Creative Writing Boost Course Preview

This preview is designed to show you, in some depth, the work we'll go through in this course.

Who should be doing it?

- This course is designed to help children improve their story and descriptive writing. It's ideal for tests for selective entry at 11.
- It goes through a step-by-step process that, if followed, will deliver improved results.

How does this course differ from using books?

- Fully structured and planned so you know you'll cover the topic properly in the time available.
 - Books tend not to cover the whole topic, for instance many are just lists of part planned stories with very little instruction.
- Includes core skills work and details how marks are gained and lost in writing tasks.
 - Creative writing books tend not to do much, if anything, on core skills. Where they cover core skills they tend to touch it and leave it which doesn't really help children improve.
- Encourages children to get into good habits with their story writing.
 - Where books give real advice they tend not to emphasise it through revision as this course does.

Who is this course right for?

- The creative writing course is in 12 parts.
- It is structured so that each part would ideally be completed in a week or more.
- It can be done more quickly but the danger is that if it's done too quickly children won't have enough time to reflect on their work which is an important part of their development.
- Parents tend to use this course in the following situations:
 - Some Grammar Schools have a creative writing test as part of their 11 Plus exam. Parents tend to buy this course either at the beginning of Year 5 or six or so months before the exam so that creative writing development can happen gently alongside other work.

Creative Writing Boost Course Preview

- Most Independent Schools have a written element to their entry tests. Parents tend to buy this course to help. They work from September through to January when children sit entry tests.
- SATS test for KS2 have a written element. Parents buy this course as part of revision and improvement work to help their children write more effectively.

What does the Creative Writing preview show?

We don't believe there's a book available that covers the topic so completely and engagingly. This course is fully planned and structured so there's very little work for parents to do.

SCROLL DOWN TO SEE COURSE EXAMPLES

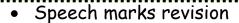


Creative Writing Boost PART 1

• Introduction:

Fully Structured and Organised

Each part of the course has a detailed front sheet detailing what you should do.



- Punctuation revision
- Proof reading for accuracy
- Accurate spelling

Reading:

Find 20 new words from your read exercises in a step-by-step personal words list.

Personal words list

First Writing Task:

• Your first visit to the seaside

Full answers are Answers provided including At the some writing creative samples.

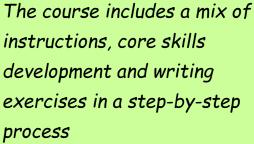
develop their core skills.

e course you'll be aware of how what areas are important. We'll also help conjurer variages tand how they may be able to





rtant





Introduction - Mark Schemes

This brief guide to story writing aims to help children prepare for their exam by introducing them to the key areas where they will receive most of their marks. This is the most common cause of confusion when it cames to children's creative writing, as there is uncertainty How to get good

whilst marking a script marks

there are certainly fut

We start off with some Crucially this focusses on

Understanding the background information. In a typical school, a 49 how writing is marked. marked out of 35 in tot

The following breakdown of a mark scheme is not definitive, but should help to make it clear what the examiners are looking for:

different areas of stor,.....

king for

their own marking criteria, iners will be considering.

writing



Spelling, punctuation and grammar

A maximum of 10 marks will be awarded here and most scripts will start off as a 10/10, gradually losing marks as mistakes are made.

the important areas.

This is never a fine science but a lock of attention to detail in this regard will heavily penalise a student. Chil. Once we understand h mistake.

 Children who use a range of pu how to get good marks better in this area. then we can focus on

Structure of the story

Structure will often attract up

Examiners are looking for a ste planned structure.

Too many characters, too much action or direct speech are all indicators of poor planning skills.

Simple stories tend to be most suited to clear planning and will attract more marks.

The examiner will consider the overall structure at the end of the story and their general impression will result in a mark.



Speech marks revision

Words that are actually spoken are written **inside** speech marks. For example:



The teacher said, "Have you read any good books

rec Core Skills

Core skills are very

It is comportant. Children

who can't spell or

You punctuate well cannot separ do well.

follow.

Punctuation, such as full stops, question marks or commas must all come **before** the closing speech marks.

For example:

The teacher asked Harry, "Hav

Harry replied, "Yes, I have rea

A new line is used every time a different person speaks.

While we include lots of refresher tests we also include instruction sheets like this to ensure knowledge is secure.

sed of

cently?"

speech.

Accurate Spelling



- It is important that children develop the ability to spell accurately.
- This is something which can always be improved upon so children should be **Core Skills** ig on it.

Ide We use a large
variety of test
mis sheets to keep
and interest levels high.

es may contain one, two or three spelling inderline or circle where the mistakes are torrectly on the line below.

1) Durabcence:

looked acros the room and noted Sophie's

- 2) We started our bicycle ride around Britten on a beautifull day.
- 3) I completly understood the begining of the difficult calculation

 My sister tryed to embarrass me by sayin pink This is an example of the end of a spelling exercise.

ddy was

5) In all the exsitement I had finally forgotten the entry code and so had to ask the garde.

The importance of reviewing your written work

There's nothing was an expectable than to was a variety of always revisit your written work. It is Reviewing your written work can do.

Success in writing development comes not only from improving For core skills, but also from learning to be self-critical.

as a reminder to improve the work

k is to review the work describing

Why is this important?

you

Writing improves most when students learn to be self-critical.

 Each week they'll develop their core skills and will learn lessons that could improve their work.

 As students progress through, making the stories they write 'first time' become

We ask that the review work is done af works much better than doing an immedia

The mistake many children make is to write story after story hoping they'll get better.

What should children be looking out for?

 Have they overcomplicated their writing? Would the piece be better if simplified with better

de Our approach is to emphasise

the need, in each part of the

Hi course, for children to revisit

in and rewrite work they have

done previously. This process

enhances their writing ability.

ific and

ce?

ssions and creative devices? to help them write the piece?

ese areas and more as the course

develops)

NOW PLEASE REVIEW AND HAVE A SECOND GO AT THE PIECE YOU WROTE IN THE PREVIOUS PART OF THE COURSE

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Using accurate vocabulary

A BETTER WORD THAN NICE

Your writing will come to life the more you use accurate vocabulary. Using words with a broad meaning like 'nice', instead of a more accurate ward changes your writing. Look at the words you could use



instead_o Accurate

Enterta

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Cheerfu Vocabulary

Our skills exercises Deliciou cover the important areas such as spelling, punctuation, proof reading and grammar.

Ell-behaved Striking Tasty **Smart** teresting Satisfying Restful Lovely Pleasant

Now choose one word from the box above to replace the word $\underline{\text{nice}}$ in each of these sentences. An example has been provided:

The cherry was so nice delicious that I ate the whole bag

1) The chair was so nice	that I did not want to go	гт ир.		
2) The children had a nice		ercoasters.		
3) The lady thought it was nice	We do aim to develop	y thank you.		
3) The lady thought it was nice	more specific skills. In	y mank you.		
4) It was nice	this sheet series we are	training.		
5) The old man was clearly nice	asking children to use	miling.		
6) The book was so nice	specific and accurate	put it down.		
7) The dog must have thought his n	vocabulary. Using	as he ate it		
very quickly.	accurate vocabulary			
8) Holly thought that the tall cathe	enhances their written	_ building.		
9) The woman had a nice	work.	1 .		
10) The teacher thought that her class was a nice class to teach.				

Your Second Writing Task

This is your second writing task. To begin with you should have by now not only written your first writing task about a visit to the seaside but you have also rewritten it to try to improve it. We'll be using that process of re-writing work to improve them throughout the course as it is a process which has been proven to

improve wr

story and

Our initial writing Now have tasks focus on asking children to write short descriptive

the ways you improved your first e with this second writing task.

intain:

ot.

ulary.



Your sec

Foci Try pieces.

Try to use literary devices such as similes.

Thoughts to help you:

It could be winter or summer or perhaps autumn or spring. You choose but bring out the character of the season you choose.

You could be looking at a mountain or walking up it or climbing it, you

could be looking up at it fr any scenario you can real

wind, rocks, grass, trees, & snow or rain or ice. How y your description to life.

Think about how you can dithem to use many of the core skills they have learnt or refreshed as the

course progresses.

This process helps

Choose

ich as the rabbits, lp bring

example en but ou could

Aim: to write about 120-150 wol written by one of our children. I neither is it the worst. It will give react to your own child's work.



Describe a mountain, if you have not yet visited one then use your imagination.

There needn't be any other characters in the story/description. Try to use a range of different sentence starters.

My Personal Words List

Each week you will find new words or words you haven't quite learnt yet.

Familiarisation and a wide vocabulary only develops with frequent exposure. Use this sheet to identify new words, then revise them regularly

New Wo	ord	Meaning		New word in sentence	
(Write t	the new	(Write down it	S	(Write a short sentence with	
word he	re)	meanim in vous	ร.ฌพท	your new word in it)	
	Person	nal Words	List		
	We end	courage child	dren		
	to read every day and				
try to find new words to					
		their vocal			
	-				
				We use this simple	
				sheet to help them	
				learn 20 new words	
				ang	
				during each part of	
				the course.	
			-		
:			:		
	If childr	en have a			
	wider vo	cabulary			
	they will produce				
	better w	ritten			
	work.				
			<u> </u>		

Onomatopoeia and personification exercises

EXERCISE 1

E.g. Buzz

The words on the le including the word.

Once we have covered each of the literary devices we 1) Beep/beeped then give children exercises to help

ords, for each one write a sentence



The L

2) Crash/crash them get used to using them.

- 3) Rumble/rumbled
- 4) Zip/zipped
- 5) Drip/dripped

EXERCISE 2

Describe the following by using perso provided:

E.g. Stairs

1) A storm

This exercise looks at The stairs groaned in onomatopoeia and personification.

n example has been



- 2) Night time
- 3) A house
- 4) Flowers

Alliteration



What is it?

- Alliteration is the use of the same sound or letter multiple times within a sentence or phrase e.g. A slippery snake
- The sounds or letters in alliteration do usually appear at the beginning of words, but they may appear anywhere within a word - so watch out!

Why do we use it?

- Alliteration gives a piece of writing character and makes it more exciting and fun.
- You can use alliterate inject some extra lif

Literary Devices

ist two or three words, to

Other examples:

What is it?

- A furious farmer.

We cover all the main literary Mr Womble wobbled devices.

> We then encourage children to build them into their written work.





Exaggeration is a dri u have made a mountain out of a

- Often in writing similes and metaphors are used as the method of exaggeration.
- The proper word for exaggeration is hyperbole, though you should not need to use that word in an exam.

Why do we use it?

molehill.

- Exaggeration emphasises someone's emotions or actions.
- Exaggeration is used to make a situation seem more severe than it actually is.
- The phrase 'Don't make a mountain out of a molehill' actually means 'Don't exaggerate'.

Other examples:

- T've told you a million times!'
- 'I'm so hungry I could eat a horse!'





Proof reading for accuracy

 Being able to read through your work and find mistakes is an essential skill to help you improve your writing.

• Some children are good at this, whilst others still need to spend more time on it.

you grat Work
mis: Continued Cores Skills

While we build up creative

George skills we continue to focus

on core skills throughout

the course.

xt and pretend elling or where you think a

One day he was quitely t spider. He was in such fire. He charged threw

the jungle in a rage, nocking down trees. He rampaiged through the villige and trampled over the vegeteble garden until, finaly, he reached the lake. He through himself into the cold water and laye still. This maniged to cool him down and he become to feel better.

When the villigers saw the daminate helps children to work very angry.

Record Telephone

**Record Telepho

"Its a trajedy," they cried.

This series of sheets
helps children to work
accurately by asking them
to spot the mistakes in a
piece of work.



Did you find all 20 mistakes?

burning

Building a descriptions bank

To make story writing easier, it is helpful to have already scriptions for

chare Descriptions Bank

By ho make

We spend time asking an ex children to develop, to pri improve and learn a series of descriptions covering characters, feelings, objects, the natural world and other areas.

of your story. ou will be able to Ildren who enter ank will struggle

in the limited time available.



ving sentence:

n. He walked to the shops every the newspaper.

Now see how we can build up the description of this story to make it more interesting...

Mr Peterson was so old that most people wa had a large bald head, apart from three fine as lined as a piece of old leather and his dramatically. When he walked he moved sla bent over he always looked like he was trying of a gale. Every movement involved consider stubbornly each morning to buy the newspapel a customer of for fif.

When children walk into an exam room with lots of interesting descriptions in their head then the work they produce naturally attracts high marks.

This demonstrates how you should not be afraid

Even the most basic pieces of action can score high marks if the events are described in-depth with interesting vocabulary and creative devices built in.

It's impossible to think of lots of interesting descriptions in the short time allowed for an exam. Now Preparing beforehand sente gives children a head

from?

ulary

ther'- simile which paints a picture of the old man ary

iptive expression

ve a go yourself at making this

It went over the fence.



He

so

out

been

eeth

was

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Descriptions Bank Form

This form should be used to detail the individual elements of your descriptions b iptions are revised As part of the descriptions and improved. ed them so you can bank development process recall them w we issue these blank forms. What are you We encourage children to use new forms and continually work to improve their descriptions. If in the exam they need to describe how an old man walks, the noise a baby makes when it cries or what it feels like to walk in a gale they'll have an interesting description ready to use or one they can adapt.

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Planning a good story

Planning your story before you start writing helps you to set out your ideas clearly. Only spend around three to five minutes doing this. It is easier if you divide the story into three sections first:



1. INTRODUCTION

Your introduction should set the scene of your story, think about the sights, smells and sounds of the setting.

 You mig We help children stickind develop their core skills, and their description banks. We

your story, remember Fective.

The ma then give them a go at

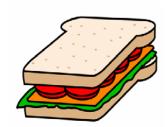
Perhap Remem writing lots of little lost his stories. Finally we then move onto full length stories.

ction happens. needs fixing.

e would be: A man has ind them.

🕽 in your story to an end, perhaps resolving a problem or escaping a situation.

It might help to imagine your story is like a sandwich. The top of the bread is the introduction, the filling is the main body and the bottom of the bread is the conclusion!



Improving your story

Whilst you are reading through your story, use this checklist to tick if you did the following:



- □ varied your sentence starters/sentence length
- □ used literary devices in your work
- used interesting descriptions of characters and setting
- \square kept your story line simple so that you had time to complete it
- □ used correct punctuation and spelling



We remind children to use all the skills they

Now that y have learnt and to work

• REPEAT the accurately. We also planned std remind them of the

You should make sure benefit they can gain

pelling and d.

d be improved, nents as you go.

he other four

ngredients to

The eximum which end in a predictable manner.

from being self-critical.

- You should try to avoid doing this as an examiner would be far more impressed by an original and exciting ending than something they have read before.
- An example of a predictable ending is: 'Then I woke up and realised it was all a dream'.



Example story plan

ON:

We start by giving

children fully planned stories to write. We do

this so they can focus on descriptive writing rather than getting carried away on overly
 ambitious plot.

snowy day in December g snow men, slippery underfoot am and his younger, excitable



man

èm

vered their shoe tracks so they

• tred. George starts to cry as its getting dark.

CONCLUSION:

Resolution - William luckily spc
 and realises that finding their c
 back home

We always
encourage

Feelings - make it home-relief,

We always
encourage them to
have another go at
writing each story
after a few days.

Now have a go at writing this story!

Spend no longer on it than 35 minutes

Words you may not know

These words have come up in previous selective school tests so using them will help demonstrate the breadth of your vocabulary.

- Complete the exercise
- Ad any words you didn't get to your personal words list
- Use the exercises as stimulation to help you to develop some vocabulary rich descriptions.

Insert the words from the box into the correct sentence:

rowdy	barked	battered lark	wither		
imitated counter		Continued work	badgered		
	\\	on core skills			
		We continue to			
		work on core skills			
 Khan's tenth birthday party expelled from the restaurant. 		throughout. We	group was		
		also encourage			
2. The new boy in	nvited severa strong	chilaren to keed	the hope that it would		
– – – – – 3. The Major-Ger		developing their			
1. Joe's team		descriptions banks.	ten goals.		
5. The girls went	outside to		ın.		
6. My enthusiasm for the task began to after the fifth hour.					
7. She couldn't the sight of seeing her son struggle and went to help him.					
8. Peter $_$ $_$ $_$ $_$ $_$ $_$ his mother until she finally relented and allowed him to eat the Jaffa cake.					
9. My mother uses a night cream to the signs of ageing.					
10. I my father by standing on a chair and using my deepest voice.					
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Practice Story Title 1

You have 35 minutes to write this story including planning and checking time.

A Day at the Seaside

Thoughts to help you:

- Describe what the seaside is like-sights/sounds/smells
- Who is there? two friends, a family, a dog walker
- What happens, whilst, they are there? at hink of an exciting

event wi We then take a step back feeling from fully planned stories

Come u

and only give story prompts.

This approach helps children to gradually improve their own planning



Work once skills

Wait f

id re-write your

• Pupils who are self-critical and look for ways to improve their stories make much more progress.



More practice story titles

The Birthday Party

- Whose birthday party is it? How old are they?
- Why is this party so memorable? -a special present?
- What happens at the party? think of an exciting event which takes place, describe character's feelings/emotions
- Com: The final step is to give children story titles to write themselves.

By this stage their writing skills will have The Broken Time improved considerably.

ast/future? he past/future?

invent it?

Come up with a resolution- Do they fix the machine? If so,

how is it fixed?



You should now have a story that includes all the main ingredients to make sure you achieve high marks!