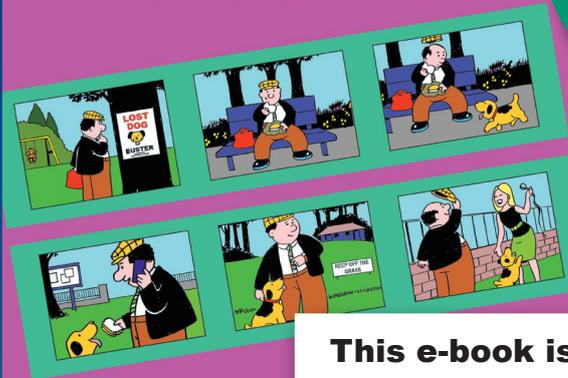


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Writing With Storyboards

PICTURE STORIES TO
ENCOURAGE NARRATIVE WRITING



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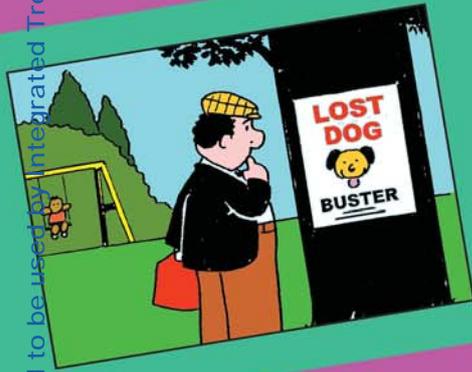
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Writing With Storyboards

PICTURE STORIES TO ENCOURAGE NARRATIVE WRITING

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Writing with Storyboards

**PICTURE STORIES TO ENCOURAGE
NARRATIVE WRITING**

written by Lynn Lettice M.Ed.

illustrated by Mick Davis

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Writing with Storyboards

Notes for Teachers

- A book to help pupils develop and improve narrative writing skills.
- Ideal for those pupils who find it difficult to organise and plan their writing.
- Suitable for a fairly wide age range, but particularly suitable for Key Stage 2 pupils and also Key Stage 3 pupils with literacy difficulties.
- Sheets at three 'levels': whole stories, stories without endings and story starters.
- Contains a variety of picture stories to suit pupils with a range of abilities, experiences and interests.
- Helps to develop the ability to structure texts and encourages deduction and use of imagination.
- Encourages pupils to develop plot, setting, characterisation etc and stimulates the use of dialogue.
- Can be used in a variety of ways. Lends itself well to whole class discussion followed by individual/group work. Many teachers find it especially useful for pair work.

Related Easylearn Materials

www.easylearn.co.uk

- The *Write Reason* series helps creative writing skills and sentence development. The two books encourage independent narrative writing, from sentence formation to story writing. They enable pupils to write at different levels and for different purposes and have a wide appeal. They are also useful for comprehension, speaking and listening and grammar work.
- Make the most of developing writing skills with *Write About the Picture*. The 25 topics in each book are ideal for early sentence writing. The five books are crammed full of things that primary school pupils love to write about. Each sheet is highly motivating, enabling pupils with very limited writing skills to produce an attractive piece of work. *Write About the Picture* is easy for pupils to understand and use and requires minimal teacher assistance.
- Our *Punctuation Pack* comprises three photocopiable books which focus on grammar and punctuation. *First Stop* covers the first, basic elements of punctuation while *Stop it!* provides further, direct practice in the rules of grammar. *Stop it, Editor!* works well alongside *Stop it!* and is full of tasks pupils enjoy: finding mistakes, marking and correcting texts, etc.
- The two *On the Write Track* books contain sentence construction worksheets for beginner writers with stimulating images to help independent writing. Both books have a similar format and are useful for a wide range of pupils at an early stage of literacy.

Contents

	Pages
Complete stories	1-11
Stories with no endings	12-19
Story starters	20-25

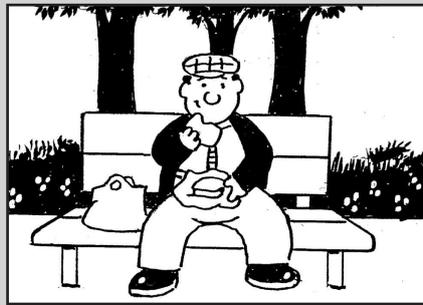
Read the points below, then look at the picture story.

Think about



- where the man was, and why
- why the dog came up to him
- what the dog was like; what it was called
- where the dog had been
- how the dog, the dog's owner and the man felt.

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Now write the story.



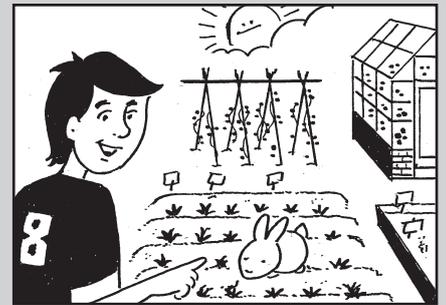
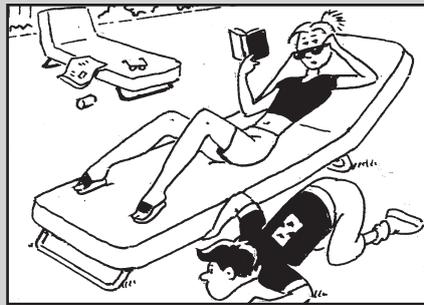
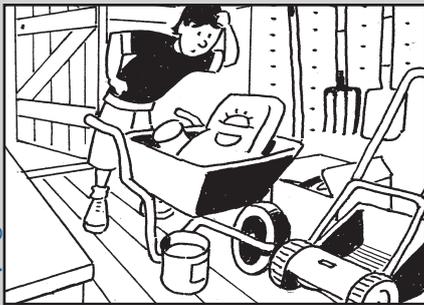
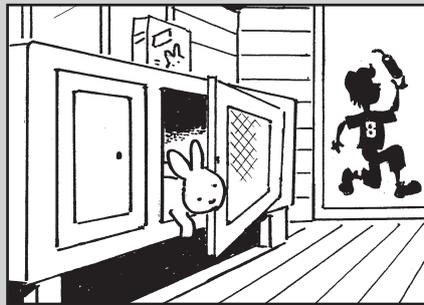
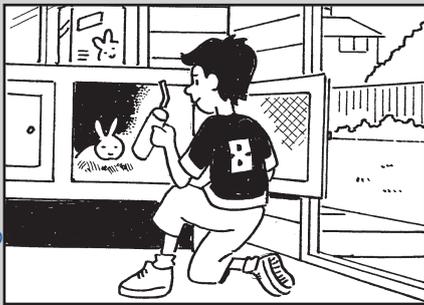
words to use/notes

Read the points below, then look at the picture story.

Think about



- who the boy is, his name, where he lives etc.
- what the boy was doing for his rabbit at the start
- why the rabbit got out of the shed
- where the boy looked for the rabbit
- what the boy was thinking at different times in the story.



Now write the story.



words to use/notes

Read the points below, then look at the picture story.



Think about

- what the boy was doing at the start, and why
- why he was upset
- how the animals helped him
- whether or not the boy saw the animals
- what the boy might do another time.

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Now write the story.



words to use/notes

Read the points below, then look at the picture story.



Think about

- who the young woman and the young man are
- where they work
- where they both went at 11am
- what the young woman thought at different times in the story
- what the mix-up was, and how it turned out.

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Now write the story.



words to use/notes

Read the points below, then look at the picture story.

Think about



- who the man is; what his job is
- where the action takes place
- why his work is dangerous
- what he took, why, and who he gave it to
- how you can make the story sound exciting.

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Now write the story.



words to use/notes

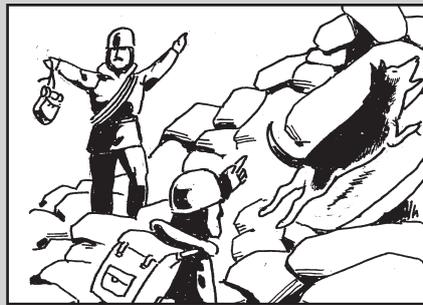
Read the points below, then look at the picture story.



Think about

- who the people are; their names etc.
- where they are going, and why
- what could have happened and what did happen in the storm
- who the people helping them are
- what they feel like at different times in the story.

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Now write the story.



words to use/notes

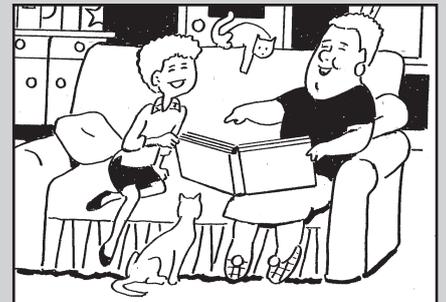
Read the points below, then look at the picture story.



Think about

- who the girl and the woman are
- what the girl is making, how and why
- what she is thinking while she is working
- what the special day is
- why the present is a good one and what the woman thinks about it and the girl.

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Now write the story.



words to use/notes

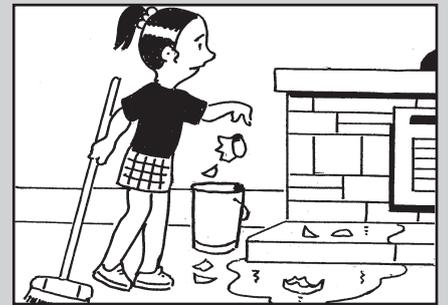
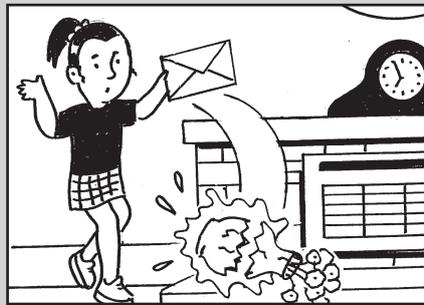
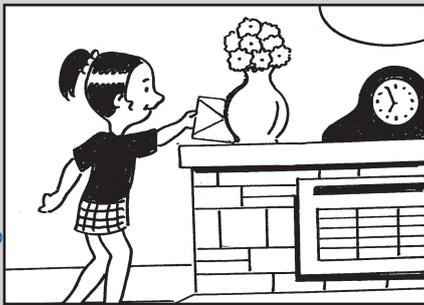
Read the points below, then look at the picture story.



Think about

- why the vase got knocked over
- whether or not it was a special vase
- why the girl was worried
- why she tried to mend it and how successful she was
- why her mum hugged her and what she said.

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Now write the story.



words to use/notes

Read the points below, then look at the picture story.



Think about

- where the boy was going; what he thought about it
- what he spent all the time doing, and why
- who he was walking with; what they were talking about
- what happened when the car went past
- what both boys said.

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Now write the story.



words to use/notes

Read the points below, then look at the picture story.



Think about

- what the girl is thinking and feeling at different times
- where the family is going
- what they do there, and how what the the girl thinks changes
- what the people in her family say to her
- what the girl might say at the end.

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Now write the story.



words to use/notes

Read the points below, then look at the picture story.

Think about



- how much the girl likes playing the guitar and how often she plays
- how she found out about the band
- what the other band members thought about her playing
- what she felt like before, during and after the gig
- what the audience thought about her and the band.

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Now write the story.



words to use/notes

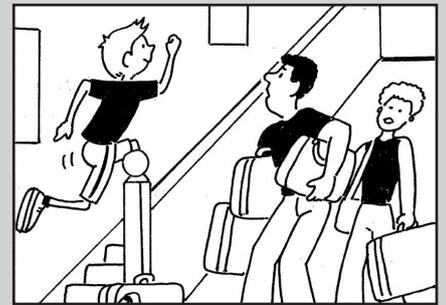
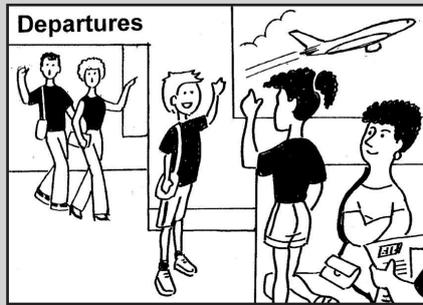
Read the points below, then look at the picture story.

Think about



- who the boy and girl are; where they come from
- where they meet; what they talk about
- what they say to each other at the airport
- what the boy does as soon as he gets home
- what they write to each other.

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How does the story end?

Write the story.



Words to use/notes

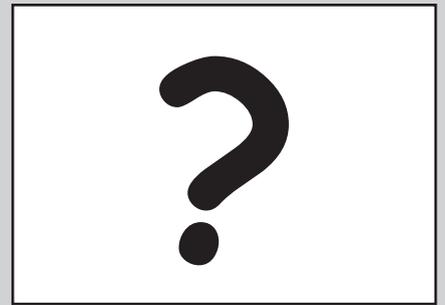
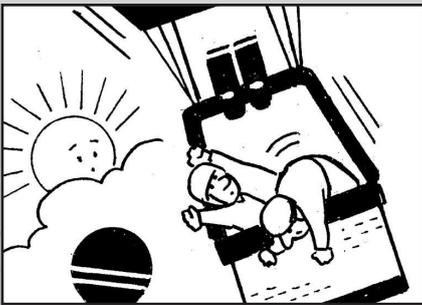
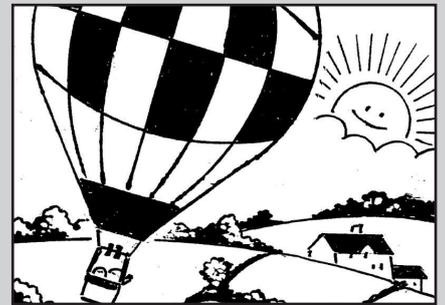
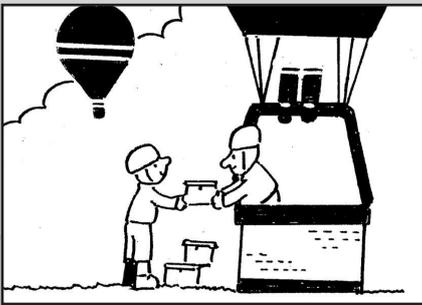
Read the points below, then look at the picture story.

Think about



- who the people are; why they are going in the balloon
- what it's like up in the balloon
- what they can see; what they say to each other
- what the problem is
- why they throw things out.

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How does the story end?

Write the story.



words to use/notes

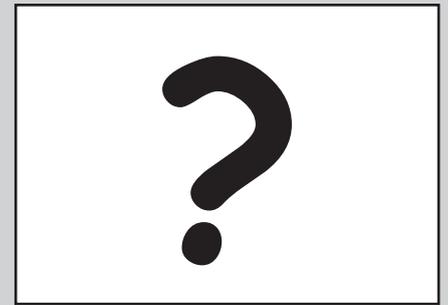
Read the points below, then look at the picture story.

Think about



- where the girls saw the notice; what it said
- how they got to the shopping centre
- how many shops they went in; what they were like
- what they thought as they tried things on
- whether they will find something; what will happen.

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How does the story end?

Write the story.



words to use/notes

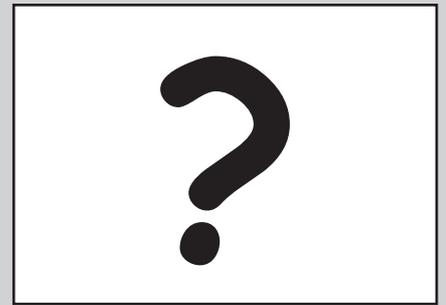
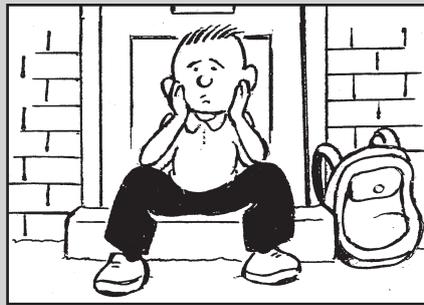
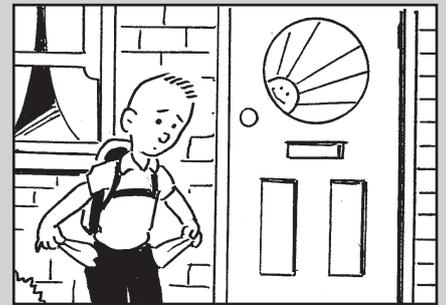
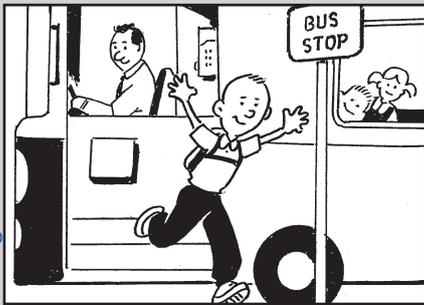
Read the points below, then look at the picture story.

Think about



- what the boy thinks about as he walks home
- what he can't find
- all the places he looks
- all the things he could do about the problem
- what he does, and what happens next.

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How does the story end?

Write the story.



words to use/notes

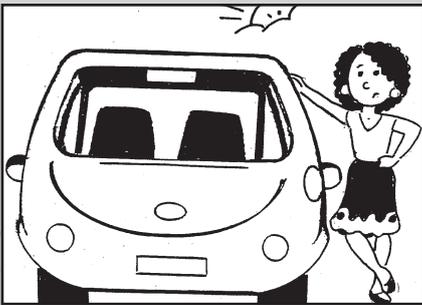
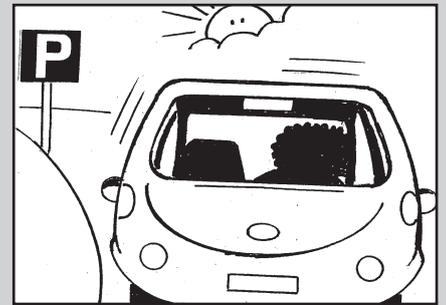
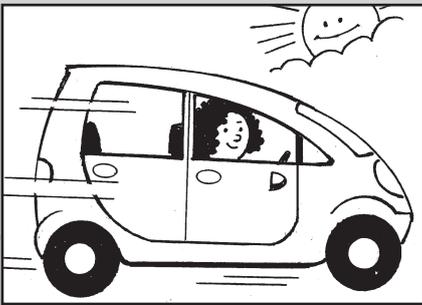
Read the points below, then look at the picture story.

Think about



- who the woman is; where she is going; why she's happy
- what she thinks when the car steering goes wrong
- what she thinks and does when she sees the lay-by
- what she says or feels when she sees the flat tyre
- what will happen to her plans now; what she will do.

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How does the story end?

Write the story.



words to use/notes

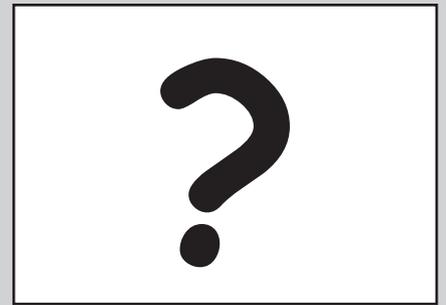
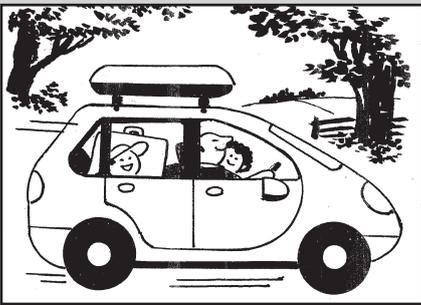
Read the points below, then look at the picture story.

Think about



- where the family are going; why; what they feel like
- what kind of things they are looking forward to doing
- where they are going when they get out of the car
- who leaves the car door open
- what they will say when they go back to the car.

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How does the story end?

Write the story.



words to use/notes

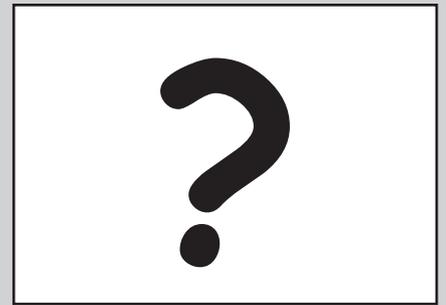
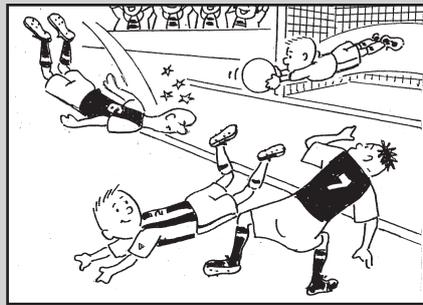
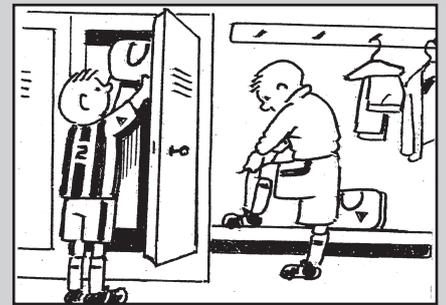
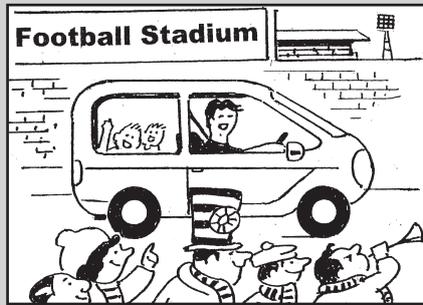
Read the points below, then look at the picture story.

Think about



- who the boys are; what they are called
- what the boys are doing; where they are going
- what their team is called; which positions they play; who the goalkeeper is
- whether this match is a special one
- what the final score is; what happens after the match.

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How does the story end?

Write the story.



words to use/notes

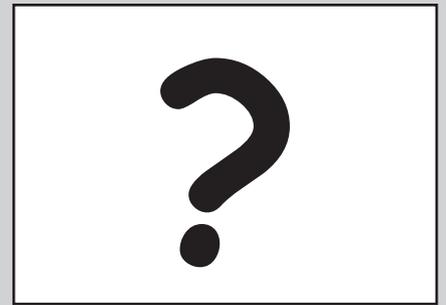
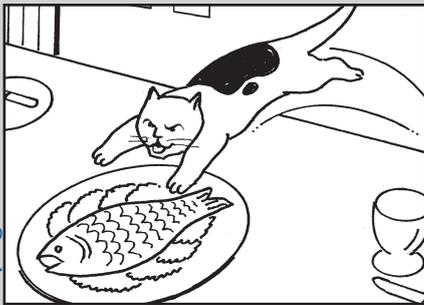
Read the points below, then look at the picture story.

Think about



- who the man is; where he lives etc.
- what he's cooking; whether it is a special meal
- where the cat is and what it is doing throughout the story
- why the man goes out of the room, leaving the fish
- what the man discovers when he comes back in; what he says and does.

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How does the story end?

Write the story.



words to use/notes

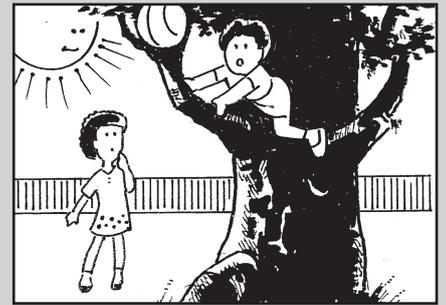
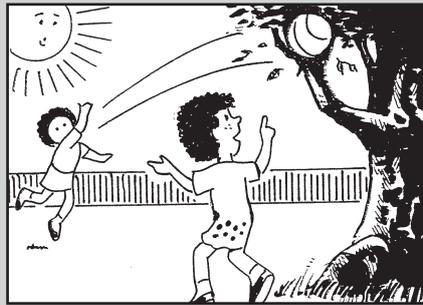
Read the points below, then look at the picture story.
The story is not finished.



Think about

- who the two girls are
- whose garden they are playing in and when
- what game they are playing
- what they think when the ball is stuck in the tree
- whether your story will be funny, sad, exciting.....

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??????????

What happens next?
How does the story end?
Write the story.



Words to use/notes

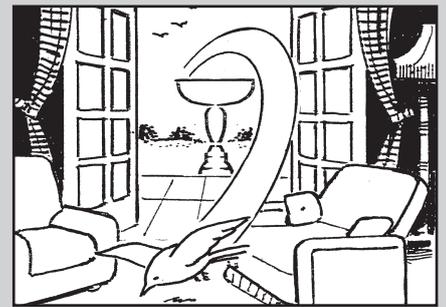
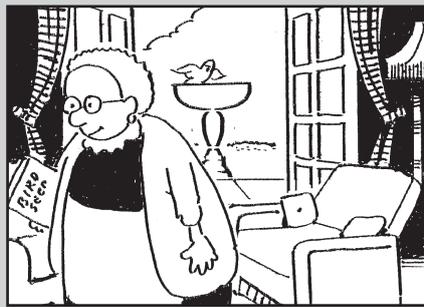
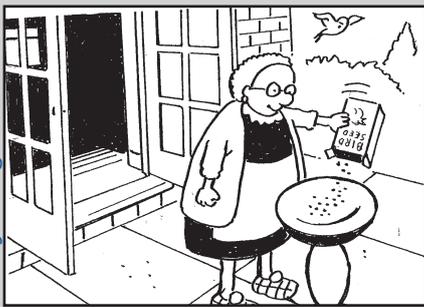
Read the points below, then look at the picture story.
The story is not finished.



Think about

- who the woman is; where she lives; why she feeds the birds
- what happens when the woman comes back
- what time of year, what time of day it is
- why the bird flies in; what it might feel like
- whether you will tell the story from the woman's or the bird's point of view.

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??????????

What happens next?
How does the story end?
Write the story.



words to use/notes

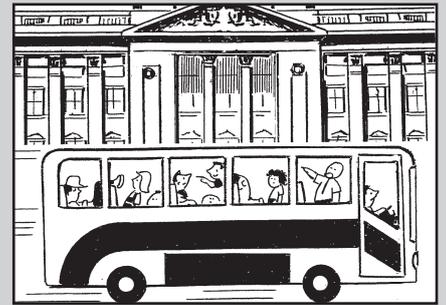
Read the points below, then look at the picture story.
The story is not finished.



Think about

- who the children and the adults are; are you one of them?
- where they are going and why
- what the coach trip was like: any incidents?
- what they do when they get there: does anything funny or interesting happen?
- how the whole trip ends; how the people are feeling.

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What happens next?
How does the story end?
Write the story.



words to use/notes

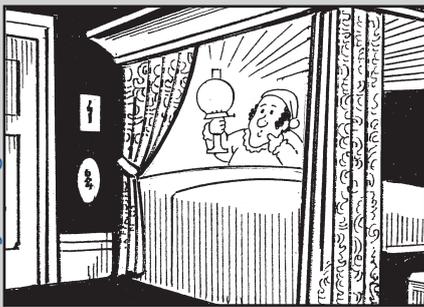
Read the points below, then look at the picture story.
The story is not finished.



Think about

- who the man is; his name; what he does; where he lives
- what woke him up; what he felt like going down to his study
- what his house is like
- what he felt like when he saw his safe; what was missing
- who he is phoning; what will happen. Will it end well?

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??????????

What happens next?
How does the story end?
Write the story.



words to use/notes

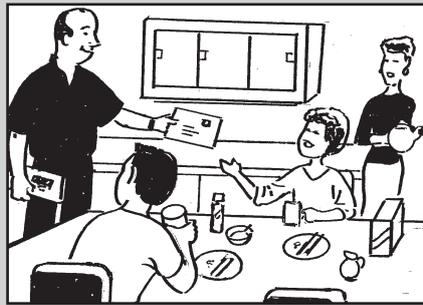
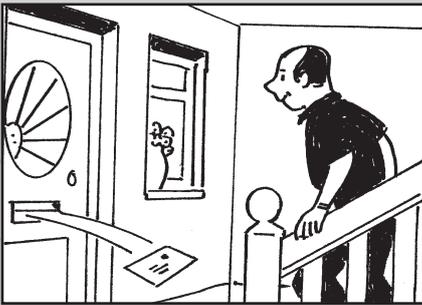
Read the points below, then look at the picture story.
The story is not finished.



Think about

- who the family is; who the girl is
- what kind of day was it: a normal, school day?
- what the letter looked like; whether the girl often got letters
- what the letter said; who it was from; what the girl thought
- what the news will mean; what will happen.

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??????????

What happens next?
How does the story end?
Write the story.



words to use/notes

Read the points below, then look at the picture story.
The story is not finished.



Think about

- who the man is; where he is
- what he wants to buy and why
- what happened suddenly; how people reacted
- who to have as your main character: the man, the banknote or who?
- where might the note blow; what happens as the man tries to get it; what happens in the end.

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????????

What happens next?
How does the story end?
Write the story.



words to use/notes

Writing With Storyboards

Writing with Storyboards helps pupils to develop good story writing skills, and is especially useful for those who find it difficult to organise and plan their writing. The book includes whole stories, stories without endings and story starters. Each sheet encourages pupils to develop plot, setting, characterisation etc. and stimulates the use of dialogue.

Easylearn resources available include:

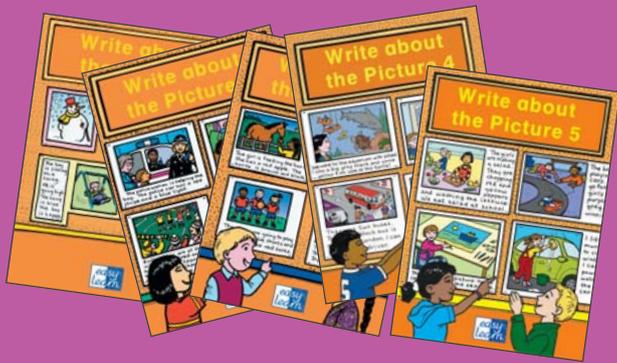
Develop independent narrative writing further with *The Write Reason* series.

- Helps creative writing skills and sentence development.
- Encourages independent narrative writing, from sentence formation to story writing.
- Enables pupils to write at different levels and for different purposes. Has a wide appeal.
- Also useful for comprehension, speaking and listening and grammar work.



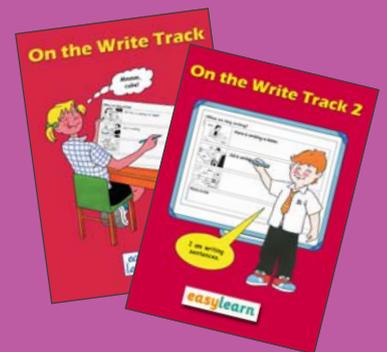
Make the most of budding writing skills with *Write About the Picture*.

- 25 topics in each book, ideal for early sentence writing.
- Five photocopiable books crammed full of things that primary school pupils love to write about.
- Highly motivating, enabling pupils with very limited writing skills to produce an attractive piece of work.
- Easy for pupils to understand and use.
- Requires minimal teacher assistance.



On the Write Track: pictures and key words to create simple sentences

- Two books containing sentence construction worksheets for beginner writers.
- Stimulating images to help independent writing.
- Both have a similar format and are useful for a wide range of pupils at an early stage of literacy.



plus many, many more....

Easylearn produces a large range of resource materials to help pupils improve their English and Maths skills. Find us at www.easylearn.co.uk.

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Teaching materials that make learning easy

Integrated Treatment Services

Printing Tips

1. Print Range

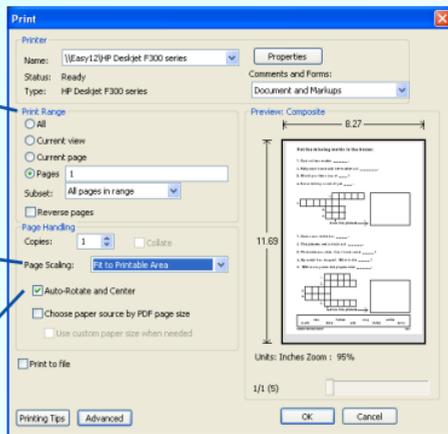
Please take care to select the pages you wish to print. This can avoid printing unwanted pages.

2. Page Scaling

When printing on A4 paper, we recommend you select *Page Scaling = None (100%)*. If important details are lost, because your printer cannot print close enough to the paper edges, use instead the default scale, *Fit to Printable Area*.

3. Rotate and Centre

Landscape pages have been rotated for ease of viewing on your computer or whiteboard. We recommend you tick this box to ensure pages appear in the correct orientation when printing.



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