

## Teacher notes

# Writing a Journey Story

*This whole school resource will enable pupils of all ages to plan and write their own stories based on journeys. A model text, teaching slides with images and planning sheets are provided to support and inspire creative writing in classrooms and at home for all pupils within the school community.*

The activities could be introduced to the whole school during an assembly (recorded or live) using the starter activities and slides, before pupils continue in their classrooms or via home learning.

## The resources included in this pack are:

- Teaching slides, presented as a PowerPoint and PDFs
- Model text – A trip to Devil’s Bridge
- Planning sheet and planning grid
- Challenge sheet
- Writing paper

### Starter

Using the **teaching slides 2-3**, discuss what journeys the pupils have been on and any that they would like to go on. Pupils could give ideas for imaginary journeys that they could make (travelling over a rainbow, to the moon, to the centre of the earth).

**Slide 4** shows two images of journey stories. Do children know what these stories are and what happens on the journeys? (The Wizard of Oz and The Gruffalo are shown)

Can pupils give examples of other journey stories that they have read? Examples could include: We’re going on a bear hunt (Michael Rosen), Journey to the River Sea (Eva Ibbotson), Stick Man (Julia Donaldson).

Talk about what happens in the journey stories suggested by pupils.  
What problems do the characters encounter on the way?

## Introducing the main task:

Read the **model journey story** – A trip to Devil’s Bridge – to the pupils. Discuss what makes this a journey story (Paul goes on a journey by train for a picnic) and what problems are encountered on the way (his sister does not want to come, it starts to rain, they forgot the picnic), and how these are resolved (his sister cheers up at the thought of cheese and ham sandwiches, the rain stops, his grandparents share their picnic).

Introduce the writing task using **slide 6**, and/or the **challenge sheet**. Pupils are asked to write their own journey story, real or imaged. Look at the **planning sheet** as a class. Using **slides 7 – 11**, pupils should draw or write initial ideas for their story. They can think about their characters, where they are going on their journey, how they will travel and what problems they may face on the way.

Once they have collected their ideas, pupils from year 2 – 6 should use the **planning grid** to organise their ideas into their story. Reception and year 1 pupils could draw a story map, or write their simple journey story using the first page of the **planning sheet**. Pupils could use their plan to orally tell their story before writing to help organise their ideas.

**Slides 13 – 15** show suggested writing skills that pupils could use when creating their story. Look at the list appropriate for the age of your class and revise what these are as needed.

## Writing task:

Allow pupils time to write their journey stories, using their plans to help them. This may take more than one lesson. Encourage them to use the checklists on the teacher slides to proofread their own work.

## Further tasks:

Celebrate the writing in your school by publishing and displaying pupils' journey stories online or on display boards in school – themed writing paper is included in this pack, onto which completed work could be neatly copied. Classes could create their own class books of journey stories, to display writing and show progression of skills throughout the school.