



Spelling and punctuation

CAPS Statement

Writing and Presenting

Writing a story

- Shows knowledge of character, plot, setting, conflict, climax
- Plots main events using a flow chart – beginning (exposition), middle (rising action, climax) and ending (denouement)
- Expresses ideas clearly and logically

You have already discovered that there are many different parts to a successful story.

GREAT STORIES NEED TO HAVE:

A **beginning**, **middle** and **end**!

Beginning: in which the character and settings are introduced: *Charlie – poor, Willy Wonka, competition.*

Build-up: in which the character does something that causes a problem: *Charlie finds the golden ticket and wins a trip to Wonka's factory*

Problem: The problem is the climax of the story. This is the most exciting part for the reader and leaves them asking "What happens next?" *The children start to "disappear" slowly because of incidents at the factory.*

Solution: This is how the problem is solved. How do the characters fix what has gone wrong? *Charlie helps Willy Wonka discover the meaning of family and love.*

Ending: How does the story end? Do they live happily ever after? What happens to the bad character? *Willy Wonka gives Charlie the factory and gets a family.*

Do not forget...one of the most important features of a story are believable, interesting characters.

CHARACTERS

There are normally both good and bad characters. A good story normally ends with the hero (good) overcoming the villain (bad).



Activity 1

Can you build your own story? Try building your own story from these materials:

Setting:
Jungle

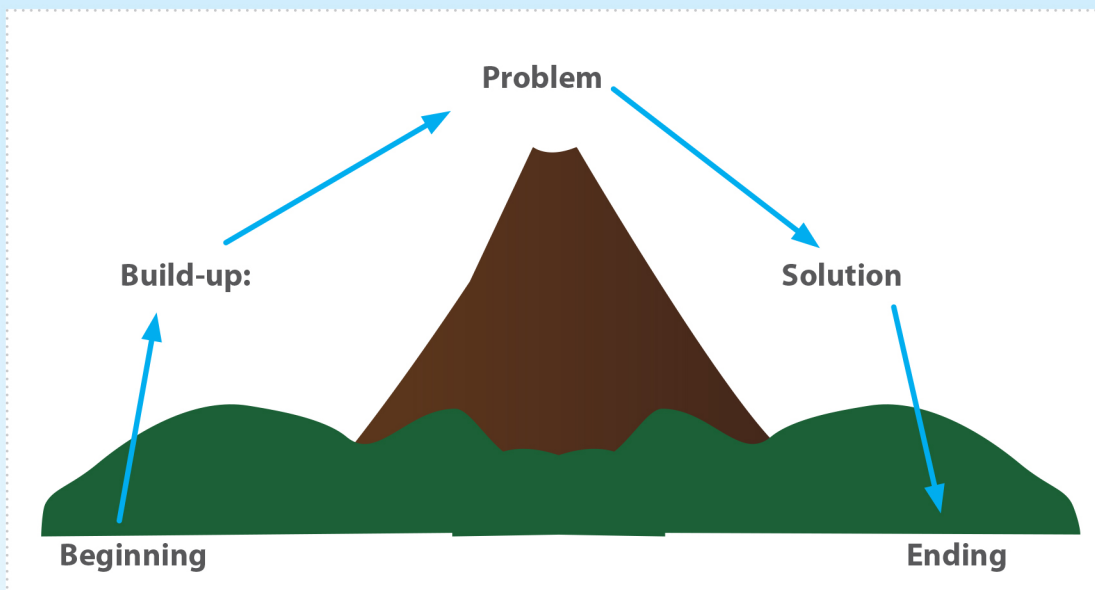
Character:
Young boy or girl

Other characters:
animals

Theme:
lost

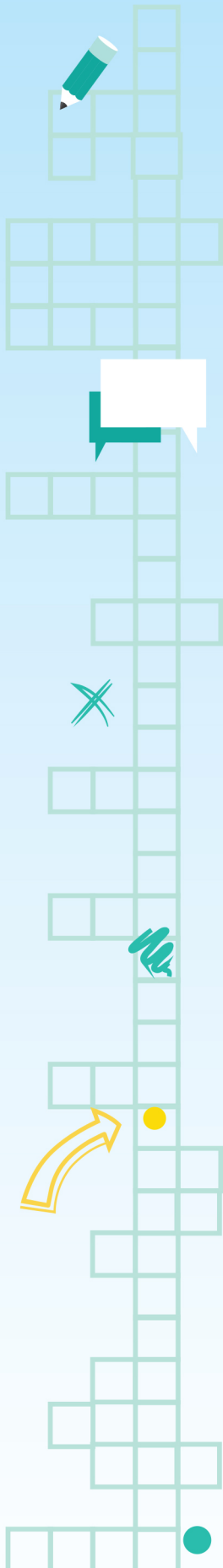
- How did your character get lost?
- Think about how your story will end. Who or what will help them find their way?

Use the story mountain below to help plan the plot of your story.



Note

- Use bullet points to help you make notes.
- Think about some good sentence openers to use for each part of the story such as: Once upon a time, One day, Unfortunately, Luckily, From that day on.



- Use the planning you have done in Activity 1 to help you.
- Do not forget to use adjectives and adverbs to make your work exciting.
- Remember to check your spelling and punctuation.

[illegible]

TOP MARKING: Once learners have finished their stories, ask other learners to provide feedback on the story. They can hold up one finger if it was OK, two for good and three for excellent. Select one or two learners to provide positive verbal feedback on the story.

