NARRATIVE WRITING STRATEGIES

Parent Learning Fest 2019
English Language Session for P3 & P4 Parents
Session Outline

- Introduction to Narrative Writing
- Writing Task Format
- Rubrics
- Writing Strategies
Process - Genre Approach

Have a greater awareness of text types in:

- Text Type Name
- Purpose and Audience
- Structure of Text Type
- Language Features
- Text Features
What is a narrative?
Purpose

To entertain, stimulate, guide, motivate and teach the reader or listener

Plot Structure

Orientation → Rising Action → Climax → Falling Action → Resolution

Language feature

Verbs, Past Tense, Dialogue, Time Connectives, Descriptive Language

Text forms

Fairy Tales, Legends, Poetry, Historical Fiction

Others

Characterisation

Involved a problem or dilemma
NARRATIVE WRITING
Task Format
Title: A Careless Mistake

Write a composition about a careless mistake with at least 120 words. Your composition should be based on the following pictures.

Consider the following points as you plan your writing.

• What was the problem?
• What did the character do?
• What happened in the end?
Title: A Brave Act

Write a composition about a brave act with at least 120 words. Your composition should be based on one, two or all the pictures, in any order.

Consider the following points as you plan your writing.
• What did the character do?
• What problem did the character face?
• What happened in the end?
P3 Writing task

- Pictures are in a sequential order
- Must use ALL pictures
- More guidance in writing according to the topic

P4 Writing task

- Pictures are NOT in a sequential order
- Must use at least one picture
- Write according to the theme given
What makes a good narrative?

Criteria
- Content
- Language
- Organisation
Understanding our Rubrics
<table>
<thead>
<tr>
<th>Criteria</th>
<th>😊</th>
<th>😊😊</th>
<th>😊😊😊</th>
<th>😊😊😊😊</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Ideas are largely irrelevant</td>
<td>Some ideas are relevant</td>
<td>Most ideas are relevant</td>
<td>Ideas are fully relevant</td>
</tr>
<tr>
<td></td>
<td>Ideas are mostly undone and confusing</td>
<td>Ideas are of some interest</td>
<td>Ideas generate sufficient interest</td>
<td>Ideas are interesting and able to capture the audience throughout</td>
</tr>
<tr>
<td></td>
<td>Ideas are slightly developed</td>
<td>Ideas are sufficiently supported with details</td>
<td>Ideas are well-supported with details</td>
<td></td>
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<tr>
<td><strong>Language</strong></td>
<td>Numerous errors in grammar that affect communication</td>
<td>Many errors in grammar</td>
<td>Some errors in grammar</td>
<td>Few or no errors in grammar</td>
</tr>
<tr>
<td></td>
<td>Numerous errors in spelling that affect communication</td>
<td>Many errors in spelling</td>
<td>Some errors in spelling</td>
<td>Few or no errors in spelling</td>
</tr>
<tr>
<td></td>
<td>Numerous errors in punctuation that affect communication</td>
<td>Many errors in punctuation</td>
<td>Some errors in punctuation</td>
<td>Few or no errors in punctuation</td>
</tr>
<tr>
<td></td>
<td>Use of limited and/or inappropriate vocabulary</td>
<td>Use of mundane vocabulary which is not always appropriate</td>
<td>Fairly good range and mostly accurate use of vocabulary</td>
<td>Good range and accurate use of vocabulary</td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>Poor sequencing and linking of ideas and facts</td>
<td>Satisfactory sequencing, and linking of ideas and facts</td>
<td>Fairly good sequencing and linking of ideas and facts</td>
<td>Good sequencing and linking of ideas and facts</td>
</tr>
<tr>
<td></td>
<td>Poor paragraphing of ideas and facts</td>
<td>Some sensible paragraphing of ideas and facts to show text structure</td>
<td>Good paragraphing of ideas and facts to show text structure</td>
<td>Purposeful paragraphing of ideas and facts to show text structure</td>
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<td>Criteria</td>
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<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td>Ideas are fully relevant</td>
</tr>
<tr>
<td>Relevance of ideas</td>
<td></td>
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<tr>
<td>Interest level</td>
<td></td>
<td></td>
<td></td>
<td>Ideas are interesting and able to capture the audience throughout</td>
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<tr>
<td>Development of ideas</td>
<td></td>
<td></td>
<td></td>
<td>Ideas are well-supported with details</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td></td>
<td>Few or no errors in grammar</td>
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<tr>
<td>Accuracy in grammar, spelling and punctuation</td>
<td></td>
<td></td>
<td>Few or no errors in spelling</td>
<td></td>
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<tr>
<td>Variety of vocabulary</td>
<td></td>
<td></td>
<td>Few or no errors in punctuation</td>
<td></td>
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<tr>
<td><strong>Organisation</strong></td>
<td></td>
<td></td>
<td></td>
<td>Good range and accurate use of vocabulary</td>
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<tr>
<td>Ideas linking and sequencing</td>
<td></td>
<td></td>
<td>Good sequencing and linking of ideas and facts</td>
<td></td>
</tr>
<tr>
<td>Paragraphing</td>
<td></td>
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<td>Purposeful paragraphing of ideas and facts to show text structure</td>
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</tbody>
</table>
Writing Strategies
Pre-writing : Ideas Generation

- Provide stimulus of content such as video, picture or newspaper articles
- Study ideas in models of good writing
- Writer’s Notebook
- Ideas Splash
Using your five senses, write and draw your favourite place to go.

The Beach

I smell the salt air and my brain starts to smile.

I hear the ocean crashing and my heart beats a little faster.

I feel the sand under my feet.
It’s a Place

*Ralph Fletcher*

Why am I keeping this notebook?
Because it’s a place where I can keep track of my life.
It’s a place where I can observe closely
And where I can store little pieces of strength.
It’s a place where I can keep the elements of Life
(lightning, fire, ice, time and space)
and Writing (poetry, words, eyes).
It’s a place where tales weave.
All in all it’s a place for ME.
Each child owns a notebook
Allow your child to decorate the cover
A place for your child to have fun with ideas and words
Set a routine to use the book
Provide specific writing activities or allow free writing time

Source: https://www.teachstarter.com/blog/how-to-get-kids-writing-writers-notebook/
Have you ever lost something that is important to you?
Imagine you are planning a surprise birthday party for your best friend, how do you keep it a surprise?
Is it a good idea to keep all secrets a secret? Write about examples of when it is okay to spill a secret and when it is not.
Brainstorm and write down ideas using:

SEE, THINK, WONDER

- What do I see in the picture?
- What do I think was happening?
- I wonder what was the story behind the picture.
Topic: An Incident during a Thunderstorm

**See:** The girl was drenched.

**Think:** She was caught in the rain.

**Wonder:** She woke up late as she was busy revising for examinations at the eleventh hour.

**Wonder:** She had to take care of her sickly grandmother who was her only family member before leaving for school.
Plot Roller Coaster

| ORIENTATION | The characters and setting are introduced |
| RISING ACTION | Events leading up to the problem or conflict |
| CLIMAX | The most exciting point in the story |
| FALLING ACTION | The characters work to solve the problem |
| RESOLUTION | How things end up and the problem is solved |

Writing: Organisation and Development
Plot Roller Coaster

Orientation
- Story starter?
- Where were you?
- What were you doing and why?
- How were you feeling?

Orientation
The characters and setting are introduced

Rising Action
Events leading up to the problem or conflict

Climax
The most exciting point in the story

Falling Action
The characters work to solve the problem

Resolution
How things end up and the problem is solved
Rising Action

- What happened suddenly?
- What was the problem?
- How did you feel?
Climax

- How did the problem continue?
- What did you decide to do?
- How did the others react?
Falling Action

- Who helped to resolve the problem?
- How was it solved?
- How did the people involved feel?
Resolution

- How did you feel?
- What were your thoughts about the incident?
- Lesson learnt?
“If you want to be a writer, you must do two things above all others: read a lot and write a lot.”

— Stephen King
Q & A Session

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