



# Narrative Writing Help Sheet Gregory Cool Ending



## How can I add interesting descriptions into my story ending?

When you are reading books and stories, you probably don't even realise how much thought has gone into the choosing of vocabulary, phrases and descriptions but it has all been done with YOU, the reader, in mind! Go and read a paragraph in any well-written book (classics, Michael Morpurgo etc.) and you'll see! Your task is to write the ending for a story, so you'll need to think carefully about the type of language and description you are using. Here are some ideas to help you with your writing – remember that the best tool for improving your writing is to read, read and read some more! You'll pick up so many amazing tricks to add to your writing toolkit that you'll be a superstar author in no time.

### **Show, don't tell!**

Descriptions are much more exciting if you use carefully chosen language to 'paint a picture' in the reader's mind. This is where you pull out all the stops and use carefully chosen adjectives, expanded noun phrases and prepositions to help bring your writing to life.

**Instead of using:** The moon was shining. **Try:** In the darkness, the crescent shaped glint of light on the broken glass caught my eye.

**Instead of using:** The girl was cross. **Try:** Crimson red patches crept up her freckled cheeks as she curled her fists into tight balls.

**Instead of using:** He cycled quickly. **Try:** The pedals span furiously as Edward raced toward the crowded street.

**Instead of using:** A dolphin appeared. **Try:** On the horizon, Gregory noticed small splashes which were getting closer and closer to the rickety boat.

### **Prepositions**

Prepositions tells us where or when something is, in relation to something else. Watch the clips from BBC Bitesize (link in the useful websites section) to help you with this. Can you spot the prepositions in the sentences below?

Gregory was hiding **behind** the boat.

She was **in** the house.

**At the end of the street** (*prepositional phrase*) stood the crooked house.

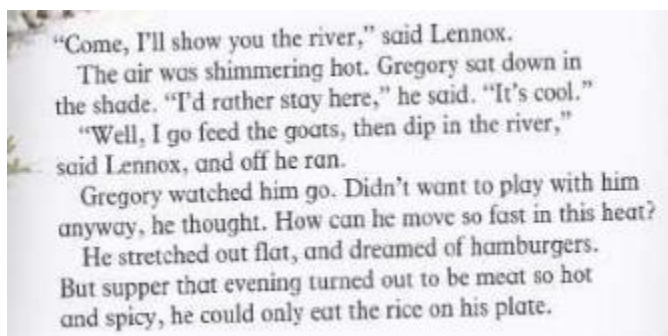
### **Relative clauses**

Add more information about the noun (whose, who, which, that, where, when).

### **Similes, metaphors and personification**

Remember:

- Similes use 'like' and 'as' to compare something to something else.
  - **As tall as** a skyscraper.
- Metaphors are where you say something **IS** something else for dramatic effect.
  - The **man was a giant**, raging terror over the town.
  - A wave of panic washed over him.
  - The **circus was a magnet** for the children.
- Personification – giving an inanimate object human qualities.
  - The **flame danced** on top of the wax pillar.
  - The **waves tickled the shore** while Gregory played in the sand.



Does this extract move the story on or convey character?

### How do I use dialogue effectively?

Dialogue should be used carefully to either move the story on or to develop the reader's understanding of a character. To move the story on using dialogue, you might include details in speech which would otherwise take a long time to explain with narration – increasing the pace of the story in places. Because you get lots of information about the character by what they say and do (and also **HOW** they say it or do it), characters can be developed effectively through dialogue. Think about how your character would react in different situations or to other characters.

There are some links below in the 'useful websites' section, which really help to show what you need to remember when punctuating dialogue. But first, read these examples below to help.

1. Always start the dialogue with opening speech punctuation (speech marks/inverted commas) and a capital letter.  
"Speech punctuation is easy," laughed Mrs Clark.
2. You need punctuation before the speech is closed – this could be a comma, question or exclamation mark (or a full stop if the sentence does **NOT** continue at all).  
"It is rather easy, yes!" replied Mrs Pemberton.
3. Start a new line for each new speaker.  
"Let's stop talking about it and get on with our work!" ordered Mrs Crowfoot.  
"Of course. We are very sorry," apologised Mrs Clark and Mrs Pemberton in unison.

### Useful websites

Steve Backshall has some tips about creative writing [here](#)

Click [this link](#) and scroll down to underneath the video and look at the table...it has excellent ideas for your writing toolkit!

A quick recap and quiz on expanded noun phrases can be found [here](#)

A little practise activity about expanded noun phrases [here](#) from Twinkl

Help using prepositions can be found [here](#)

A short video about the basics of speech punctuation can be found [here](#)

A more detailed link about speech punctuation is [here](#) – going further than the basics.

### Top tips when writing your story ending

- Remember what has already happened – the story needs to flow
- Keep your writing in the same style as the beginning part
- Remember to keep reading through what you have written and edit as you go along
- Is it exciting? Would *you* want to read this?
- Have you challenged yourself to include year six punctuation, vocabulary and grammar?
- Do your vocabulary choices reflect the mood, convey the meaning and 'hook' the reader?
- Remember – too much, or unnecessary, dialogue is confusing and boring for the reader.
- Do your descriptions 'show' the reader or 'tell' the reader?
- Have you checked your grammar? Does it make sense?
- Have you used a range of sentence types, lengths and varied the position of clauses?

### Writing Toolkit

Just like in school, here are the items you might need in your toolkit. Remember to include these features for an amazing piece of writing!



#### **Writing Toolkit**

Vary sentence structure

- simple, complex, compound
- position of subordinate clauses

Fronted adverbials

Powerful vocabulary to describe

Expanded noun phrases

Prepositional phrases

Passive voice

Dialogue that shows character

Dialogue that moves the story on

Full range of punctuation

Neat and accurate

### Success criteria

Below are the bronze, silver and gold success criteria for your writing. Remember to challenge yourself appropriately.

- ✓ I can structure and punctuate dialogue correctly
- ✓ I can show the emotions of characters through dialogue
- ✓ I can use a balance between dialogue and narration
  - ✓ I can use basic punctuation accurately
- ✓ I can use description to keep the reader interested
- ✓ I can use a range of grammatical structures to add detail
  - ✓ I can use dialogue to move the story on
  - ✓ I can reveal details of the character through dialogue
  - ✓ I can use carefully chosen descriptions to add interest
- ✓ I can use a wide range of different sentence types and grammatical structures to add detail
  - ✓ I can vary the order of my clauses in sentences
  - ✓ I can use dialogue to move the story and add pace
- ✓ I can portray a character – adding precise detail to show their personality through interactions with other characters and through what they say and do
- ✓ My descriptions are carefully written using a range of different descriptive techniques
  - ✓ I can use precise and accurate vocabulary