

SECTION THREE

WRITING

At this stage, the children will have worked on activities that highlight a number of features of fairy stories. These should have encouraged them to formulate and develop original ideas. They should now be aware of:

- *the role of the introduction in setting the scene and presenting characters*
- *how characters are developed in terms of whether they are 'good' or 'bad' and the catchphrases they may use*
- *appropriate vocabulary, including descriptive words*
- *how suspense is created*
- *the motives and feelings of characters in the course of the story*
- *the resolution of difficulties encountered by the key characters*
- *the customary happy ending.*

Having explored the key features of the fairy tale genre while completing the activities in the previous two sections, the children should now be encouraged to embark on writing their own stories. Use the display pages in this section to prompt the children's writing and guide them as they develop their stories.

The timescale for completing this work will need to be fairly flexible. In order to progress from initial ideas to finished stories, the children will need a number of extended writing sessions. Some children enjoy returning to work previously started, while others find it difficult to pick up from where they left off and will need support in restarting and redrafting their work.

Story starters

This poster, on photocopiable pages 24 and 25, provides ideas that can be used as an impetus for the children's writing. Some are quite specific, suggesting that the children base their story on aspects of existing fairy tales, and others encourage greater originality. The poster can be displayed for children to select their own story starter, or you may like to focus on one idea to work on with the whole class.

Don't forget...

The second display photocopiable, on pages 26 and 27, should be referred to as the children are constructing their fairy stories, guiding them through from the introduction to the conclusion. Help the children to evaluate their first drafts by looking at the content of their stories with them – descriptions of magical and bizarre people and places, use of patterned language and repeated speech, the build-up of suspense, the 'defeat' of danger, and so on – using prompts from the poster and referring to the activities completed earlier. As they are writing, remind the children to compare their own writing to what they know about fairy tales. Encourage them to refine and improve their stories.

Story map

The photocopiable poster on pages 28 and 29 provides further prompts to aid the children in structuring their fairy stories. It gives an image of the journey often taken in fairy tales, during which the main character(s) encounter some kind of danger. It encourages the children to think about including more than one setting for the story and to reinforce the magical or mysterious nature of those settings. The written prompts, in particular, remind the children to consider the motivations behind actions taken by characters in their stories. For example, why is someone hiding in the wood and why is a character travelling along the path?

The sheet can be used with the whole class, sharing ideas to be included in the boxes, from which children can select some to include in their stories. Alternatively, children can use it individually to note ideas when writing their complete stories.