

Writing

LO: to draft and edit an original narrative using dialogue to advance action.

YOUR TASK:

You are going to be writing a narrative piece about passing through a door that is entirely within your own imagination, how the door looks and where it may lead is your choice.



As you know from the many stories you have read, doors lead to many places, real or imagined, and this one is no different. You may pass through a door leading to Willy Wonka's chocolate room, or stumble through the wardrobe into Narnia. It may even go somewhere that has never been imagined by anyone other than you.

Imagine, if you will, how you came to be stood before this door? What led you to place your hand upon the handle? What wonders do you find as you pass beyond the threshold?

Over the past couple of weeks we have been focusing on particular aspects within our writing in order to develop our own unique voice and a mature and sophisticated tone.

Things you may want to consider:

- **A range of complex, compound and simple sentences** – this will allow you to experiment with the voice of your chosen character, build tension and suspense and develop the explanation of the world you find beyond the door and all the things that happen there.
- **A range of punctuation** – in this piece of writing you could focus on precise use of speech, **making sure its purpose is to advance action**, and an ellipsis ... in order to build well-placed tension, or perhaps signal a lapse of time as you pass through your door. But, as always, use the range of punctuation that you know how to use successfully.
- **Fronted adverbials.** Remember, **adverbials** give more information about the verb just like an **adverb**, but rather than a single verb, they are short phrases. The **blue writing** below highlights the **adverbials**, when an adverbial is **fronted** it just means that it is at the beginning of the sentence.

Adverbials

Two or more words that tell us more about a verb.

They can tell us: "how", "where" or "when."

I will sit silently. ----- I will sit **in silence**.

After dinner, we **went** to the party.

Before school time, we **said** goodbye to mum.

Before the performance, I **was** feeling nervous.

I will **do it in a minute**.

I **slept like a baby**.

We **met by the train station**.

He **stood and waited under the clock**.

The rabbit **hopped as fast as it could**.

She **danced all night long**.

He **ate his breakfast before the sun came up**.

Before the sun came up, he ate his breakfast.

All night long, she danced.

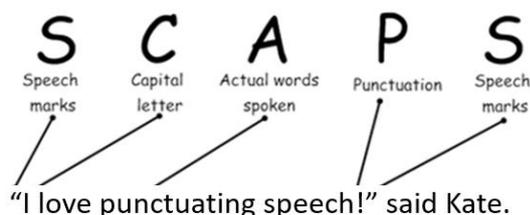
As fast as he could, the rabbit hopped.

Under the clock, he stood and waited.

By the train station, we met.

- **Speech to advance action.** This is using speech correctly and with a purpose in mind. The speech of any characters should cause any action in your story to move forward, or uncover relevant information to the plot. It could also be used to show the characters are moving, for example:

"Be careful as you climb, the rocks are slippery!"



Remember speech marks are called inverted commas

Remember:

The punctuation at the end of the spoken words always comes **INSIDE** the final side of speech marks.

"I can't hold on any longer!" Alex cried.
"Put your pencils away," said Mrs Whitbourn.

A comma is placed before the direct speech.

Alex cried, "I can't hold on any longer!"

Suggested Structure and Planning Sheet

This is an idea to help guide you, **if you have other ideas please pursue them, this is not a strict number of paragraphs.**

Paragraph 1

In this paragraph you should consider the initial setting. Where are you? Why are you there? Could there be something that led you to the door? What are your thoughts as you stand before it? What motivates you to enter?

Paragraph 2

This paragraph may focus primarily on description as you unveil the new setting. It could be in stark contrast to the previous setting before you crossed the threshold, or it could be similar but have a couple of notable differences. You could change location, you could change era of time. This paragraph may be a good opportunity to use speech to advance action; asking people where you have ended up or could your character wonder aloud to themselves similarly to Alice in Alice in Wonderland.

Paragraph 3

Consider who or what you may encounter in this paragraph, is there a problem to deal with, a discovery to be made, someone you must help, a quest you must complete? Make clear to your reader what the action is within this story.

Paragraph 4

Continue to develop your storyline, consider any dilemmas that may be experienced along the way, remember to think about the internal and external experience of your character, for example, do they have doubts they will be able to complete their quest/return home?

Paragraph 5

Your story should potentially be coming to some kind of resolution at this point, think about overcoming any obstacles or completing what you must do, or needed to explore beyond the door. Your character should be considering how they are going to get home - if that is what you have decided they should do.

Paragraph 6

Your story needs resolved and brought to a well-thought-out end. Have their actions beyond the door changed them in any way, changed the other world/place they visited, or even had an impact on the world they were in before they went through the door. Can anything be learnt from the experience? Is there any potential for a return journey through the door? You may even want to leave it on a note of uncertainty about whether or not they have closed the door safely behind them or allowed something to follow them home...

Sentence Structure and Punctuation	Text and Organisation	Composition and effect	Spelling
Complex sentence: • Connectives - however, due to, despite, subsequently, consequently. • Subordinate clause Capital letters for names and places? () brackets () ??? Question marks ??? !!! Exclamation marks !!! Colon :::: Semi colon ::: Hyphen ---- Ellipsis Apostrophes - can't, didn't, haven't	Link paragraphs Ordered text with introduction AND conclusion.	Address the audience Adjectives Adverbs Alliteration Similes Metaphors Rhetorical questions.	
	✓ A dash		
	✓ A hyphen		
	✓ A sentence with an adverbial (e.g. Before dinner, I...)		