

Narrative Writing



Learning Objective

- To understand the purpose of narrative writing in order to successfully plan and write one.

Success Criteria

- To understand the purpose of narrative writing.
- To understand that a narrative contains an orientation, series of events, complication, resolution, and coda (optional).
- To understand the importance of complications in narratives.
- To plan and write a narrative using the correct structure.

Purpose

The purpose of narratives is to tell a story.

They can teach the reader a moral or a lesson.

They can be both informative and entertaining.

Narratives can be written in many forms, for example: myths, fairy tales, fables, parables, science fictions, adventure, historical, romance, mystery, horror, humorous and fantasy stories.



Structure

The way a narrative is structured is very important. Here are several key points that can help guide us when writing a narrative.

We are going to look at using OSCRC to structure our narrative.

Structure	Purpose
Orientation	A short introduction about the main characters and settings. Who, what, when, where, why?
Series of Events	Well structured, and sequenced events which tell the reader a story, and reveal more about the information presented in the orientation.
Complication	This is embedded into the series of events. It is where a potential problem occurs and the whole narrative is based around this, and how it will be solved.
Resolution	The complication is resolved and the narrative ends.
Coda (optional)	Gives the audience some extra information in regards to how the character(s) were feeling, how they have changed, and what could be taken from this narrative.

The Crisis

In almost every story you read, there will be a crisis or problem.

Think of five stories that you have read (or films you have seen) and identify what the problem was. Discuss these with your partner.

Can you identify any other common themes in terms of structure?

Pause for Thought

Why do you think stories need a crisis?
What would happen if everything just went well?



Orientation

The main purpose of your orientation is to 'hook' the readers' interest and make them want to read on.

There are many ways to do this, but you may try:

Action: Get straight to the point; begin your narrative in the heat of battle.

'Charging at the old, abandoned door of the house, he used all his strength to force it open.'

Dialogue: Slightly less dramatic than full-blown action, but still gets into the story quickly.

"How on earth could that have possibly happened!" complained Andrew.'

Character: Immediately give the readers someone to connect with.

'Her curls of golden hair fell across her face, catching the light from the glistening moon.'

Setting: Immediately give the readers somewhere to imagine.

'The stale smell lingered in the air. The smell of rotting wood could be sensed from towns away. It had not been entered for years.'

Orientation

If your orientation raises questions, it will keep the reader interested.

Action: Get straight to the point; begin your narrative in the heat of battle.

‘Charging at the old, abandoned door of the house, he used all his strength to force it open.’

What’s behind the door? Is he running away from something? Does he want to get in or out?

Dialogue: Slightly less dramatic than full-blown action, but still gets into the story quickly.

“How on earth could that have possibly happened!”
complained Andrew.’

What has happened? Who is Andrew?



Orientation

If your orientation raises questions, it will keep the reader interested.

Character: Immediately give the readers someone to connect with.

‘Her curls of golden hair fell across her face, catching the light from the glistening moon.’

Who is this girl? What is so great about her?

Setting: Immediately give the readers somewhere to imagine.

‘The stale smell lingered in the air. The smell of rotting wood could be sensed from towns away. It had not been entered for years.’

**Where do you think this place is?
Why do you think it has not been entered?
Why do you think rotting wood can be smelt?**



Your Turn!

Your title is:

An Abandoned Place

- Use the images on the next slide for inspiration.
- Use your ODCCR planning sheet to help you structure your ideas.
- Remember to 'hook' your readers into your narrative.

Top Tip:

Try to use a variety of techniques in your writing.



An Abandoned Place

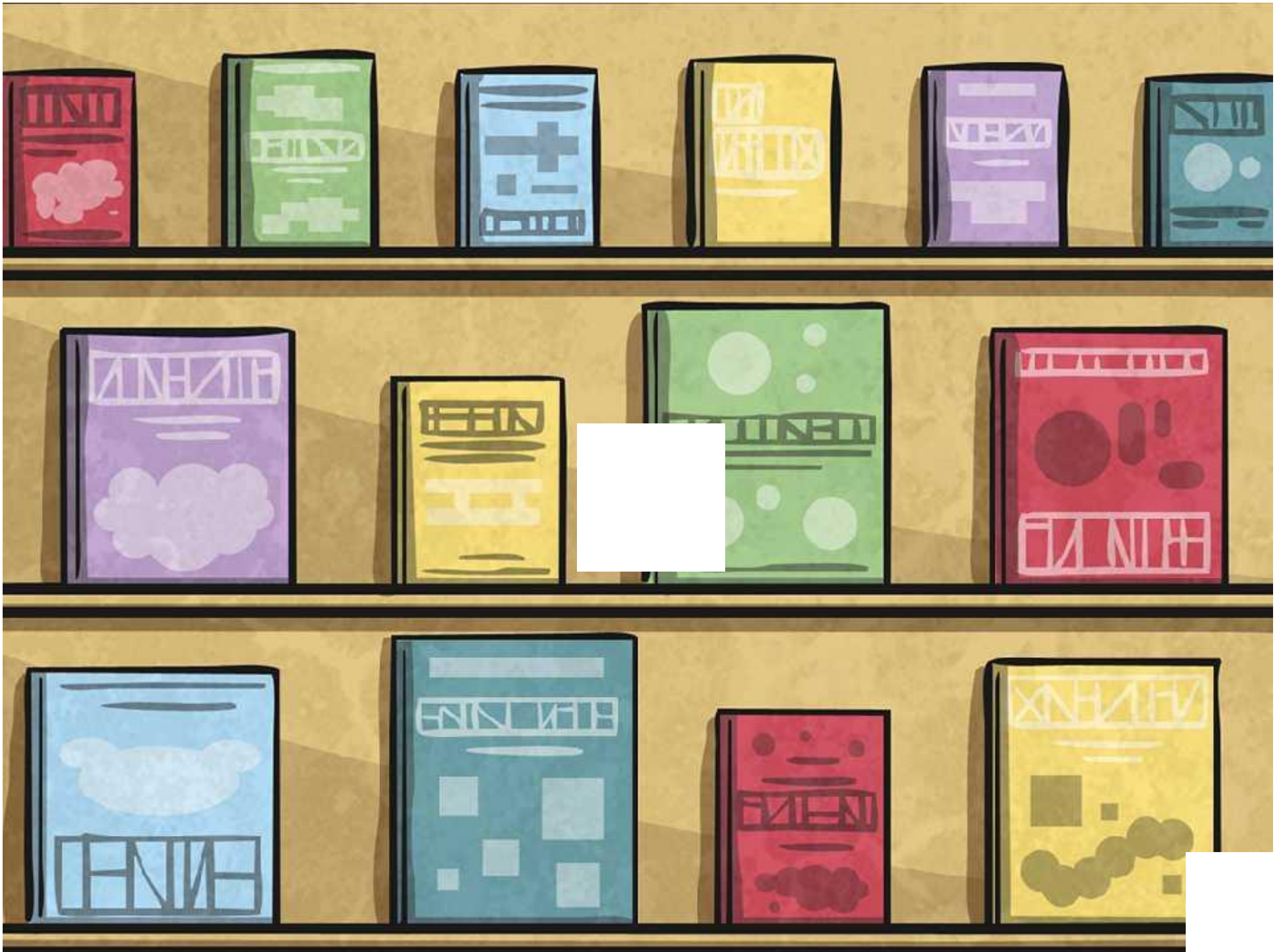


Plenary

Focus on the **opening** of your partner's work.

- Does it 'hook' your interest?
- Have they used a variety of techniques?
- Is the structure easy to follow?





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Narrative Writing Teaching Ideas

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Resources

[Narrative Writing OSCRC Planning Sheet](#)

[Narrative Writing Cover Lesson PowerPoint](#)

Preparation

- Photocopy/print [ODCCR Planning Sheet](#) (one copy per pupil; each A4 sheet provides two copies)
- Early finishers (end of lesson): Rewrite their partner's story using different techniques or a different focus.

Lesson Introduction

- Explain the learning objective and success criteria to the students.
- Ask students what they already know about narrative writing.
- Ask students what themes and topics narrative writing can focus on.
- Ask students whether movies are a type of narrative.
- Consolidate any ideas by explaining the purpose and structure of narratives.

Main Activities

Structure and Complication Structure

- Hand out the [ODCCR Planning Sheet](#), which is also provided on the PowerPoint, and read through it together as a class.
- Ensure that each student understands what each section means.
- Encourage students to consider the structure of other stories they know: Can they identify the complication in each of these stories?
- Give students some time to think of their stories, and to talk to a partner about them.
- Have class come together and brainstorm - perhaps write up a mind map on the board.

Orientation

- Discuss that the main purpose of a narrative's orientation is to 'hook' the readers' attention.
- Give examples of different ways to do this by reading through information on 'Action, Dialogue, Character, and Setting'.
- Discuss how raising questions in the reader's mind helps to 'hook' the reader and keep them engaged.
- Encourage students to consider each opening and why it would raise a question or 'hook' the reader.
- Allow students to come up with their own questions about what they may be thinking when they read the four different orientation sentences - perhaps add these to the board.

Your Turn!

- Outline the writing task to the students and show them the different stimulus pictures.
 - Students should use their OSCRC Planning Sheet to make notes, and to plan their structure.
 - Students are to write their narratives, using clear structure and paragraphing.
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Plenary

- Give children the opportunity to peer mark.
- Have students look specifically at opening paragraphs.