



## Section 3

# Writing

### Creative process

Having read a wide range of fairy stories, explored many of the key features of the fairytale genre and after completing the activities in the previous two sections, the children should now be ready to embark on writing their own fairy stories.

The three writing projects in this section provide opportunities for the children to plan and write complete fairy stories. The activities provide a framework for developing children's skills, knowledge and confidence as story writers.

The timescale for completing the three extended writing activities will need to be fairly flexible. In order to progress from initial ideas to finished stories, the children will require a number of extended writing sessions. Some children will 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.

### Map out the sessions

The three extended writing activities outlined in this section all follow a similar format. Each activity provides opportunities for:

- oral work. The children are given opportunities to discuss and rehearse ideas orally, in small groups or with a partner.
- shared writing. You will model how to use a number of simple planning frames to plan ideas for new fairy stories and then help the children turn the ideas in the shared story plans into written text using the 'My story' writing templates on the CD-ROM.
- independent work. The children repeat the work undertaken in the shared session, independently, planning and writing their own fairy stories. Children can either present their stories on-screen using the 'My story' writing templates on the CD-ROM or on paper as a piece of extended writing.

### Providing support

Provide targeted support for all the children as they plan and write their own stories.

Encourage them to consider how they might refine and improve their plans and first drafts using prompts from the poster on photocopiable page 18 'Fairy tales' or by referring to the interactive version of the poster on the CD-ROM. Refer to the activities completed in previous sessions so that the children can draw on their knowledge and experience of a range of fairy stories read in class.



### Writing tips

When writing a fairy story:

- write in the third person and past tense
- use formulaic openings and endings ('Once upon a time...')
- make sure the story has a clear beginning, development and ending
- set the story long ago
- include good and bad characters
- use phrases drawn from story language ('she disappeared in a puff of smoke')
- use time words to sequence events
- use description and repeated dialogue to make the story interesting for the reader.