

# Making a fiction book part 3 - writing!



By Miss Murray



# Get your book paper ready!

Watch the link below on getting your book paper ready.

- It can be blank or lined paper
- It can be A4, or A5 or a large book in A3 sized paper!
- If using blank paper you can add lines with a ruler - add 1 line if you are in just starting to write a few words independently, maybe add 10 lines per page if you feel more confident with writing!



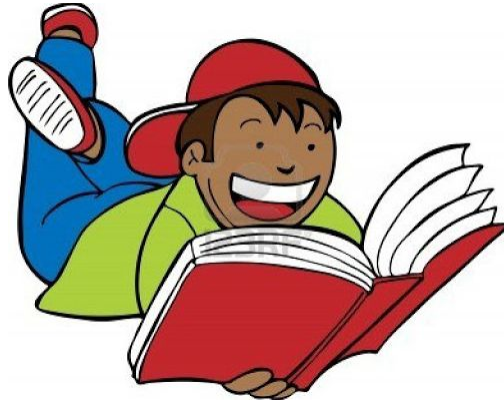
# Introduction

We need to HOOK our readers in to our story within our **introduction...**

Great openers can help with this:

A sound (onomatopoeia) - BOOOOOOMMM! CRASH! FIZZ! WHACK!

We also need to describe the character and setting for where and when the story takes place within our introduction



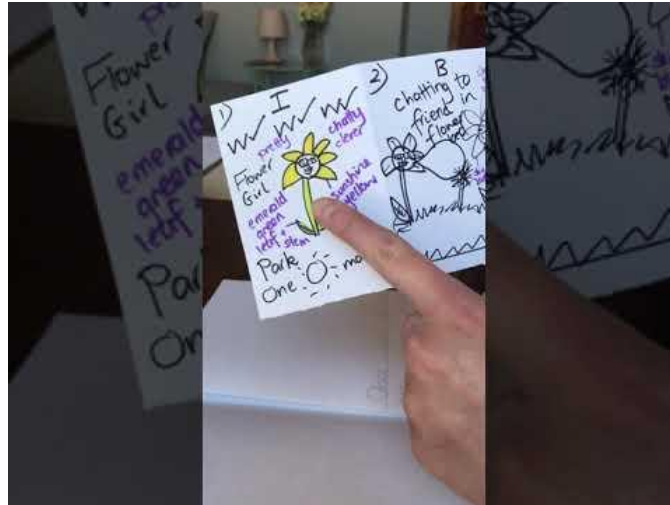
# Writing the introduction

Click on the link for ideas on how to hook the reader's attention in your introduction:



# Introduction

Watch the link below where I model writing an introduction by ‘sounding out’ words. Some of you may notice I have lots of spelling mistakes as I write...that’s OK! I’m not letting uncertainty about SPELLING stop me from WRITING! As we learn to write stories it’s important to get our ideas down. We can edit and check spelling later or even improve it in a new, fancy copy of our book.



Remember - incorrect spelling should never stop the FLOW of our writing! I've packed a lot of writing skills and content here - so if you're not so confident with writing, don't panic!

# Continuing your story - the beginning

## What happens first...

### Here I model:

- 'Sounding out' to spell words
- Using finger spaces
- Capital letters
- Full stops
- Rereading (with a 'finger friend' to follow)
- Checking my plan
- Adding page numbers

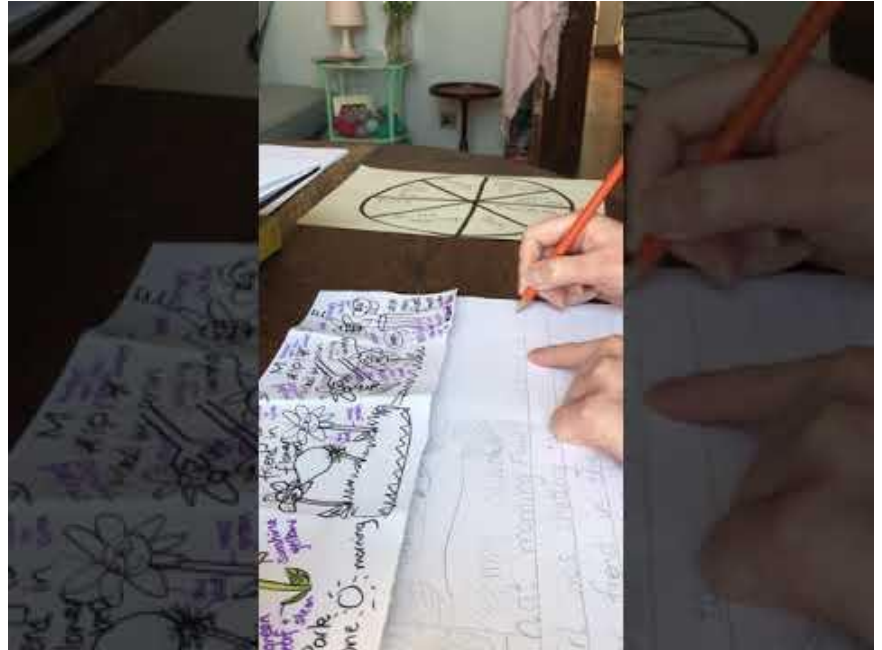


# Continuing your story - the middle

## What happens next...(PROBLEM!)

### Here I continue modelling:

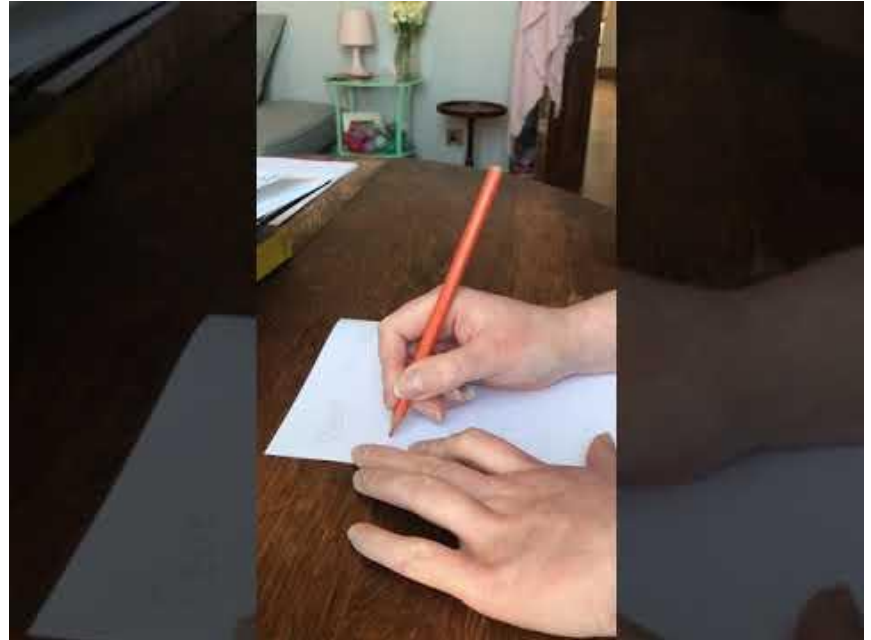
- 'Sounding out' to spell words
- Using finger spaces
- Capital letters
- Full stops
- Rereading (with a 'finger friend' to follow)
- Checking my plan
- Make small edits as I spot spelling mistakes or missing words



# Finishing up your book

## Here I model:

- A front cover - title, author's name
- Blurb - snapshot of the story
- Rereading with a 'finger friend' following





# Now it's your turn



Use all the tools you've created - spinners and your planning notes to create and write your own fiction story book!

You can build on your story writing and book making skills by checking your work includes particular success criteria...

The next slides show MANY success criteria - you don't have to think about them all, pick which ones you want to work on including or ask a teacher/parent to set you some success criteria goals to work on for each book.

# Fiction book writing success criteria

## Mechanics checklist



<b>Writing MECHANICS</b> (these little bits and pieces are really important and work together to make your writing make sense)	<b>Self assess</b> With traffic lights Red orange Green			<b>Adult / peer assess</b> With traffic lights Red orange green		
<b>Capital letters</b>						
<b>Full stops</b>						
<b>Sound out words</b> you don't know how to spell						
<b>Finger spaces</b>						
<b>Neat writing</b> (so the reader can read your writing!)						

# Fiction book writing success criteria

## Mechanics checklist



<b>Book MECHANICS</b>	<b>Self assess</b>			<b>Adult / peer assess</b>		
	With traffic lights			With traffic lights		
	Red	orange	Green	Red	orange	green
<b>Front cover</b> - author name, title						
<b>Back cover</b> - blurb						
<b>Page numbers</b>						
<b>Illustrations</b>						
<b>Colour</b>						
<b>Bind together</b> - stapes, sellotape, hole punch etc						

# Fiction book writing success criteria

## Fiction story VCOP checklist



The success criteria you need when writing a fiction story will depend on your STAGE of writing development,

Remember - you could choose your own success criteria goals or ask your teacher or a parent to set some specifically for you.

Here are some ideas to choose from which would make an excellent story...

Fiction story checklist	Self assess With traffic lights Red orange Green			Adult / peer assess With traffic lights Red orange green		
<b>Vocabulary</b> - adjectives to describe characters and settings						
<b>Vocabulary</b> - adverbs to describe how characters DO things						
<b>Connectives</b> - e.g. and but so because however then therefore						
<b>Openers</b> - can you add a variety of openers - once upon a time, suddenly, carefully, later that day etc						
<b>Punctuation</b> - can you add a variety of interesting punctuation ? ! , ... ( ) -						



# Rainbow writing



Some of you may be familiar with the rainbow write colours. These colour coded types of grammar can support us with creating interesting writing:

6 colours of the rainbow below represent - types of words, phrases, grammar or punctuation.

See below how much more interesting the original sentence is when 'uplevelled' by adding a variety of vocabulary...

Can you try to 'uplevel' (improve) your own sentences and make them more interesting using this 'rainbow writing' technique when planning, while writing or afterwards when editing your writing?

Mnemonic <small>(a silly phrase to help you remember all colours of the rainbow)</small>	Colours	Grammar	Examples	Today in my writing I used... <input type="checkbox"/> <input type="checkbox"/>
You	Yellow	punctuation	. , ? ! ... ' " ( ) - :	
Rarely	Red	Adjectives	A <b>naughty</b> puppy.	
Get	Green	Verbs	A <b>naughty</b> puppy <b>dug</b> a hole.	
Presents	Purple	Adverbs	A <b>naughty</b> puppy <b>dug</b> an <b>enormous</b> hole in the flowerbed.	
On	Orange	Connectives	A <b>naughty</b> puppy <b>dug</b> an <b>enormous</b> hole in the flowerbed <b>then</b> <b>ripped</b> out the daffodils!	
Birthdays	Blue	Openers	<b>Unfortunately</b> , a <b>naughty</b> puppy <b>dug</b> an <b>enormous</b> hole in the flowerbed <b>then</b> <b>ripped</b> out the daffodils!	

# Next time

See more about ways to check and edit your book in the next presentation.

If you would like to share your story book I would love to read! Share your photographs or even better - a video of you reading your story to Google Classroom OR Twitter OR email me directly @

[gw15murraystacy@ab-ed.org](mailto:gw15murraystacy@ab-ed.org)

