

Narrative Writing

Our new writing unit is a narrative writing unit about a Viking invasion.



<https://www.youtube.com/watch?v=WAjFKzyunrc>

Monday 5th October 2020

Learning Objective: To write narratively integrating dialogue to convey character.

Learning Outcome: I can recognise how dialogue and description of actions is used to portray characters and setting.

Let's look at different ways that authors use to advance their narratives.

With dialogue:

"Help!" cried Mick

"Is that a lifeboat in the distance?" yelled James.

"I can't see in this storm," replied Mick. "Keep on shouting and wave your red scarf."

"Help! HELP!"

With action:

Mick clung to the edge of the boat which lurched from side to side with each violent wave. James groaned softly next to him. Suddenly, he spotted a speck on the horizon and shielded his eyes from the lashing rain to see more clearly. A boat!

With description:

The once calm, crystal-clear ocean was now murky and waves as big as skyscrapers surrounded the tiny sailing boat. They picked it up like a rag doll and flung it down again whilst the rain lashed down.

Let's look at different techniques that authors use to advance their narratives.

With dialogue:

"Help!" cried Mick

"Is that a lifeboat in the distance?" yelled James.

"I can't see in this storm," replied Mick. "Keep on shouting and wave your red scarf."

"Help! HELP!"

With action:

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The best authors integrate all three techniques into their writing:

"Help!" cried Mark clinging onto the boat which lurched from side to side as violent waves crashed down upon the vessel. James tried to clamber upon the hull of the upturned boat but soon realised that it was futile. Each angry wave flung the boat and its survivors; there was no forgiveness.

"What's that in the distance?" cried Mark trying to shield his eyes from the lashing rain in order to see more clearly.

Identify the action, description and dialogue in this short passage.

Stick the piece of text in your books. Identify which parts are dialogue, which parts are description and which parts are action. Make a code underneath the writing.

Alden hurled himself from the rickety cart. He sprinted down the familiar and shadowy street; a freshly slaughtered animal, which lay at the side of the muddy track, emitted a sickening stench. "They're comin', they're comin'," Alden yelled as he banged on the walls of the wooden huts. He ground to a halt outside his own hut and burst into the room where his whole family ate, slept and entertained their friends.

"Whaa - slow down. Who is coming?" Alden's father said approaching his eldest son.

"The Vikings. The Vikings," shouted Alden. "I saw their boats. They looked just like dragons. It's just like you told me."

"How many were there?" questioned Alden's father quickly gathering his axe and his shield.

"There were three boats - they were sailing in the really shallow part of the river. They had axes and wooden shields," Alden explained. Anxious to avoid alarming the rest of his children, Alden's father whispered to his wife, Synne.

"It looks like this might be another raid, Synne. I want you to take the children to the far side of the town. Let people know what's happening as you go. Take care."

Action	Description	Dialogue
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Authors also use dialect to make their characters more realistic:

"I'm hangin' on," cried Mark, "But I'm not gonna be able to hang on for much longer."

Identify the dialect in this direct speech.

Choose one of these sentences to begin a paragraph. Try to ensure that your paragraph contains action, dialogue and description.

You could use dialect to make your character come alive.

Alden looked at his father.

Alden sprinted down the street.

Tuesday 6th October 2020

Wednesday 7th October 2020

Learning Objective: To write narratively integrating dialogue to convey characters,

Learning Outcome: I can use dialogue and description to portray my characters and setting. I can punctuate direct speech accurately.

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Things to remember when you are writing dialogue

- *Inverted commas (speech marks) go around what is said.*
- *If a different person speaks, you need to start a new line.*
- *You always need some punctuation before closing the inverted commas.*
- *When you add a reporting clause, you do not need a capital letter.*

"How many of them are there?" asked Selwyn with concern etched on his face.

"Alden said he saw three longboats before he raced home," Durwin replied glancing over towards the river.

Continue this passage trying to use action, description and dialogue and remembering to punctuate speech accurately.

Thursday 8th October 2020

Learning Objective: To understand the use of different figurative techniques

Learning Outcome: I can use figurative devices effectively.

Figurative Language

Metaphor

She is a ray of sunshine.
Heart of stone.
He is the light of my life.
A rollercoaster of emotions.

Personification

The snow speaks.
The grass tickled my feet
The leaves danced on
the trees.
The husky corn spoke.

Onomatopoeia

Crash! Splash! Boom!
Pop! Bam! Snap!
Honk! Buzz! Drip!
Swish! Ring! Crackle!

Alliteration

Eric's eagle eats eggs.
Dreary, dismal darkness.
Pretty purple purses.
All apples are alike.

Simile

Pure as snow.
Quiet as a mouse.
Busy as a bee.
Cute as a kitten.

Idiom

Time flies.
Cat got your tongue.
Broken heart.
Face the music.

Hyperbole

For the millionth time, be quiet!
He's got a brain the size of a pea.
These shoes are killing me.
Speed up- a snail can go faster than you!

Figurative language can be effective if it is used well and used sparingly!

Try writing some more effective figurative devices for these pictures.



~~The clouds looked like candy floss.~~



~~The sun was like a golden ball.~~



~~Her eyes were as wide as saucers.~~

Figurative language can be a very effective writing tool. However, it is important not to over use it and to choose your devices with great care. Look at this picture of a Viking battle and try to create some effective figurative devices.



metaphor simile idiom hyperbole
personification onomatopoeia alliteration