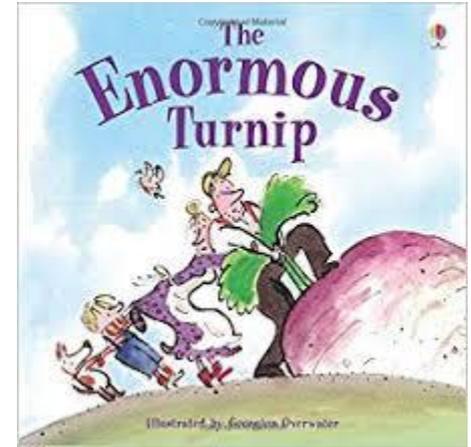
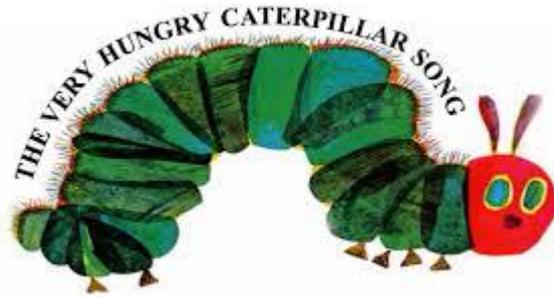
Now you can you try to write your own story? You can either:

- Look back at the examples and change/ substitute some details to make your own version

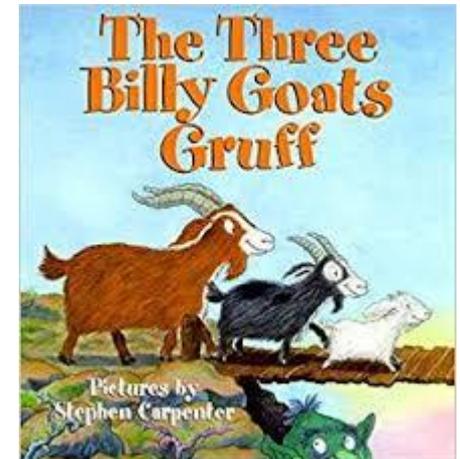
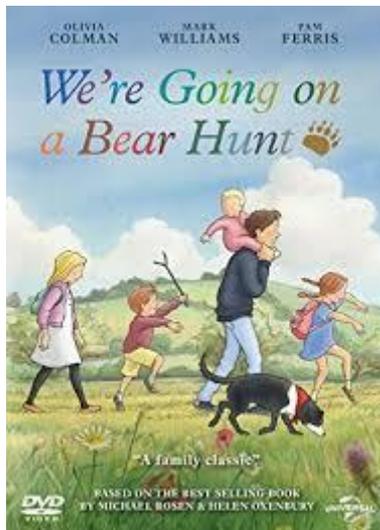
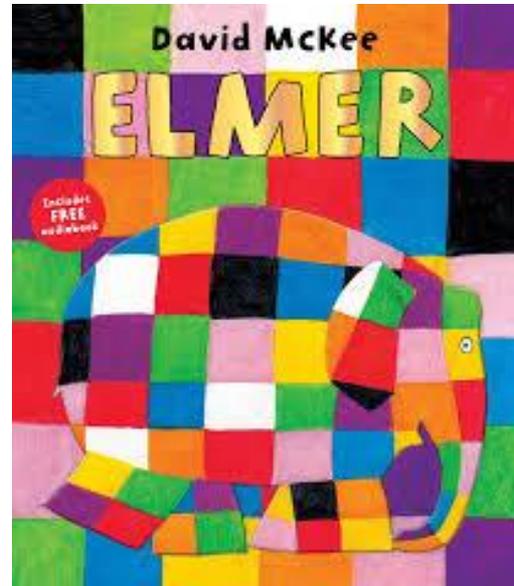
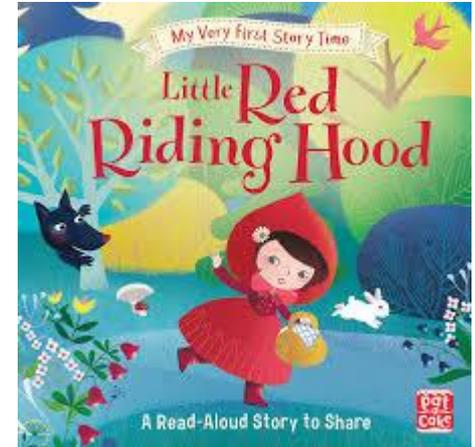
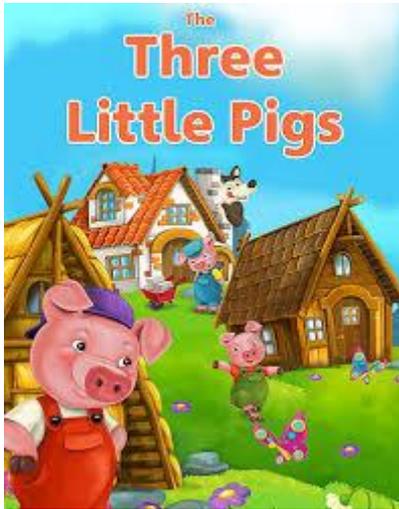
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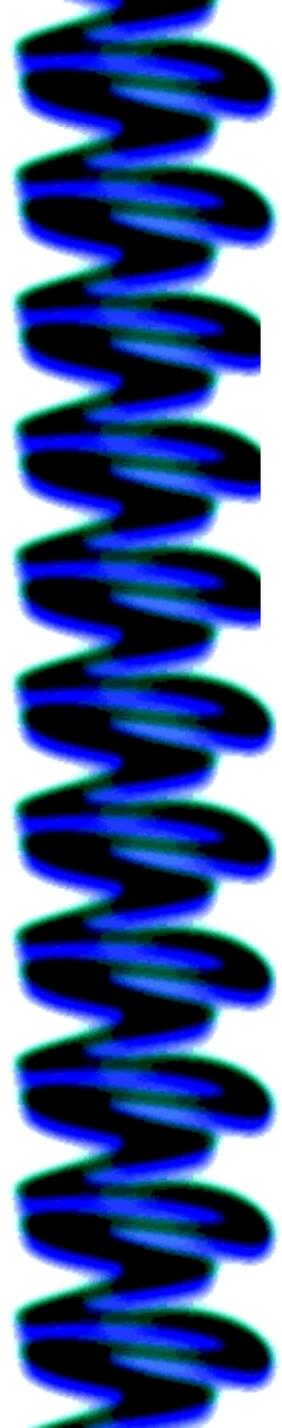
- create your very own original story.

Familiar Stories

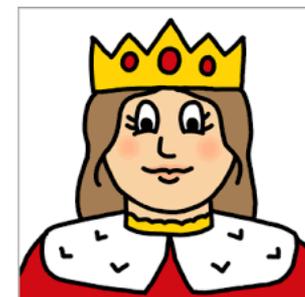
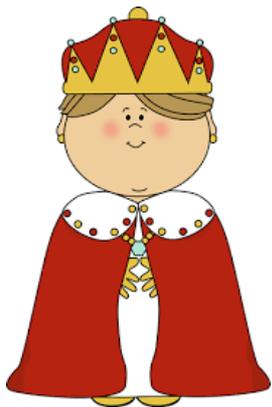
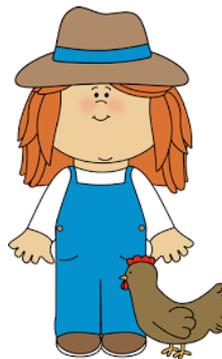
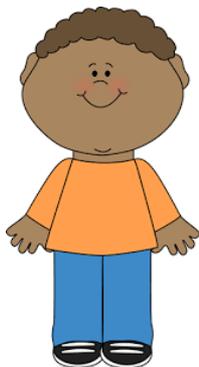
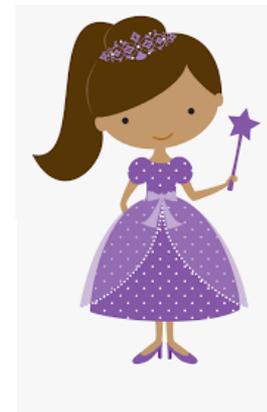


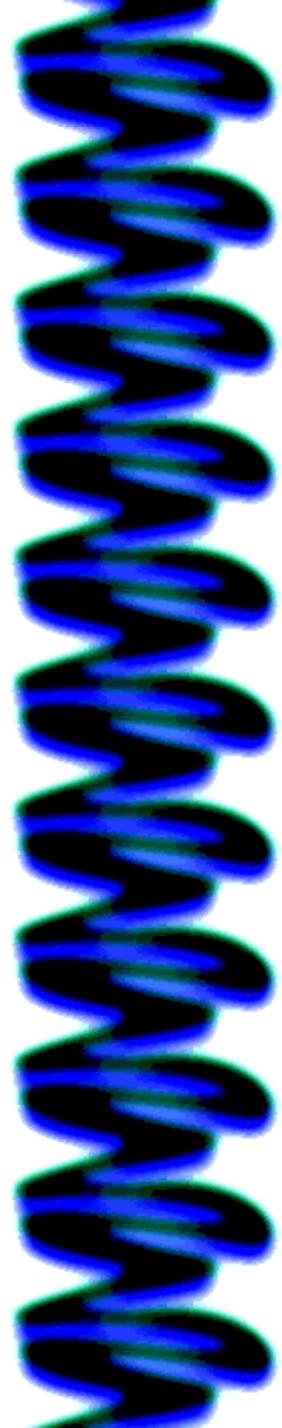
Familiar Stories



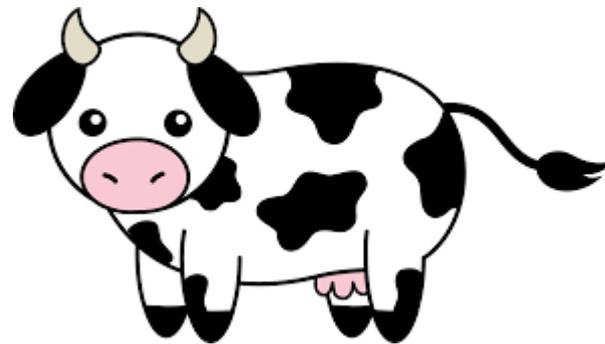
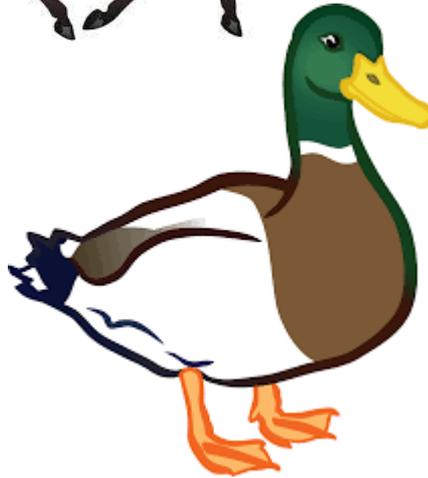
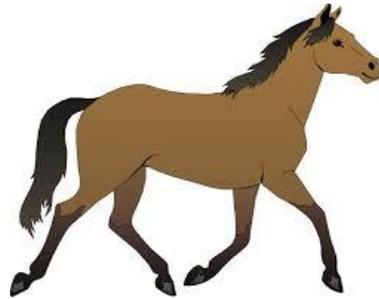


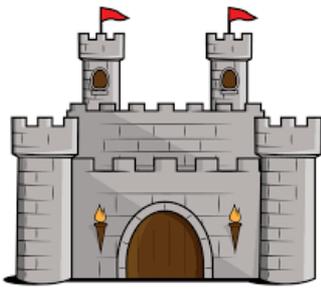
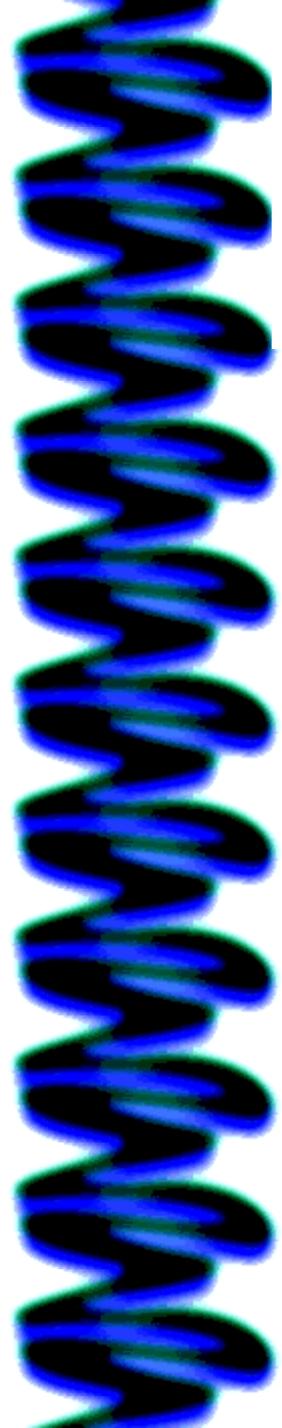
Characters



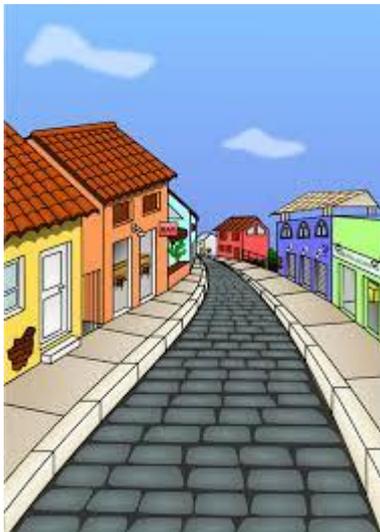
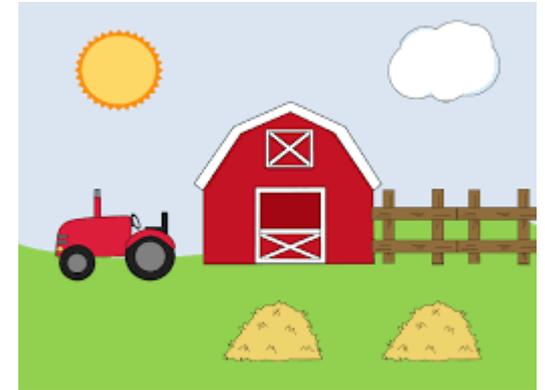
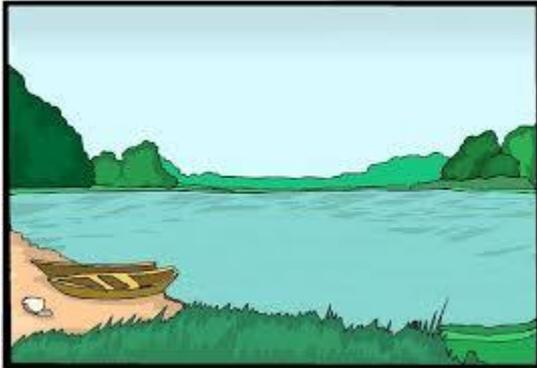


Characters



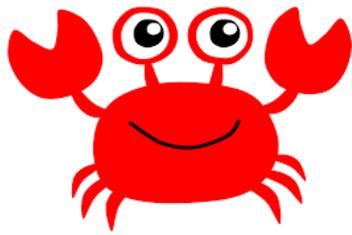
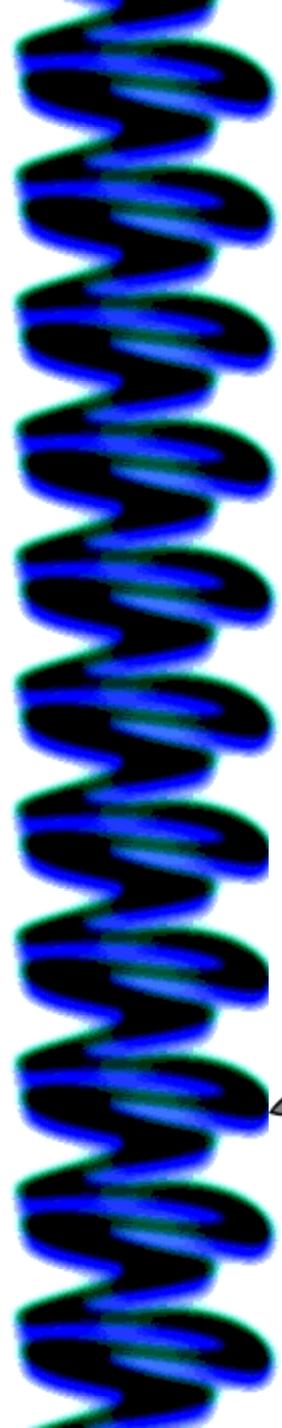


Settings

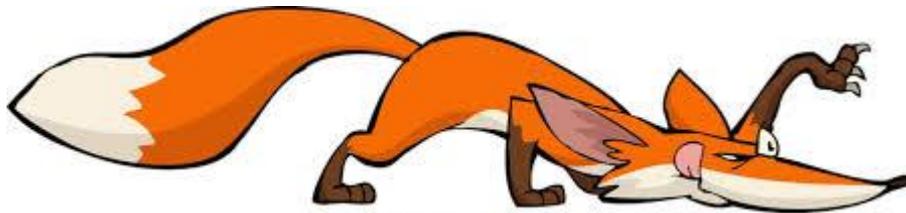
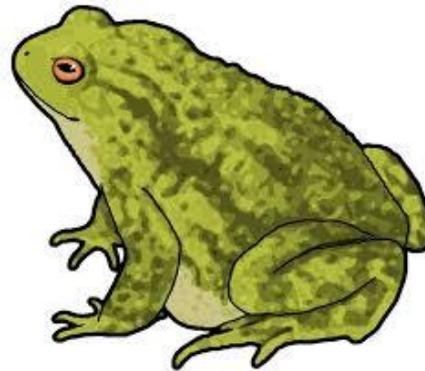


Settings





Characters



Story Starts

Once upon a time	A long time ago
One sunny day	One wintry day
Long, long ago	Many years ago
In the distance land	In a land far away
Once when the world was young, there lived	This is the story of
There once lived	Once, not twice, but once upon a time

Build Ups

One day	One morning
One afternoon	One evening
One night	Early one morning
One frosty/ sunny/ rainy morning	Late one night
Before long	First, next, when, while, as soon as, later on, after that

Problem Words

But	Suddenly
Unluckily	Unfortunately
At that moment	

Solution Words

So	
Luckily	Fortunately
Amazingly	Unexpectedly

Endings

The end	In the end
Finally	And that was the end of that
Snip snap snout, the story is out.	Snip snap snover, the story is over.
Tap the nail, the nail bends, this is how the story ends.	Four leaf clover, the story is over.
And so it was that they lived happily ever after	And they made their way home.
And that is the end of my story.	But that is a story for another day.
The next day they had a great feast. I wish you had been there.	the bride was mended, the story has ended.
My story is done. Run rabbit run.	If you don't believe me then go and see for yourself.
That was fun, the story is done.	

Writing Stories

