

Story-writing

SCAFFOLDS

CONTENTS

UNIT 1	Animal stories	6
UNIT 2	Sports stories	21
UNIT 3	Magic stories	35
UNIT 4	Playscripts	49
UNIT 5	Traditional West Indian stories	65
UNIT 6	Science fiction stories	78
UNIT 7	Irish legends	93
UNIT 8	Inuit myths	106
UNIT 9	Indian tales	119
UNIT 10	Story in letters	131

Story-writing Scaffolds for Year 5

INTRODUCTION

Story-writing Scaffolds for Year 5 is intended for use in schools to help teach children how to write effective short stories in a variety of different genres. It improves children's ability to organise their writing so that it has purpose by familiarising them with a system of planning stories which they can apply to any title. As they work through the units, the children assemble a portfolio of stories containing genre-specific vocabulary and writing features. The chosen text types correspond with those in the Framework's text-level objectives for each half-term.

Each unit also includes information and activities on at least one sentence-level objective. Thus the book also enhances the children's knowledge of grammar, their punctuation and style.

THE PROGRAMME CONTAINS:

a teachers' book comprising:

- notes for teachers on the genres
- copies of exemplar stories together with teaching notes
- guidance on how to develop grammar skills in children's writing
- guidance on how to help children write in the particular genre

a resource book of photocopiable material comprising:

- illustrated versions of the exemplar stories especially produced for children
- notes for the children on understanding the grammar (optional reference material)
- photocopiable activity sheets to reinforce the grammar (optional)
- notes and tips for the children on writing stories (optional reference material)
- differentiated story scaffolds which enable them to choose the course of the story they are about to write
- vocabulary banks for them to use and add to.

HOW TO USE THE PROGRAMME

- 1 After examining examples of stories in the target genre by established writers, read and discuss the exemplar story with the children, using the notes in the margin to highlight the examples of the unit's grammatical teaching point and writing feature. The children should follow the story using their own illustrated version from the Resource book.

- 2 Next read through and explain the 'Understanding the grammar and punctuation' section of the unit. The children can do the activities orally together or independently on paper.
- 3 Then explain the 'Helpful hints' and 'Writing features' sections of the unit to the children.
- 4 Read through the story scaffolds with the children. Then give them the differentiated word banks and ask them to record their own vocabulary suggestions in the space provided.

Give the children time to plan, write and edit their stories. Each child can then store the best copies of their stories in a writing folder.

NOTES FROM THE AUTHORS

The activities in each unit, from reading the model story to composing a story using the scaffolds, can be used in shared or guided time, with the children working collaboratively or individually.

The order of activities for each unit corresponds exactly with the sequence for the teaching of writing outlined in *Grammar for Writing* (DfEE 0107/2000). First the model story can be discussed and its grammatical and thematic features interrogated during shared reading. Next the grammar and punctuation activities can be undertaken to reinforce the children's understanding of the relevant sentence-level objectives. The helpful hints section, story scaffolds and vocabulary banks support the teacher and children in shared writing sessions and in subsequent guided and independent writing.

The method works well with children of all abilities and with bilingual pupils, as it offers the security of a detailed framework and a bank of appropriate vocabulary together with the challenge of a grammar and writing features component for each unit. As the grammar section contains examples from the story, all the children can access it at some level: it is not always necessary to understand the mechanics of the grammar in order to modify the examples for use in an individual story.

This is the sequence of units for Year 5. The story-type and grammatical information and activities for each unit reflect and fulfil the sentence- and text-level requirements of the NLS Framework for each term.

TERM 1

UNIT 1

Genre: animal stories

Grammar and punctuation component: standard and non-standard English (S2); commas (S6).

Writing feature: presentation of characters through dialogue, action and description (T3).

UNIT 2

Genre: sports stories

Grammar and punctuation component: connectives (S3); punctuating complex sentences (S6).

Writing feature: story beginnings (T1, T11); how characters are presented (T3).

UNIT 3

Genre: magic stories

Grammar and punctuation component: direct and reported speech (S5); setting out and punctuating dialogue (S7).

Writing feature: word play (T8); metaphors and similes (T17).

UNIT 4

Genre: playscripts

Grammar and punctuation component: verbs (S8).

Writing feature: conventions of playscripting (T18).

TERM 2

UNIT 5

Genre: traditional stories – West Indies

Grammar and punctuation component: nouns and pronouns (S10); using punctuation effectively in longer and more complex sentences (S5).

Writing feature: literal and figurative language (T10).

UNIT 6

Genre: science fiction

Grammar and punctuation component: nouns and pronouns (S4); ambiguities in sentence contractions (S7); punctuation to replace intonation, pauses or gestures (S6).

Writing feature: story endings.

UNIT 7

Genre: Irish legends

Grammar and punctuation component: types of sentences; conjunctions; punctuation of complex sentences (S5).

Writing feature: direct speech.

UNIT 8

Genre: Inuit myths

Grammar and punctuation component: constructing sentences (S8); commas in embedding clauses (S9).

Writing feature: heroes and villains (T8).

TERM 3

UNIT 9

Genre: stories from India

Grammar and punctuation component: prepositions (S3); using punctuation marks accurately in complex sentences – dashes and brackets (S4).

Writing feature: features of texts from different cultures (T1).

UNIT 10

Genre: stories in letters

Grammar and punctuation component: paragraphs; apostrophe of possession (S5).

Writing feature: narrative viewpoints (T7).

Fox Hole Inn

Fox Hole Inn stands between two settlements. Sixty years ago, people travelling from one settlement to the other stopped there for food and drink. Travellers, trappers, hunters and those seeking gold in the Great River walked along the track that ran past Fox Hole Inn. Most of them would stay for a night or so. Now, a main road had been built between the settlements and Fox Hole Inn was left behind, a tumbling, semi-derelict sprawl of a building. An old man still lived there. He sometimes came into a settlement for stores, but no one liked him. He walked with a juddering limp that made his bent and bony body sway grotesquely. He also had a nasty temper. People kept out of his way. Sometimes the braver children threw stones at him. He would growl at them like a wild animal.



Kirsty was frightened of him, but she was frightened of many things. She was frightened of her father who shouted at her. She was frightened of losing her mother, who treated her kindly and gently loved her, but looked worn out with care and work. The children in her settlement frightened her because they tormented her for being poor and small and too frightened to talk to anyone.

One day a gang of children followed her, calling her names. Kirsty began to run. She ran and ran, stumbling along the old forest track, the children throwing sticks and making howling noises. She fell over a pothole in the track and gashed her leg. The children gathered round her in a circle, chanting names. She saw someone lifting up a stick to hit her. She closed her eyes waiting for the blow to come. From nowhere the old man appeared, roaring at the children. They ran off, scattering like leaves before a gust of wind. The old man picked her up.

“I sawed what they did, the varmints. You’d better come with me and get that knee fixed,” he growled. “Fox Hole Inn’s just round that bend. Come on.”

He grasped her hand and they limped along the track.

Inside Fox Hole Inn, Kirsty sat on an old table, a drink of milk in a dirty glass clenched in her hand. The old man sat down, rolled a cigarette and, glaring at her, drank beer from a cracked mug.



Understanding the grammar and punctuation

Standard English

Standard English means using English in a way we all agree to.

Non-standard English is when we write or speak in a way that is different from this.

"I sawed what they did." (Non-standard English) "I saw what they did." (Standard English)

"I didn't never see a fox behave like that afore." (Non-standard English. This is an example of a double negative. You don't need both *didn't* and *never* in the same sentence.)

"I've never seen a fox behave like that before." (Standard English)

Dialect and non-standard English

People from different places and different times speak differently. English is a living language and is always changing, but if someone speaks or writes in a different way from what we have all agreed to as the standard we use here and now, they are using non-standard English.

"I sawed what they did, the varmints."

'Varmint' is a dialect word, often used in the USA. It means a troublesome person or animal.

Commas

Commas are used to separate items in a list. They are also used:

- 1 After the first phrase in a sentence: "*Sixty years ago, people travelling from one settlement to the other stopped there for food and drink.*"
- 2 To mark off parts of a sentence that are not essential: "*She was frightened of losing her mother, who treated her kindly and gently loved her, but looked worn out with care and work.*"
- 3 When two adjectives are placed in front of the noun they are describing: "*the black, frozen branches.*"

Using standard English

Read these sentences. Decide why they are non-standard English.

Rewrite each one in standard English.

1 *I is climbing the tree.*

2 *You am coming with me.*

3 *We has fun together.*

4 *They shoots the fox.*



In the box below are some verbs that end in 'ed' when used in the past tense.

stop walk live like frighten shout love look torment follow

Use the verbs in the following sentences with the standard English ending.

1. *Many travellers _____ at Fox Hole Inn.*
2. *The old man _____ along the track.*
3. *Kirsty _____ in a settlement.*
4. *None of the children _____ Kirsty.*
5. *Being chased _____ Kirsty.*
6. *The old man _____ at the children when he saw what they were doing.*
7. *The fox cub _____ the boy who fed him.*
8. *The boy _____ for the fox cub in the forest.*
9. *The boy's aunt and uncle _____ him with kicks and blows.*
10. *Comfort _____ the boy everywhere, except to Fox Hole Inn.*

On the back of this sheet, write what you think these dialect words might mean.

varmint's afore critters plimsolls happen I will tha' knows I ken

Commas

Read the sentences below. Decide if they need commas or not.
Add the commas where necessary.

1. *The old man who had a limp lived in Fox Hole Inn.*
2. *The old man lived in Fox Hole Inn.*
3. *The little girl who was frightened was called Kirsty.*
4. *Kirsty was a frightened little girl.*
5. *The dirty glass had milk in it.*
6. *The glass which was dirty had milk in it.*
7. *The vixen and her cub ran into the forest.*
8. *The vixen who was wounded ran into the forest with her cub.*
9. *The customers all of them drunk fell asleep.*
10. *The drunken customers fell asleep.*



Match these sentence parts. Rewrite them, using commas.

Kirsty was frightened of him

They ran off

Inside Fox Hole Inn

She ran

That night

I waited

Bit by bit

Kirsty sat on an old table.

bleeding into the forest.

but she was frightened of many things.

scattering like leaves.

the frit fox cub crawled out.

after work I went in search of the wounded vixen.

holding out the food.

On the back of this sheet, write four sentences of your own using commas.

Helpful hints for writing an animal story

- ◆ *Animal stories can be about animals sharing experiences with each other or animals and humans sharing experiences with each other.*
- ◆ *Invent some interesting characters. Try to build up a picture of them inside your head – think about what they look like, how they move and how they speak and behave. Remember that, all the way through the story, the characters should move, speak and act in ways that belong to them.*
- ◆ *Animal stories often involve a search for something. The characters in your story could be searching for food, shelter, safety, freedom from cruelty, love, understanding, companionship or all of these!*
- ◆ *If you have animal characters relating to other animals or humans, write about what happens between the main characters. How do they get on? What do they do together? How do they feel about each other? When they talk, try to get your characters to talk to each other in ways that show how they feel.*
- ◆ *During the story your main characters should learn something about themselves or develop in some way. Perhaps in the beginning they are shy, but through the events of the story they have learned how to overcome this shyness. Give your characters something in the beginning of the story that will change because of what happens in the story.*
- ◆ *Most animal stories will tell us something about ourselves as humans. They will show what humans do to the natural habitats and environments of animals or they will tell us something about how some humans treat animals.*
- ◆ *Happy endings are lovely, but do not be afraid to write about sad events if you wish. The ending should, however, give a clue that something is going to be better in the future.*

