

6 NARRATIVE PROMPTS

GETTING WARM

Today you will write a narrative (story) using the topic of 'Getting warm'.
Your narrative might be set in a polar region, your home, or anywhere else. The characters might get warm by exercising, clothing, heating, or another way. Be creative with your thinking!

You will need to think about:

- the characters
- where the story takes place
- the problem or complication



FLIGHT

Today you will write a narrative (story) using the topic of 'Flight'.
Your narrative might be set in the air, but not necessarily. It might be about something that can fly, or something that is thrown. Be creative with your thinking!

You will need to think about:

- the characters
- where the story takes place
- the problem or complication

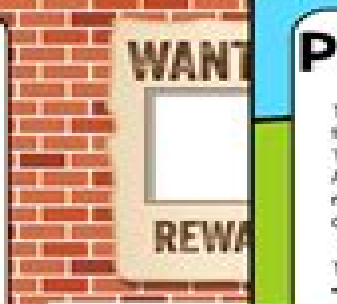


WANTED

Today you will write a narrative (story) using the topic of 'Wanted'.
Write a narrative about somebody, or some creature, who does, or has done, the wrong thing. What did they do? What effects did it have? Be creative with your thinking!

You will need to think about:

- the characters



PLAYING OUTSIDE

Today you will write a narrative (story) using the topic of 'Playing Outside'.
Your characters could be playing anything at all. And the playing could happen at any stage of the narrative (the beginning, middle, or end). Be creative with your thinking!

You will need to think about:

- the characters



WATER

Today you will write a narrative (story) using the topic of 'Water'.
Your narrative can have anything to do with water. It could be about one of the pictures on this page, or anything else to do with water. Be creative with your thinking!

You will need to think about:

- the characters
- where the story takes place
- the problem or complication
- how the story will end

Remember to:

- plan your story with a beginning, middle and end
- write in paragraphs and complete sentences
- check your spelling and punctuation
- edit your work to make sure it makes sense



NIGHT

Today you will write a narrative (story) using the topic of 'Night'.
Your narrative can have anything to do with night time. It could be about one of the pictures on this page, or anything else to do with night. Be creative with your thinking!

You will need to think about:

- the characters
- where the story takes place
- the problem or complication
- how the story will end

Remember to:

- plan your story with a beginning, middle and end
- write in paragraphs and complete sentences
- check your spelling and punctuation
- edit your work to make sure it makes sense



Narrative Stimulus Year 7

Annelies Wilder-Smith



Narrative Stimulus Year 7:

Framework English Geoff Reilly, Wendy Wren, 2003 The aim of Nelson Thornes Framework English is to develop students confidence and achievement in writing With its unique range of rich fiction and non fiction texts and comprehensive coverage of the core skills Nelson Thornes Framework English Skills in Fiction and Non Fiction targets students doing well in years 7 10

Thrice Told Tales Diane Holmberg, Terri L. Orbuch, Joseph Veroff, 2003-10-03 Researchers have studied marriage for decades but how is the transition to married life actually experienced by the couples involved From an insider s perspective *Thrice Told Tales* examines married couples own stories of their relationship A representative sample of 199 African American and 177 White married couples were asked to tell the story of their relationship It provides accounts of courtships weddings honeymoons their adjustment in the early years and hopes for the future These stories were first collected a few months after their weddings and again in the third and seventh years of their marriages What features of their relationship do the couples highlight as central in the early years How do their stories change over time What can we learn about couples marital well being by analyzing their stories How do the stories of men and women and of White and African American couples differ These questions were systematically addressed using extensive coding schemes and comprehensive quantitative analyses Details of the coding system and procedures are included making this volume a useful reference for any researcher contemplating analysis of narrative data However the key points are also explained in simple prose and illustrated with quotes from the couples own stories making the book accessible to anyone with an interest in how young couples experience married life today

Improving Literacy at KS2 and KS3 Andrew Goodwyn, 2002-06-28

Improving Literacy at KS2 and KS3 is all about primary secondary transfer seen mostly through the eyes of secondary teachers but with some interesting contributions from middle school staff who know the territory well This book sees the NLS s influence on primary practice as generally benign but takes a more jaundiced view of the implications for secondary teaching especially in its central chapter Evidence from experienced practitioners There are however many useful suggestions for reshaping and adapting parts of the strategy including chapters on classroom literacy and everyday life and literacy and drama which consider ways of relating learning to the wider culture beyond school including screen based literacy There is also a review of the language across the curriculum movement and a chapter on subject literacies which has left me with an abiding admiration for geography teachers as lone voices of dissent Sue Palmer TES Teacher This book will to help students and practising teachers to understand the issues surrounding literacy the place of transition in pupils lives and to feel confident in handling The National Literacy Strategy The book focuses on the crucial period when children complete primary schooling and begin in secondary schools It examines the issue of transition from one phase to the other and specifically the nature of literacy at this period The authors contrast the whole school approach of primaries to the very subject specific nature of secondary teaching The authors set the NLS in perspective reviewing earlier movements such as

Language across the Curriculum and the NLS itself They offer a critique of the strategy and outline its strengths and weaknesses The book sets out evidence of the way schools are reacting to the NLS and what classroom teachers and their pupils think Its coverage is comprehensive and includes focus on primary secondary and middle schools the teaching of literacy and English the role of ICT as well as important areas such as media education drama and modern foreign languages This book will be useful to education students and to practicing teachers in primary and secondary schools

Learning to Teach English in the Secondary School Jon Davison, Caroline Daly, 2014-06-27 How do you approach teaching English in the contemporary classroom What is expected of a would be English teacher The fourth edition of this best selling text combines theory and practice to present an indispensable introduction to the opportunities and challenges of teaching English in the secondary classroom It offers insight into the history policies and definitions surrounding the subject together with innovative and practical strategies which can be used for effective teaching and learning Already a major text for many university teacher education courses the new edition reflects the extent and impact of current reforms whilst retaining its focus on what is of enduring value for English teaching With an emphasis on developing your own values and on stimulating approaches that underpin English teaching it will help you navigate your way through changing curriculum requirements assessment practice and the demands of professional development Key topics explored include Reading writing and speaking and listening Teaching language and grammar Drama in English teaching Poetry Working with digital technologies Post 16 English language and literature Developing as a critically reflective practitioner Written particularly with the new and student teacher in mind Learning to Teach English in the Secondary School aims to equip readers with the tools to make critically informed judgements about how to teach develop principled practice and most importantly be mindful of pupils and their experience of English in the secondary classroom

Language and Language Behavior Abstracts ,1980

Readings on Language and Literacy Lillian R. Putnam, 1997 Reports from colleagues and former students who honor Dr Chall

Developing Drama Skills 11-14 Joss Bennathan, 2000 Offers a framework for developing a Key Stage 3 Drama curriculum which ensures key skills and concepts are taught in a coherent and structured way Back cover

A Dissertation Entitled Walking Around Inside Stories Barbara Martin Britsch, 1992

Success in GCSE Drama (14-16) Phil Parker, Craig Boardman, 2005 Success in GCSE Drama is accompanied by its own DVD which showcases practical demonstrations by students themselves of teaching and learning points from each of the four schemes of work

Where Is the Teacher? Kyle Wagner, 2024-08-01 Kids today can learn more from a five minute YouTube video or AI chatbot than they can from a full day of lectures So what then is our role as classroom teachers In this groundbreaking book seasoned educator Kyle Wagner explains the new role of the teacher in the 4th industrial revolution You will learn how to shift from being a deliverer of content to a thoughtful designer and facilitator of student centered learning experiences who gently guides from behind the scenes Kyle a veteran co learning experience designer former classroom teacher and school leader unpacks each

of the 12 shifts required to build these student centered environments Chapters cover how to shift from a content based to inquiry based approach develop relevant interdisciplinary skills cultivate meaningful student reflection curate beautiful real world work facilitate student led discussion and more Through stories from real student centered classrooms around each shift and anecdotes from the author s experience teaching and leading micro academies you will come away ready to unleash student creativity build thoughtful inquirers and develop self directed learners within your own context **The Reading**

Crisis Jeanne Sternlicht Chall,Vicki A. Jacobs,Luke E. Baldwin,1990 Children from low income backgrounds often experience fourth year slump despite the fact that their cognitive abilities may be consistent with the norm This book examines the causes of this disparity and outlines an active role for the schools in remedying weaknesses in literacy development

Backwardness in the Basic Subjects Fred Joyce Schonell,1942 **The Educational Record** Tasmania. Education Department,1906 **Dissertation Abstracts International** ,2000 *The Platoon School* ,1927 **Catalogue of the Free Public Library, Sydney, for the Years 1869-87** Free Public Library of Sydney,Public Library of New South Wales,1895 **A Dictionary of the Bible Dealing with Its Language, Literature, and Contents, Including the Biblical Theology: Pleroma-Zuzim** James Hastings,John Alexander Selbie,Andrew Bruce Davidson,Samuel Rolles Driver,Henry Barclay Swete,1906 **A Dictionary of the Bible: Pleroma-Zuzim** James Hastings,John Alexander Selbie,Andrew Bruce Davidson,Samuel Rolles Driver,Henry Barclay Swete,1902 **The Classical Weekly** ,1915 **Classical Weekly** ,1916

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