

KS3 English Language Fiction Writing

Corny Endings

What makes the endings to these stories ineffective? How could they be made better?

Then I woke up, and discovered it was all a dream!

And they all lived happily ever after.

Everything went back to normal, and I forgot all about it.

I realised that everyone had died.

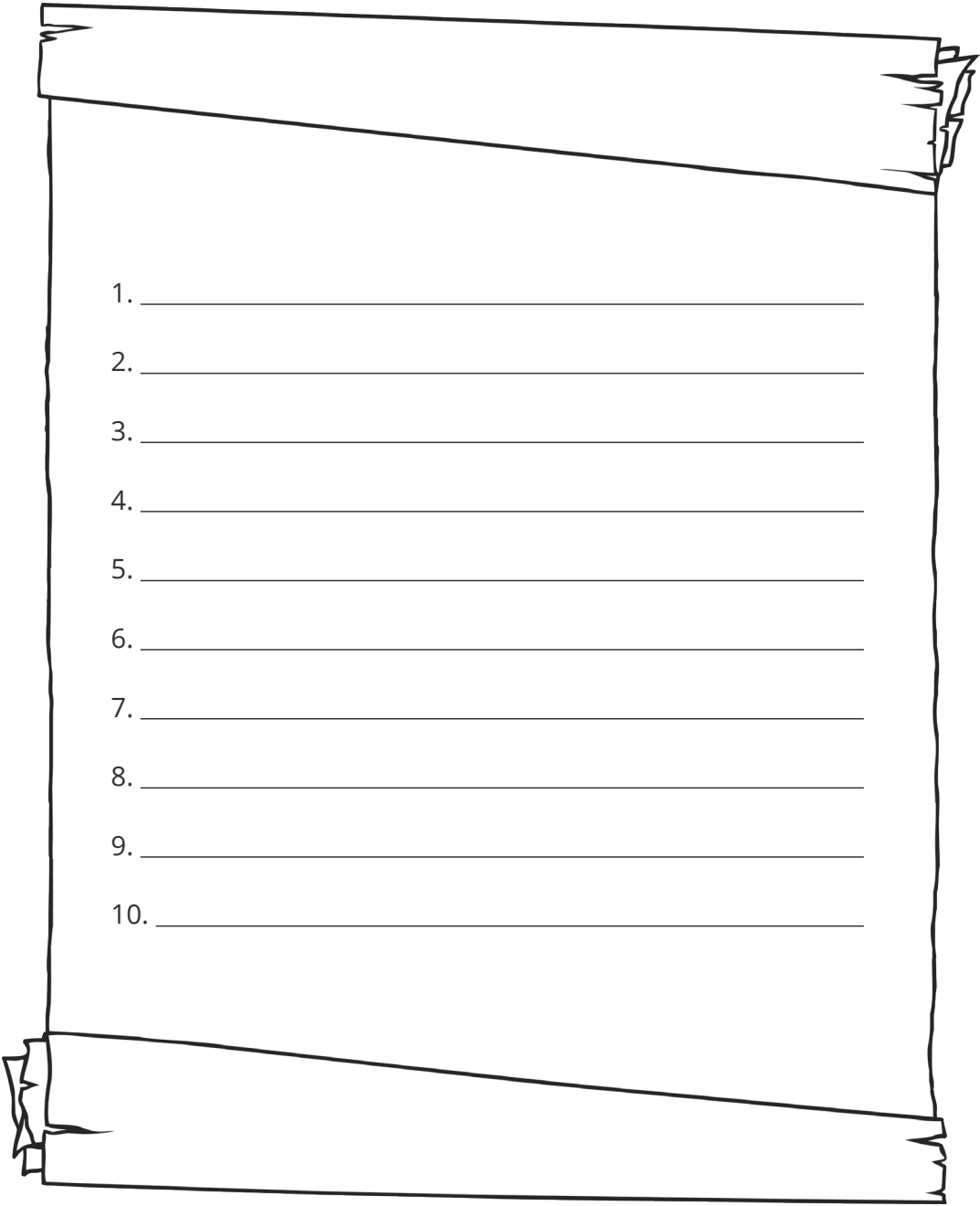
“Don’t worry,” said Michael, “It was all just a joke.”

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Ending Stories List

What do you need to remember when trying to end your story? Make a list here.

Remember: make your list as comprehensive as possible, as you'll be using it again!



A hand-drawn scroll with ten numbered lines for writing. The scroll is drawn with a simple black outline and has a slightly wavy, torn edge effect. The lines are numbered 1 through 10, and each number is followed by a horizontal line for writing.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

KS3 English Language Fiction Writing **Endings from Literature**

Read these endings to famous works of literature, and their context. What makes them effective?

Novel	Context	Ending	What makes it effective?
Great Expectations by Charles Dickens	Pip first met Estella at Satis House, where he fell in love with her. Here, after many years and many troubles, he returns to the ruins of the house and encounters her after a long time apart.'	"I took her hand in mine, and we went out of the ruined place; and, as the morning mists had risen long ago when I first left the forge, so, the evening mists were rising now, and in all the broad expanse of tranquil light they showed me, I saw no shadow of another parting from her."	
Lord of the Flies by William Golding	Ralph and several other boys are shipwrecked on an island after a plane crash. The boys turn on each other, and two boys, including one called Piggy, are murdered. Ralph is hunted down and about to be killed himself, when a rescue ship arrives.	"And in the middle of them, with filthy body, matted hair, and unwiped nose, Ralph wept for the end of innocence, the darkness of man's heart, and the fall through the air of the true, wise friend called Piggy. "The officer, surrounded by these noises, was moved and a little embarrassed. He turned away to give them time to pull themselves together; and waited, allowing his eyes to rest on the trim cruiser in the distance."	
Skellig by David Almond	Michael's new baby sister is dangerously ill, and he is worried about her. Finally, she comes home from hospital and they decide what to name her.	"We thought a little longer, and in the end we simply called her Joy."	

KS3 English Language Fiction Writing **Sense of an Ending** Worksheet

Read these ideas for short stories. How would you bring them to a conclusion? Read the first example to help you.

Idea	Ending
<p>Kris is taking a test in class and realises he is stuck. He decides to copy from his friend, without him knowing. The teacher discovers the papers are the same, and both of them get into trouble. Finally, Kris comes forward and takes the blame, to clear his friend's name.</p>	<p><i>Example: Kris is back in the classroom, retaking the test – but this time, he is alone. He knows the answers though, because he has studied. He puts down his pen, and looks at the field out of the window. His friend is standing there, and gives him a thumbs-up. Kris smiles: he knows his friend has forgiven him.</i></p>
<p>Ayan enters a TV game show for a joke, and finds he is selected to appear on the programme. With the help of his friend Josh, he studies hard and wins the jackpot - £10,000!</p>	
<p>Gita discovers her friend has a terrible secret: she has stolen money from a teacher at school. Gita helps her friend to put the money back and confess to the teacher what she has done.</p>	
<p>Ellie is sitting in the park one day when a boy goes running past. She recognises him as a missing person, and goes on a quest to find him. Finally, she tracks him down and he is reunited with his family.</p>	



KS3 English Language Fiction Writing Lesson 9: Conclusions Teaching Ideas

Learning Objective:

To understand what makes a satisfying and appropriate conclusion to a story.

Success Criteria:

- To understand the need for detailed, extended writing at GCSE.
- To identify techniques writers use to extend their writing.
- To write an extended fiction paragraph.

Context

This is the ninth lesson in a KS3 unit of work focussing on KS4 English Language writing assessment objectives. In this lesson, students explore the ways authors draw their stories to a conclusion, and experiment with conclusions of their own.

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; **organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.**

Starter

Effective Endings

What makes a good ending to a story? Do all stories have to end happily ever after? You could start the lesson by asking students about their favourite endings to stories or films. What made them effective? Ask them to write ideas on sticky notes and put them on the board, then talk through as a class.

Main Activities

Corny Endings

It's important to stress to students the importance of avoiding a "corny" ending to a story – it can weaken everything that has gone before. In pairs, students could look at the **Corny Endings Sheet** and discuss what makes these endings particularly ineffective.

A Sense of Cohesion

It's useful to stress to students that endings can be happy, sad or ambiguous – but they must be believable and fulfilling. Something must have changed from the beginning of the story. Ask students to look up the word **cohesion** in the dictionary. How can this be applied to writing a story?

Now, students could look at the **Endings from Literature Worksheet**. What makes these conclusions effective, or gives a sense of cohesion? Lower ability students may well focus on narrative cohesion here, but it is helpful to ask higher ability students to think about symbolism, too (for example, the rising evening mists in the **Great Expectations** extract).

The Importance of Planning

Now, you could discuss the importance of planning. It's a good idea to have a sense of the ending of a story, before you start to write it. Using the **Sense of an Ending Worksheet**, can students think of ideas for an effective ending to the stories shown?

Plenary

Make a list!

Can students make a list of things to remember when writing conclusions to stories, using the **Ending Stories List**? This will be a useful revision resource for a writing task at the end of the unit.

Finally, it is useful to explain to students that next lesson is an assessment, where they write their own short story. As revision, they could look over the lists they have made throughout this unit.