JOURNEY

A KS2 Story Writing Flip Chart

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How to Use

This flipchart follows the adventures of a girl who steps into a magical land. Read each of the slides and complete a paragraph for each section. This will help you to include higher level vocabulary and the correct use of spelling, punctuation and grammar.

Good Luck and have FUN –Mr Chown
Look at the first picture. What do you notice?

Write a list on your paper
Let's start with the setting.

We are going to write a paragraph that sets the scene of our story.

- Dull
- Dismal
- Busy
- Grey
- Ordinary
- Tedious
- Dreary
- Mundane
- Average
- Boring
- Mediocre

End with a sentence introducing the girl.

*And there, on the step, sat a girl...*

This is the end of your paragraph.
Now we are going to link paragraphs by starting our next one where the last one left off.

How could we describe the girl?
Use adventurous adjectives to describe the physical details of a character. This is also a good time to add a semi-colon.

Her chin sank into her hands as her deep blue eyes scanned the surrounding buildings. The light breeze blew her hair across her face as she lifted a delicate finger to brush it to one side. All the other children had friends to play with; she did not.

**Detailing what is not there is an effective way of making a reader aware of what a character may lack.**
This is a good opportunity to vary your sentence structure.

She was alone, alone and...
She wanted a friend, a friend who...

**The way a character moves gives much away about their personality or feelings.**
This is a very good place to add in an adverb or adverbial phrase (don’t forget the comma).

Silently, she shuffled off the step and into the house...
With all the energy she could muster, she...
After a while, she...
Uses comparison to add description. This is another chance to use adventurous vocabulary. A thesaurus can help with this.

Tears welled in her eyes like a rain cloud about to burst...
It was as if she was the only person on a deserted island...
The lump in her throat felt as big as a basketball...

What else could we add?

Take a look at the next slide to include her interactions with others and further build our picture of her. This will be our next paragraph as the setting has changed.
She was bored, fed up and lonely. She had nothing to do and no-one to play with. She sat in her solitude and thought about going to the park.

She dug out her old, dusty kite and went to speak to her father. He told her that... So she decided on a different course of action.

She took her scooter inside and decided to... Her mother was... In the kitchen she...

Finally, she went to speak to her... She took her ball with her but... Her sister was...
Now we need a very short bridging paragraph.

This links parts of the story together like a bridge links land.

Can we use the sentence below and improve it?

We could add:
• Interesting adjectives;
• Adverbs or adverbial phrases;
• Prepositional phrases;
• Expanded noun phrases.

She sat in her room, on her own, and began to feel very sorry for herself.
Focus on a specific item and write about it in detail.

- When did she notice it?
- How did she notice it?
- Is there something odd about it?
- What is she thinking?
- Should she pick it up?
- What does it look like?
This is now our build-up

How can we create tension?

She picked up the chalk...

Something inside compelled her to...

Suddenly, as if by magic...

Make sure that you create tension by making the reader think about how she feels, thinks and elude to the magic that is about to happen.
As she walked through the door...

What was the first thing that caught her attention?

How can we describe the different shades of green?

Glowing
Radiant
Beaming
Shining

How can we describe the different lights?

Babbling Brook
Hiss
Trickle
Gurgle

What noises might the stream make?

Olive
Emerald
Jade
Sea
Avocado
How does she continue her journey?

She stood at the end of the small jetty and wondered what to do. She looked around, trying to find anything she could use for a boat. As she stared into the clear, flowing water, she saw her blurred reflection and the chalk in her hand. Would it work again? There was only one way to find out...
How does she feel as she sees the city growing into view?

Discuss with your partner all the things you would see, hear and smell if you were in the girls position. Create a word list and write a sentence or two to share to create a class paragraph.
Let’s include some speech.
What might she ask the guards?
What might they say in response?
Speech marks (" ") are used to show what is spoken aloud by a character.
E.g. “Hello. How are you?” said the guard.

You start the speech marks before the first word spoken.
E.g. He walked out of the tower and said, “Good to see you.”

You close the speech marks after the last word they speak not at the end of each sentence.
E.g. “Would you like directions?” the guard asked.

When someone new speaks you must start a new line.
E.g. “Thank you. Do you have a map?” the girl requested.
   “Of course,” he answered.

The first word of a new piece of speech must have a capital letter.
E.g. She smiled and said, “Perfect!”

The same rules of punctuation must be used in speech such as commas and question marks.
E.g. “Do you want to get to the mountains?” he continued.

You must always use punctuation to separate what is being spoken and the rest of the writing.
E.g. “I’m not sure,” the girl concluded.
Now we can vary our sentence length to create tension.

She could hear a roaring noise that seemed to be gaining volume. She looked around and saw the guards still waving at her but something about their manner had changed. Instead of the pleasant hello-type-wave she had encountered just a minute before they were growing more and more frantic. Slowly, she looked around, wondering what was going on. Then she saw it.

Panic took over. She couldn’t breathe. **Could** she jump out of the boat? **Should** she jump out of the boat?

**This is a great place to add modal verbs**
Punctuation time! Let’s try and add either a semi-colon or a colon into our writing.

Theses can replace a connective:

*It was coming up fast; she was scared.*

*The waterfall was approaching; the boat started to tip.*

*She started to fall; she didn't know what to do*

*Her boat went over the edge; she took the chalk out of her back pocket.*

This gives further detail to the first part of the sentence.

*She flailed her arms: she was spiralling out of control.*

*Panicking, the girl screamed: she was about to go over the edge.*
**Subordinate and relative clauses.**

E.g. because, when, while, although, if

If she hadn't been so relieved, she might have noticed the air-ship in the distance.

She would have to figure out what to do next **when** she had calmed down.

She knew the direction she wanted to travel in **although** she hadn’t quite figured out how to steer.

She took a few deep breathes **while** she waited for her heart to stop pounding.
Continue the story and try to include a few of the following features:

**Adverbs** *E.g.* slowly, happily, unfortunately

**Preposition phrases** *E.g.* In the distance, after a few moments, amongst the clouds

**Expanded noun phrases** *E.g.* The small, blue bird, with the long plumage
What does the girl think about the soldiers that took the bird? Can we write a description using some hyphenated words?

- mean-spirited
- high-risk
- fast-moving
- black-and-blue
- broken-hearted
- eye-popping
- sky-blue
- dull-orange

The snow-white clouds.
The eye-popping vessel.

The mean-spirited soldiers.
The fast-moving airship.
The slow-moving balloon.

- pea-green
- close-minded
- slow-moving
- five-minute
- red-blooded
- fast-moving
- snow-white
- four-year
The daring rescue of the bird...

The bird was taken to the highest point on the ship – the girl followed it.

The only thing the girl could do—if she could do anything at all—was to run after the bird.

We can include dashes to make things clearer or give extra information – otherwise people might not understand.

The girl clutched her precious chalk in her hand – so tightly that her fingers hurt – so she wouldn't drop it.
The daring rescue of the bird continued...

Let’s have a go at adding in some adverbs at the start of our sentences. Don’t add too many or it will be hard to read and won’t flow.

- **brave**
  - bravely
  - boldly
  - courageously
  - daringly
  - heroically

- **Quick**
  - quickly
  - speedily
  - swiftly
  - rapidly
  - hurriedly
  - hastily
  - urgently

- **fearful**
  - fearfully
  - anxiously
  - timidly
  - worriedly
  - nervously

- **Thanks**
  - thankfully
  - gratefully
  - gladly
“What’s happening?” screamed The Captain, showing his frustration. Nobody answered: they all looked blank. “That wasn’t your bird to keep!” shouted the girl, “you should not have captured it.” “Seize her and throw her in the cage,” The captain hissed. “Leave me alone,” pleaded the girl as she was dragged away.

Let’s try and add a bit more dialogue to try and move the story on quickly.
Can we vary our sentence structure?

Not knowing what to do, the girl stared into the endless, grey abyss.

Hanging over the edge of the cage, she began to wonder if she would ever be able to escape.

She sat – trying not to cry – and stared into the distance.

She was upset, yet she knew she had done the right thing.
Use expanded noun phrases to add detail.

The beautiful, majestic bird soared through blushing sky.

Her newest creation began to take shape. Her face was contorted in concentration; she drew with her vibrant, red chalk.
What can she see as she escapes the cage?

People
Folks
Crowds
Thronges
masses

Buildings
Edifices
Structures
Assemblies

Clouds
Billows
Vapours
Haze

Relief
Joy
Liberation
Elation
Euphoria

How does she feel as she soars through the sky?
How does she feel about the door?

What does it look like?

Why did the bird bring her here?

As she stepped off the flying carpet she saw...

The warmth of the desert night made her feel...

The bird looked at her as if trying to tell her...
Modal verbs

She knew she **would rather** go back through her own door...

She **could** go through the door but **should** she?

It **might not** be the best idea but...
We now get to introduce a new character...

How does the girl feel about being back to her world?

Relief?  Joy?  Confusion?

She was confused, confused because... She was relieved, relived because... She felt immense joy, joy because...

The bird that she had saved and, in turn, had saved her, flew towards a boy. What was he holding...could it be... He was running, arms open, towards the bird... The joy on his face made her smile...
Let’s finish our story

In the last paragraph, we need to contrast the joy the girl feels at having a new friend and contrast it (by referring back to the very start of our story) with how she felt before the start of her adventure.

You will need to read your opening paragraph again.

She had been alone, now she...

She now had a friend, a friend who...

Joyfully, she ran to the bike and jumped onto the seat...