Welcome to the Creative Writing Workshop.
The basic purpose of a narrative is to entertain. You need to capture a reader’s attention and keep it!
Narrative Topics

• **Traditional Stories** eg Fairy tales- Once upon a time.....
• **Stories with Familiar Settings** eg. Playground, school, home, park etc
• **Different Stories by the same Author** Extended Stories
• **Myths and Legends** eg Greek and Roman mythology, historical
• **Dialogue Plays** dramatic plays, writing scripts
• **Stories set in Imaginary Worlds** eg imaginary settings and characters
• **Stories from other Cultures** eg Egyptian, International
Common Features

- VCOP- Vocabulary, Connectives, Openers, Punctuation.
- Character details
- Emotions
- Five Senses
- Pacing and logic.
**Orientation:** (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where? eg. Mr Wolf went out hunting in the forest one dark gloomy night.

**Complication or problem:** The complication usually involves the main character(s) (often mirroring the complications in real life).

**Resolution:** There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.
A long time ago in the desert there lived a little girl. It was an extremely hot day. The sun was burning! The little girl with curly black hair was smiling. She was happy.
Reading and Writing go together!

• The more that children read the better their writing will become.
• Boys- Sometimes it is difficult to interest boys to write. They need a purpose. They need to write about topics that interest them eg dinosaurs, shopping, football, superheroes. Visual- story maps-drawing events, real objects. Talking through the story. Questions eg what if? What would you do? What ending would you like? What would you change? Can you make it better? Boys usually prefer to write non-fiction. Using Technology eg iPads, laptops, interactive activities. Writing competitions.
THE STORY MOUNTAIN PLANNER

1. The Beginning
   - Introduce the main characters and describe the setting. What will your opening sentence be?

2. The Build-Up
   - What things happen? What clues are there? What is said? How do you build up the excitement?

3. The Problem or Dilemma
   - Things might go wrong! Is there a mystery, or do terrible things happen? Are there any disagreements?

4. The Resolution
   - How are things going to be sorted out? Problems have to be solved, and people made happy again.

5. The Ending
   - Does the story end happily ever after? What have people learned? Have characters changed?

THE STORY MOUNTAIN PLANNER
Name ..................................  Date ........................
Yellow: Level 1
Green: Level 2
Blue: Level 3
Pink: Level 4
Orange: Level 5+
Literacy Curricular Targets
Sentence Openers

This target particularly supports Assessment Focus 4 and Assessment Focus 5.

Vary sentence starts by using...

- Time connectives e.g. First,... Then,... Next,... After that,... Finally,... Eventually,...
- Connectives for sentence construction (i.e. conjunctions) e.g. Because... If... When... While...
- Adverbs and adverbial phrases e.g. Sometimes, Often, Slowly, Quietly, Carefully, On her last day at school,...
- Non-finite clauses (-ing and -ed words) e.g. Smiling to himself, Robin at last returned to the forest. Tired of waiting, Marian returned to the castle.

This is not an exhaustive list and pupils should not be limited to the examples provided. It is important that the vocabulary examples are added to with pupils. Examples of sentence openers need to be collected from reading and generated with pupils for display.

See Grammar For Writing for further examples and definitions
See Jumpstart for ideas for quick warm-up activities that can be used daily to support teaching and learning.
Cut Corners off tabs for a better fit

Use complex sentence structures appropriately.
Vary sentence length and word order to keep the reader interested.
**Year 1**

<table>
<thead>
<tr>
<th><strong>We can start our sentences using different openers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can say my sentence starting with words like:</td>
</tr>
<tr>
<td>The... My... I...</td>
</tr>
<tr>
<td>I can say and write sentences starting with words like:</td>
</tr>
<tr>
<td>First... Then... Next... After that... Finally...</td>
</tr>
<tr>
<td>I can say and write sentences in the right order starting with words like:</td>
</tr>
<tr>
<td>First... Then... Next... Soon... Suddenly... After that... Finally... At last...</td>
</tr>
<tr>
<td>Year 2</td>
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<tr>
<td>-----------------</td>
</tr>
<tr>
<td><strong>We can start our sentences using different openers</strong></td>
</tr>
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<td>I can say and write sentences starting with words like:</td>
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<tr>
<td>First... Then... Next... Soon... Suddenly... After that... Finally... At last...</td>
</tr>
<tr>
<td>I can say and write sentences starting with words like:</td>
</tr>
<tr>
<td>After a while... Although... Before... Afterwards... Eventually... Sometimes... Often... Slowly... Quietly...</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td><strong>We start our sentences using different types of openers (connectives, adverbs and '-ing' words)</strong></td>
</tr>
<tr>
<td>I can say and write sentences in the right order starting with words like: First... Then... Next... Soon... Suddenly... After that... Finally... At last...</td>
</tr>
<tr>
<td>I can write sentences in the right order starting with words like: After a while... Although... Before... Afterwards... Eventually... Sometimes... Often... Slowly... Quietly...</td>
</tr>
<tr>
<td>I can write sentences starting with the openers (above) plus words like: Because... If... When... As... While... Smiling,... Laughing,... Running,... Weeping,...</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td><strong>We start our sentences using different types of openers</strong></td>
</tr>
<tr>
<td>(connectives, adverbs, '‐ing' and '‐ed' words)</td>
</tr>
<tr>
<td>I can write sentences in the right order starting with words like:</td>
</tr>
<tr>
<td>After a while… Although… Before… Afterwards… Eventually…</td>
</tr>
<tr>
<td>Sometimes… Often… Slowly… Quietly…</td>
</tr>
<tr>
<td>I can write sentences starting with the openers (above) plus words like:</td>
</tr>
<tr>
<td>Because… If… When… As… While…</td>
</tr>
<tr>
<td>Smiling,… Laughing,… Running,… Weeping,…</td>
</tr>
<tr>
<td>I can write sentences starting with words like:</td>
</tr>
<tr>
<td>Even though…</td>
</tr>
<tr>
<td>Meanwhile… Before very long… However…</td>
</tr>
<tr>
<td>Grinning,… Shaking,… Exhausted,… Terrified,… Annoyed,…</td>
</tr>
</tbody>
</table>
### Year 5

We start our sentences using different types of openers (connectives, adverbs, ‘-ing’ and ‘-ed’ words)

<table>
<thead>
<tr>
<th>Type of Opener</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>After a while...</td>
<td>After a while... Although... Before... Afterwards... Eventually... Sometimes... Often... Slowly... Quietly...Because... If... When... As...While... Smiling,... Laughing,... Running,...Weeping,...</td>
</tr>
<tr>
<td>Even though...</td>
<td>Even though... Meanwhile... Before very long... However... Grinning,... Shaking,... Exhausted,... Terrified,... Tired of waiting...</td>
</tr>
<tr>
<td>Despite...</td>
<td>Despite...If/then... In addition... Due to... As time went...</td>
</tr>
</tbody>
</table>

I can use phrases in opposition to open sentences e.g.
- Although I had thought that..., I discovered...
- Having decided to..., I actually...
- Despite James’ plan to..., in reality he...
<table>
<thead>
<tr>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We start our sentences using different types of openers</strong> (ambitious connectives, adverbs, '-ing' and '-ed' words)</td>
</tr>
<tr>
<td>I can write sentences starting with words like: Even though... Meanwhile... Before very long... However... Grinning,... Shaking,... Exhausted,... Terrified,... Tired of waiting,...</td>
</tr>
<tr>
<td>I can write sentences starting with words like: Despite... If/then... In addition... Due to... As time went... I can use phrases in opposition to open sentences e.g. Although I had thought that..., I discovered... Having decided to..., I actually... Despite James’ plan to..., in reality he...</td>
</tr>
<tr>
<td>I can use a wide range of strategies to open sentences including contextual phrases of time, place or scenario to introduce ideas and events e.g. Due to the lack of... my first thought was to... As the weather had become quite stormy, we decided to... Before the audience left, the actors asked...</td>
</tr>
</tbody>
</table>
**Whole School Writing Target:**

<table>
<thead>
<tr>
<th>Year:</th>
<th>What will you do differently to support pupils to achieve this target? (Teaching strategies/resources/links to planning in literacy and across the curriculum)</th>
<th>Evidence of impact on learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Big Writing
Top of the Pyramid

Connectives
Vocabulary
Punctuation
Sentence Openers

and
first
because
next
exciting
afraid
lonely
interesting

The
My
I
Big Writing
Third Rung of the Pyramid

Connectives:
- if
- after
- while
- although
- however
- also
- besides
- even though
- never the less

Vocabulary:
- gigantic
- weird
- freezing
- quietly
- silently
- bravely
- happiness
- joy
- sadness
- fear

Punctuation:
- .
- ?
- ,

Sentence Openers:
- Another thing
- After a while
- Although
- Afterwards
- Before
- Eventually
- Sometimes
- Often
### Connectives
- in addition to
- contrary to
- despite
- so as to

### Vocabulary
- thunderous
- fearful
- marvellous
- attractive
- generosity
- echo
- nervously
- worriedly
- patiently
- feelings
- courage
- experience
- peak
- patience
- wasteland
- container
- furnishings

### Punctuation
- ””
- ,
- ...
- ?
- ’
- !

### Sentence Openers
- Never
- Always
- Besides
- Even though
- Before the
- Meanwhile
- Before very long
- However
- In addition
- Despite
- An important thing
- We always
- If/then
- I felt as
- Although I had
- I discovered
- Having decided
- I actually
- Despite
- Due to
- As time went
Big Writing
Fifth Rung of the Pyramid

Connectives
- in addition to
- contrary to
- despite
- so as to

Vocabulary
- sensitively
- timidly
- aggressively
- imaginatively
- unfortunately
- murderous
- echoing
- doubtful
- emotion
- anxiety
- longing
- progress

System
- communication
- ingredient
- vibration
- prefer
- nourish
- demonstrate
- enjoy

Punctuation
- ""
- ,
- ...
- :
- ()?
- !

Sentence Openers
- Never
- Always
- Besides
- Even though
- Before the
- Meanwhile
- Before very long
- However
- In addition
- Despite
- An important thing
- We always
- If/then
- I felt as

Although I had
- I discovered
- Having decided
- I actually
- Despite
- Due to
- As time went
- Having...
Big Writing
Sixth Rung of the Pyramid

Connectives:
- in addition to
- contrary to
- despite
- so as to

Vocabulary:
- outstandingly
- tenderly
- biologically
- formidable
- outspoken
- stern
- comical
- pathetic
- yearning
- dwell
- dine
- progress
- create

Punctuation:
- ""
- ;
- ...
- :
- ()
- ?
- .
- !

Sentences:
- Never
- Always
- Besides
- Even though
- Before the
- Meanwhile
- Before very long
- However
- In addition
- Despite
- An important thing
- We always
- If/then
- I felt as

Sentence Openers:
- Although I had
- I discovered
- Having decided
- I actually
- Despite
- Due to
- As time went
- Having...
Creative Writing

- VCOP- Vocabulary, Connectives, Openers, Punctuation.
  
  http://resources.woodlands-junior.kent.sch.uk/literacy/index.htm
  http://www.primaryresources.co.uk/english/englishB15.htm

- Character Details and Setting
  
  http://www.the-writers-craft.com/creative-writing-worksheets.html

- Emotions, Five Senses
  
  http://www.abcteach.com/directory/theme-units-emotions-8872-2-1

- Pacing and logic.

  Connecting ideas, making sure that there is a flow to the writing. Using longer sentences for slow moments in the story and short sentences for fast action parts.

  http://www.bbc.co.uk/skillswise/topic/punctuation

Finding Inspiration

- Pictures. Images of different settings can be a great inspiration to students. Ask them to imagine themselves in that setting. Describe the setting using 5 senses. What can you feel? What can you see? What can you smell? What can you taste? What can you hear? Images of different objects can be a great writing prompt. Choose some objects from around the house and describe them. Use them to give writing ideas. Collect objects while on holidays.
Different story starters, children spin the wheel to make a selection.

http://www.scholastic.com/teachers/story-starters/

Writing prompts, including poetry


Lots of printable writing worksheets

http://www.teachingideas.co.uk/english/contents_writingfiction.htm
http://www.havefunteaching.com/worksheets/writing-worksheets/writing-prompts

More Writing Prompts

http://www.kidsplayandcreate.com/50-positive-creative-writing-topics-for-kids/

Interactive Story Builders

http://www.iboard.co.uk/activities/path/narrative-texts_story-structure-flow-and-pace/years/9-11
http://learnenglishkids.britishcouncil.org/en/make-your-own/story-maker
http://www.readathon.org/you-are-a-30-second-author/

Story Builder for younger children

http://pbskids.org/clifford/stories/index_storybuilder.html

Practicing skills

http://www.bbc.co.uk/skillswise/english/games?page=3

Thank you so much for participating in the workshop. If you have any questions, comments, concerns or ideas for more workshops please email tsarangdhar@cesegypt.com

Regards, Tanja Sarangdhar, Assistant Head of Primary.