

Year 2

Story Writing Workshop



Good schools with good
'resources'

= 5% on average

Parents who are involved
and informed

= Up to 30% increase

In this workshop we aim to:

Encourage partnership between school and parents

Demonstrate how to support children in their writing

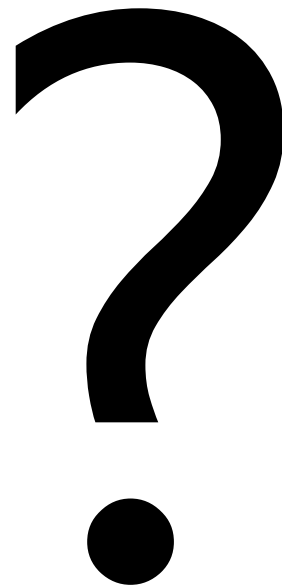
Share resources

Offer resources for use at home

Support parents to help their children learn

Improve children's progress

What are the parts
of a story?



A photograph of a large, rugged mountain peak covered in patches of snow and dark rocks. The sky is blue with some light clouds. Several yellow rectangular boxes with black text are overlaid on the image, representing the structure of a story.

problem

build up

resolution

introduction

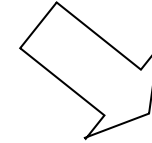
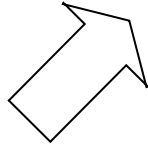
ending

A Story Mountain

A Story Planner

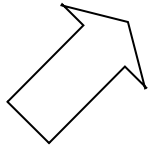
Problem

Something goes wrong.
There is a problem.



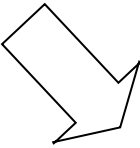
Build up

Some events occur.
The characters do something.



Resolution

Help arrives in some way.
The problem needs to be sorted out.



Opening

Introduce setting and main characters

Ending

The characters look back at the story.
What has been learned?



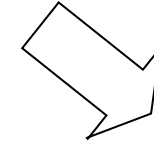
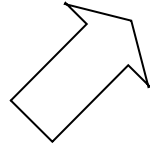
Now your
children are going
to join us for
some activities.



A Story Planner

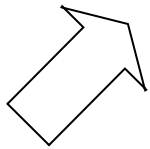
Problem

Something goes wrong.
There is a problem.



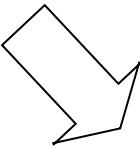
Build up

Some events occur.
The characters do something.



Resolution

Help arrives in some way.
The problem needs to be sorted out.



Opening

Introduce setting and main characters

Ending

The characters look back at the story.
What has been learned?

Place your objects on the different parts of the story map, e.g. a shell might be in the opening box to show the setting is the beach.

	Adjectives	Nouns
See		
Hear		
Smell		
Touch		
Taste		

Write down 5 nouns in your setting:

See

beach

Hear

Smell

Touch

Taste

Now write one or two adjectives for each

beach

Golden, sandy

waves

sea air

sand

ice cream

Now choose some characters for your story.



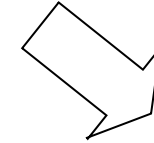
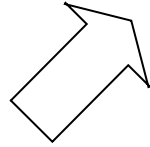
Choose 2 or 3 of the objects you would like to help you write your story.



A Story Planner

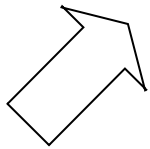
Problem

Something goes wrong.
There is a problem.



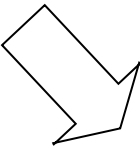
Build up

Some events occur.
The characters do something.



Resolution

Help arrives in some way.
The problem needs to be sorted out.



Opening

Introduce setting and main characters

Ending

The characters look back at the story.
What has been learned?

Place your objects on the different parts of the story map, e.g. a shell might be in the opening box to show the setting is the beach.

We are going to write our opening sentence together....



Remember to use the words you wrote earlier to make your opening more interesting to the reader.

Try to encourage your children to start their story in an interesting way.

The monster went into my school. Then he went into the classroom. Then he found some children. Then he chased the children. Then he started to eat them. Then he went out again.

First the **scary** monster went into my school.
Next he went into the **silent** classroom. **Soon** he found some **busy** children who were working hard. **Then** he chased the **frightened** children.
After that he started to **quickly** eat them .
Eventually he **stomped** out again.

'WOW' Words

big

great
huge
large
massive
monstrous
enormous
colossal
gigantic

dark

dim
shady
shadowy
murky
gloomy
pitch black
depressing

magic

enchant
charm
spells
wizardry
witchcraft
illusion
trickery

good

nice
lovely
marvellous
wonderful
perfect
faultless
thoughtful
loyal

nasty

disgusting
dreadful
horrible
unpleasant
unkind
unfriendly
revolting
foul

Problem

difficulty
worry
dilemma
puzzle
mystery
riddle

cold

Arctic
bitter
chilly
freezing
chilled
frozen
shivery
nippy

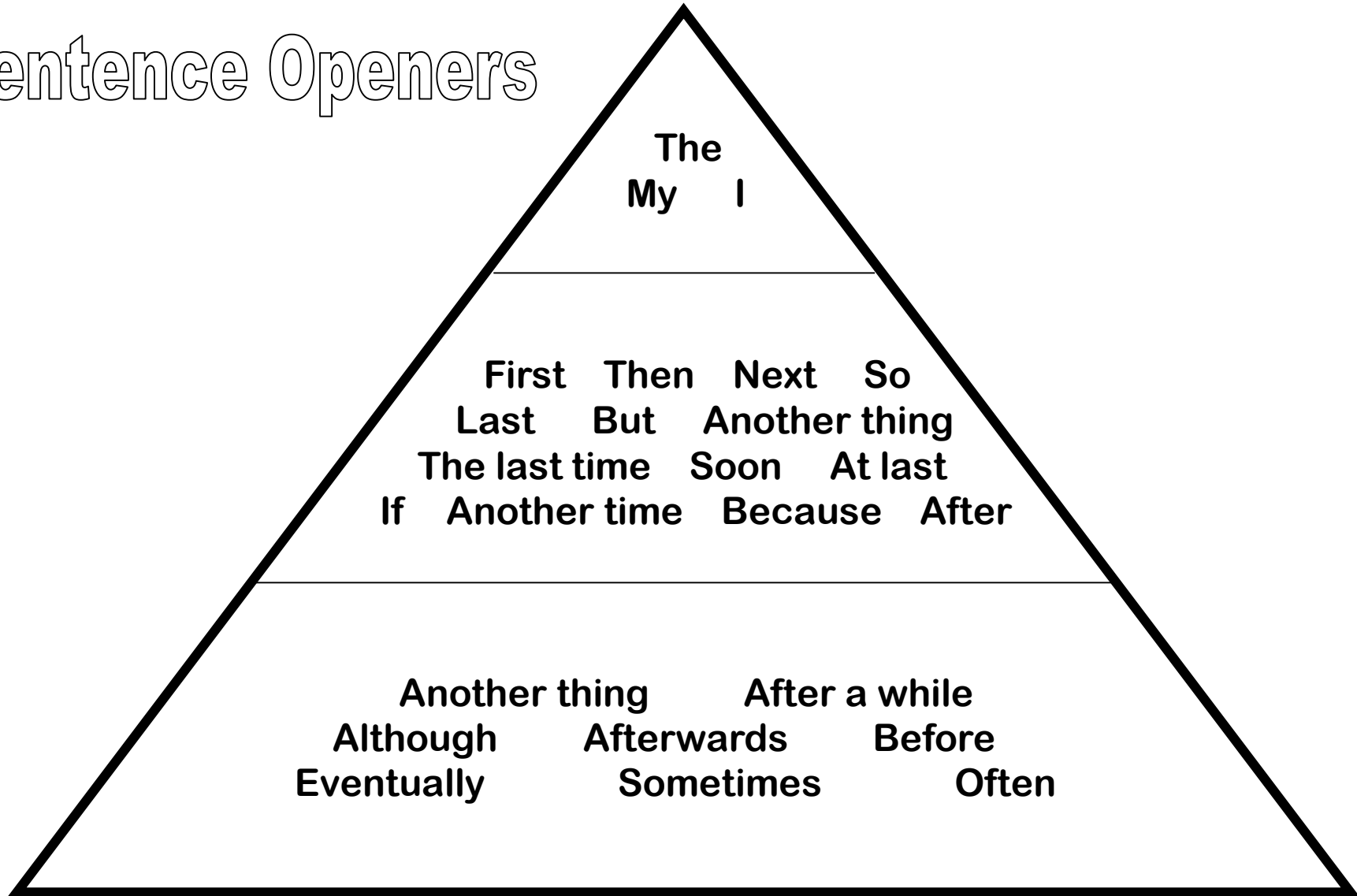
Scary

frightening
alarming
shocking
startling
terrifying
upsetting
petrifying
creepy
daunting
bloodcurdling
menacing

Places

cottage church school home village house
shop lighthouse restaurant synagogue
warehouse bungalow factory prison hotel
museum garage tower barn pub hospital
fire station castle cinema

Sentence Openers



High Frequency Words

Aa a about again all am an and another are as at away	Cc call called came can cat come could	Gg get girl go going good got	Jj jump just	Nn name new next night no not now	Rr ran	these they this three time to too took tree two	when where will with would
Ff first for from	Ii I if in is it	Mm made make man may me more much mum must my	Pp people play pull put	Tt take than that the their them there	Vv very	Ww want was water way we went were what	Colours red blue green yellow orange black brown white purple pink grey

After your child has finished their piece of get them to read through it.

Over the next two weeks spend around 15 minutes a day writing and checking the story. The date for handing in their work is

Dates for handing in work:

Silver	25 th November
Turquoise	27 th November
Gold	29 th November

At the end of each session use your checklist and encourage your child to edit their work.

IMPACT

in Learning

Involving More Parents And Children Together

