



## Section 2

# Developing writing

The activities in this section allow children to focus on individual features of adventure stories, encouraging them to gain confidence and build up a bank of ideas for use when they create their own adventure story. You might choose to undertake these activities alongside planning a piece of writing or, alternatively, you could use them as one-off creative sessions.

### Creating a hero

The first two activities in this section help the children to develop a hero for their adventure story, and to think about what he or she can do. Keep this simple! Don't burden your Bat-belt with all sorts of gadgets and abilities. The children may also want to consider their hero having an Achilles heel, to increase the tension in an adventure story, such as Indiana Jones with his snakes or Superman with his Kryptonite. Every hero should have some flaw that has the potential to bring them down. There is a dynamic interaction in adventure stories between characters and the dangers they face, which is why children could think of their hero in relation to the various challenges set in the story.

Another two activities covered in this section ('Meetings' and in particular 'Create a villain') provide a frame for the children to think about the 'bad guys' in their story. In many adventure stories the villains are the most interesting character and the most fun to write.

### On a journey

An adventure story takes the form of an extended plot, in which there are various dangers along the route towards the hero's goal. The activities 'Journey to the unknown' and 'Quest devising' help the children to tackle writing about this type of episodic quest, with dangers along the way. What's vital here is the way an adventure story extends the middle section of writing. If everything is solved in the first paragraph, where's the adventure? Stories need movement through a series of risks and dangers: the journey their character will make, and the villains and dangers they will encounter along the way.

### Adventure language

The activities 'Adventure words' and 'It's all in the detail' scaffold the children's use of adventure language, focusing on adventurous vocabulary to enhance the sentences they write in their stories. An adventure story is nothing without atmosphere – these activities will help the children to develop their language skills in this way.



### Activities breakdown

#### Character

- It's hero time (page 20)
- Meetings (page 21)
- Create a villain (page 22)

#### Plot

- Survivor (page 20)
- Journey to the unknown (page 21)
- Quest devising (page 24)

#### Setting

- Heroes and heroines at work (page 22)
- Your senses of adventure (page 24)

#### Language

- Adventure words (page 23)
- It's all in the detail (page 23)

### Activity 3: Journey to the unknown

#### Objective



To sustain form in narrative, including use of person and time.  
(Year 2 Strand 9)

#### What's on the CD-ROM



##### Media resources

- Display the four images and discuss what dangers lurk in each setting.

##### Journey to the unknown

- Drag and drop three settings to create a journey.
- Type brief descriptions of what will happen to the hero in each setting.

#### What to do

In this activity children create a dangerous journey for their hero.

- Display the four images provided on the CD-ROM. Discuss what dangers may lurk in each setting.
- Re-cap on the importance of journeys through dangerous settings in adventure stories. Remind the children that each of the three extracts in Section 1 requires the main character to go on a journey to save the day.
- Display 'Journey to the unknown' on the CD-ROM. Explain that the class hero has to go on a quest. With the children, choose three of the locations from the 'Image bank' for the hero's journey. Ask for suggestions about what happens to the hero in each setting and type in their ideas.
- Organise the children to work in small groups. Allow time for the groups to carry out the activity to choose their own adventure journey, either on screen or using photocopiable page 27, where they can cut out the settings of their choosing to include in the journey.
- Encourage the children to write a couple of sentences about each picture. Ask: *What danger does the hero encounter at each setting? How might he or she overcome it?* Invite the children to write a sentence before the first picture and after the third picture to create a beginning and an end for their story.

### Activity 4: Meetings

#### Objective



To draw on knowledge and experience of texts in deciding and planning what and how to write.  
(Year 2 Strand 9)

#### What to do

In this activity children introduce a villain to their story.

- Discuss the villains and dangers encountered in the three text extracts (pages 10–12): the pirates, the Giant Postman and Lord Edward.
- Choose a problem character from photocopiable page 28 'Meetings' and ask for suggestions from the class about the character: *What are they like? Are they evil? If so, why? What might they say and do to the hero?* Write the children's ideas on the board, then model writing a scene in which the class hero encounters this villain.
- Organise the children into groups. Give each group photocopiable page 28. Ask the children to cut out the cards and lay them face down on the table. They should take turns to choose a card and to describe their villain to the group. What would happen if their hero or heroine met this character?
- Once each child has chosen a villain, ask them to work independently to write the scene in which this meeting takes place. More confident children could write further scenes featuring different villains.

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### Activity 5: Create a villain

#### Objective

To make adventurous word and language choices appropriate to the style and purpose of the text. (Year 2 Strand 9)

#### What's on the CD-ROM

##### Create a villain

- Roll over questions to reveal prompts.
- Type in details to create a villainous character.

#### What to do

In this activity the children will invent a truly horrible villain for their adventure story.

- Open 'Create a villain' on the CD-ROM. Explain to the children that together you are going to create the vilest, meanest, strangest, cruellest villain you can collectively come up with.
- Go back to the extract 'Jolly Roger' on the CD-ROM and circle the words that show how foul the pirates are: they are horrid to look at, to smell, and probably to touch. They even move in a horrid way. Talk about some of the villains that the children know from books they have read or programmes they have watched on TV. Develop the children's discussion about these characters and capture any appropriate adjectives and aspects.
- Now return to 'Create a villain' on the CD-ROM. Use some of the suggested words and attributes in the roll over text, along with any other ideas from the children, to type in villainous details and create a nasty character.
- Organise the children to either work on screen or use photocopiable page 29 'Create a villain' to create their own villain.

### Activity 6: Heroes and heroines at work

#### Objective

To visualise and comment on events, characters and ideas, making imaginative links to their own experiences. (Year 1 Strand 8)

#### What's on the CD-ROM

##### Media resources

- Display the four images and use effective language to describe them.
- Play the audio clip to create a sense of atmosphere.

#### What to do

In this activity the children are encouraged to describe settings with atmosphere.

- Display the four images from the CD-ROM. Choose one to focus on (for example, the 'Desert island'). With the children, brainstorm words they might use to describe the island to make it sound more exciting, such as 'a wild, dangerous, jungly, haunted island' and so on. While you are doing this, you might like to play the audio clip to stimulate the children's thinking about these scenarios.
- Now provide each child with a copy of photocopiable page 30 'Heroes and heroines at work'. Invite them to look at each of the pictures with a partner and share anything they notice about each scene. Encourage them to choose one of the pictures, cut it out and stick it onto the middle of a large piece of paper. Challenge them to find three dangers in the scene and to write a sentence about each around the image. Encourage them to think of a suitable adjective (such as 'angry' or 'cunning') for a pirate.
- As an extension activity, ask the children to draw and describe their own setting, such as, a jungle, a city or a big, old house. Ensure that they fill it with plenty of atmospheric detail.

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### Meetings

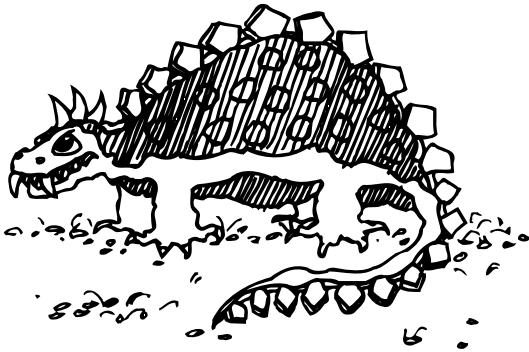
- Which villains might your hero meet on their adventure? Cut out the cards, select one and then describe the villain.



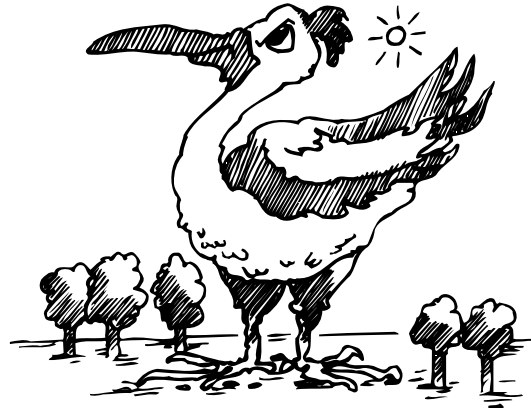
pirate



burglar



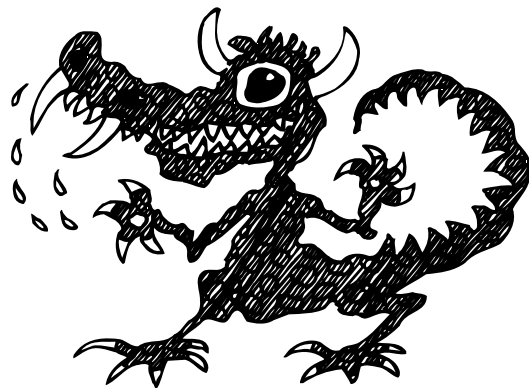
dinosaur



giant bird



crazy inventor



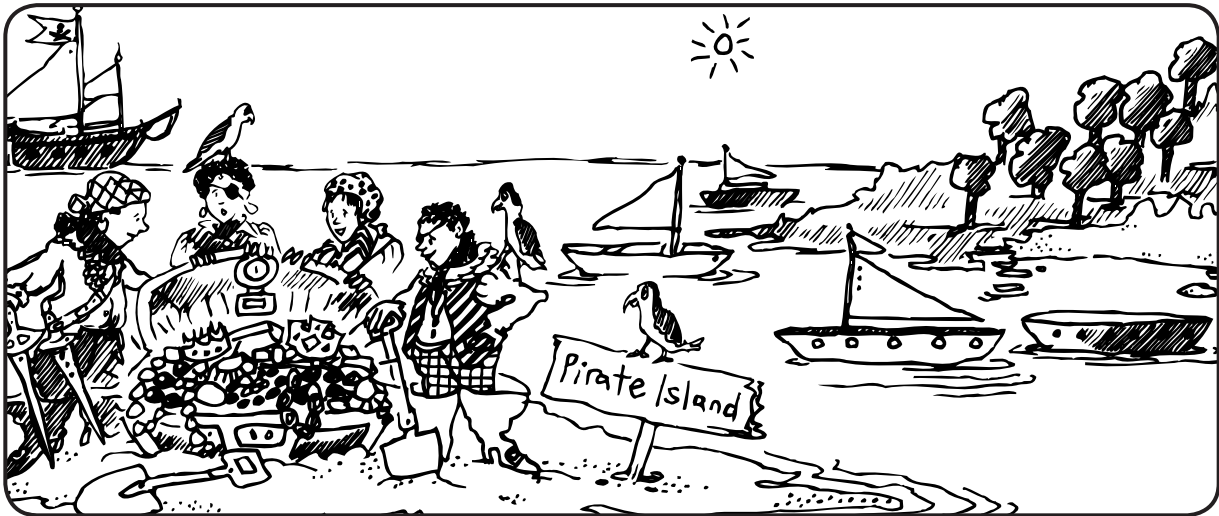
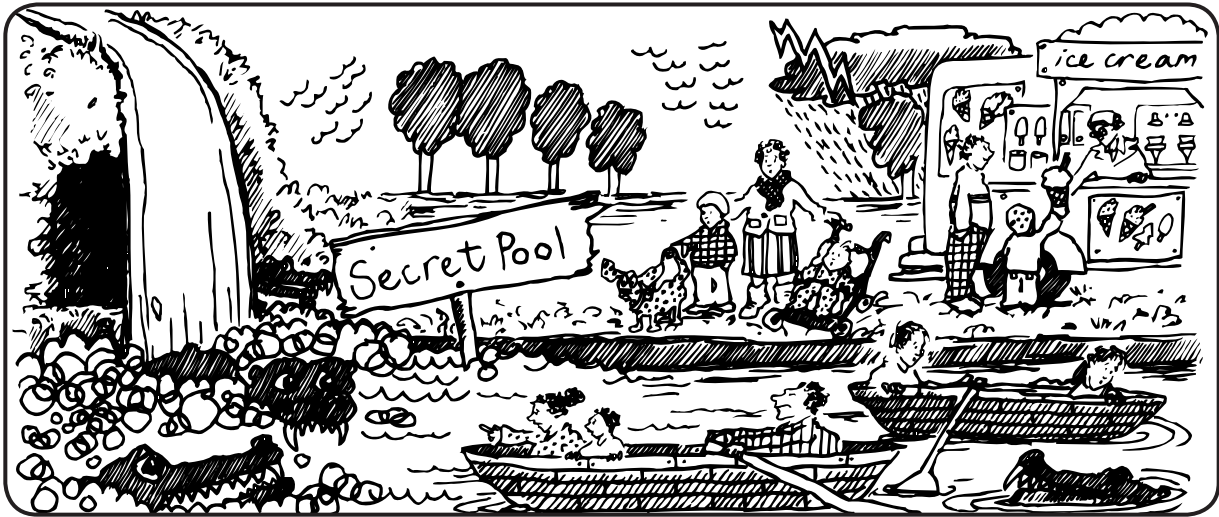
one-eyed giant monster

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# Heroes and heroines at work

- On another sheet write about the dangers in each setting.



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