M&W Education UK

Junior

Story Writing

Year 3
&
Year 4



Model stories, Sentence Moves and guided planning
for children working towards the 11+

8 genres • **Sentence Moves** • **Visual planners** • **3 practice tasks**

NAME: .....

FOR PARENTS AND TUTORS

How this book works

This book teaches children in Years 3 and 4 to write stories that read well and score well. Every unit starts with a short model story written in a different genre. Children study how the writer used language, practise two Sentence Moves, then plan and write the next paragraph themselves. The book ends with three practice tasks in the style of an 11+ writing paper.

Every unit has five steps

1 Read
A model story in a new genre.

2 Notice
How did the writer do it? Language questions.

3 Practise
Two Sentence Moves, same shape, new idea.

4 Plan
A visual planner for the next paragraph.

5 Write, check
One strong paragraph, then a checklist.

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CHOOSE, DON'T CRAM

The best writing uses a few features well. Encourage your child to choose three or four features that suit the paragraph, rather than squeezing in everything. The Sentence Moves cards and desk mat from M&W Education UK work alongside this book.

SAMPLE

KEEP THIS PAGE HANDY

Writer's toolbox

These are the Year 3 and 4 language features children will spot in the model stories and use in their own writing.

Fronted adverbial	Words at the start of a sentence that tell us when, where or how. Followed by a comma.	*Without a sound, she opened the door.*
Conjunction	A joining word that links ideas: when, because, although, while, if, but, so.	*He kept walking, although his legs ached.*
Preposition	A word that shows where something is: above, below, beyond, under, across.	*Below them, the lake shrank to a puddle.*
Adverb	A word that tells us how, when or where something happens.	*Jake quietly dropped a chip.*
Expanded noun phrase	A noun with extra describing words before or after it.	*a small, white door with a round brass handle*
Simile	*Meaning and example in the full book*	
Personification	*Meaning and example in the full book*	
Speech	*Meaning and example in the full book*	
Apostrophe	*Meaning and example in the full book*	
Present perfect	*Meaning and example in the full book*	
Paragraph	*Meaning and example in the full book*	

SAMPLE

UNIT 1 · FANTASY · FINDING TALE

The Door That Remembered

Read a fantasy opening, find out how the writer made it work, practise two Sentence Moves, then write the next paragraph yourself.

READING LINK

The Clockwork Garden · The Library Under the Lake

LANGUAGE FOCUS

Fronted adverbial · Conjunction · Simile · Expanded noun phrase

Your two Sentence Moves

2 + 2

Say it: Two words before, two words after.

The old, crooked gate swung open, rusty and slow.

A tiny, shivering puppy sat by the door, wet and hopeful.

Mood, Move

Say it: Mood word, comma, who did what.

Furious, Leo threw the map onto the floor.

Nervous, Ana knocked twice on the door.

Unit steps

1. Read the model story
2. The writer's toolkit
3. Practise the two moves
4. Plan the next paragraph
5. Write and check

SAMPLE

STEP 1 · READ THE MODEL STORY

The Door That Remembered

Read the story twice: once for enjoyment, then again with a pencil, looking at how the writer uses language.

Mina found the door on the last day of the holidays, behind the ivy at the bottom of Gran's garden. It was a narrow, silver door, cold and smooth, and it had no handle at all. Instead, in the very centre, a small brass eye was blinking at her.

Mina took a step back. Then she took a step forward again, because she had never been very good at walking away from things.

'Hello?' she whispered.

The eye looked her up and down. When she reached out to touch it, the door began to hum, like a fridge in an empty kitchen. A voice came from somewhere inside the metal: 'I open only for a memory. Tell me something you have forgotten.'

Mina frowned. How could you tell someone a thing you had forgotten? That was the whole point of forgetting.

Puzzled, she sat down on the damp grass and thought. Above her, the sky turned the colour of weak tea. A blackbird hopped along the wall and watched her with one bright eye, as if it was waiting too.

Then something small and warm floated up from the back of her mind: a yellow kite, a windy beach and Grandad's hands over hers on the string.

Excited, Mina jumped to her feet. 'I remember!' she said.

The brass eye closed. Somewhere beyond the door, a thousand clocks began to tick.

PENCIL TASK

Underline two fronted adverbials. **Circle** two conjunctions. **Box** the simile. **Star** one word that makes the garden feel strange.

SAMPLE

STEP 2 · THE WRITER'S TOOLKIT

How did the writer do it?

Look back at the story for every answer. Talk about each question first, then write.

1 FRONTED ADVERBIAL

Some sentences start by telling us **when**, **where** or **how**: *Instead,* *Above her,* Copy one more from the story. Why is there a comma after it?

2 CONJUNCTION

Mina stepped forward again "**because** she had never been very good at walking away from things." What does *because* tell us? Find one more conjunction.

3 SIMILE

The door hums "like a fridge in an empty kitchen". Which two things are being compared? Write your own simile for the sound of a thousand clocks.

4 2 + 2

Copy the 2 + 2 phrase that describes the door. Why do you think the writer added two describing words **after** the noun as well as before it?

SAMPLE

STEP 2 · THE WRITER'S TOOLKIT

How did the writer do it? (continued)

Look back at the story for every answer. Talk about each question first, then write.

5 MOOD, MOVE

Find the two Mood, Move sentences. How has Mina's mood changed between the first and the second?

6 WORD CHOICE

"The sky turned the colour of weak tea." What does this make you picture? How does it make the garden feel?

YOUR TURN

Make this plain sentence better. Add a **fronted adverbial** at the start and a **conjunction** to join on more detail.

The door opened.

SAMPLE

STEP 3 · PRACTISE THE MOVES

Same shape, new idea

GRAMMAR LINK

2 + 2 uses an expanded noun phrase. Put a comma between two describing words when you could say *and* between them: a narrow, silver door. **Mood, Move** needs a comma straight after the mood word.

2 + 2

Describe things from the story. Use the same shape each time.

An old, dusty key lay on the step, heavy and cold.

A _____, _____ blackbird sat on the wall, _____ and _____.

The _____, _____ garden waited, _____ and _____.

Mood, Move

Show how Mina feels. Change the mood word and make the action match.

Nervous, Mina touched the brass eye.

_____, Mina _____

_____, Mina _____

Now combine them

Write one sentence or two that use **both** moves. For example: Curious, Mina stepped towards the narrow, silver door, cold and smooth.

SAMPLE

STEP 4 · PLAN THE NEXT PARAGRAPH

What happens next?

Your task: write the **next paragraph** of the story. The door opens. What does Mina see, what does she do and how does she feel?

1 What Mina sees

Where is she now? Use a 2 + 2 phrase.

2 What happens

One event. Keep it simple.

3 How Mina feels

Choose a precise mood word for a Mood, Move.

4 Last sentence

End with a hook so the reader wants more.

Features I will use

Tick three or four. Choose, don't cram.

- [ ] a 2 + 2 phrase
- [ ] a Mood, Move sentence
- [ ] a fronted adverbial with a comma
- [ ] a conjunction: when, because, although
- [ ] a simile using like or as

Borrow a starter

Fronted adverbials to begin a sentence:

With a soft click, Slowly,

Inside the room, Without a sound,

All around her, At that moment,

Words to choose from: *glimmering, ancient, echoing, crooked, whispered, crept, hesitantly, enchanted*

SAMPLE

STEP 5 · WRITE

My next paragraph

Aim for one strong paragraph of about 100 words. Begin where the model story ends and use your plan.

SAMPLE

FINISHED EARLY?

Read your paragraph aloud and improve one sentence. Then keep the story going on the next page.

CHALLENGE · KEEP GOING

SAMPLE

STEP 5 · CHECK

Check your writing

My check

	Yes	Not yet
My paragraph follows on from the model story.	☐	☐
I used a **2 + 2** phrase or a **Mood, Move** sentence.	☐	☐
I started a sentence with a **fronted adverbial** and a comma.	☐	☐
I joined ideas with a **conjunction** such as when, because or although.	☐	☐
Any simile I used makes sense and fits the mood.	☐	☐
I checked capital letters, full stops and commas.	☐	☐
I read my paragraph aloud and changed one thing.	☐	☐

Parent or tutor check

	Yes	Nearly	Not yet
The features are used correctly, with the right punctuation.	☐	☐	☐
The features help the writing rather than being squeezed in.	☐	☐	☐
The paragraph makes sense and keeps to the same tense.	☐	☐	☐

One thing that really works

One thing to try next time

SAMPLE

UNIT 1 · TEACHING NOTES

The Door That Remembered

UNIT AIM

Children notice how a writer uses language, then use the same features to write the next paragraph of a fantasy story.

LANGUAGE FOCUS

Fronted adverbial · Conjunction · Simile · Expanded noun phrase. Sentence Moves: 2 + 2 and Mood, Move.

WHAT TO LOOK FOR

A paragraph that follows on sensibly, three or four features used accurately and for a reason, consistent past tense and correct commas. Fewer features used well beat many squeezed in.

Toolkit answers

1 **FRONTED ADVERBIAL**
Somewhere beyond the door, / Then. The comma separates the starting words from the main part of the sentence and tells the reader to pause.

2 **CONJUNCTION**
Because gives the reason for her action, so we learn she is curious. Other conjunctions: when, as if, and.

3 **SIMILE**
The hum of the door and the hum of a fridge. Own simile: accept any that fits, for example like rain on a tin roof.

4 **2 + 2**
a narrow, silver door, cold and smooth. The words before tell us how it looks; the words after tell us how it feels.

5 **MOOD, MOVE**
Puzzled, she sat down … and Excited, Mina jumped … She changes from confused to excited once she remembers.

6 **WORD CHOICE**
A pale, dull, brownish evening sky. It makes the garden feel quiet, still and slightly strange.

→ **YOUR TURN**
For example: With a soft click, the door opened, although nobody had touched it.

SAMPLE

ANNOTATED MODEL STORY

How the model works

2 + 2 Mood, Move Numbers link to the notes on the right.

Mina found the door on the last day of the holidays, behind the ivy at the bottom of Gran's garden. It was a narrow, silver door, cold and smooth, and it had no handle at all. Instead, in the very centre, a small brass eye was blinking at her.

1 2 + 2 gives the door a clear look and feel. Fronted adverbial: Instead,

Mina took a step back. Then she took a step forward again, because she had never been very good at walking away from things.

2 The conjunction because gives a reason, so we learn Mina is curious without being told.

'Hello?' she whispered.

3 Whispered is a precise speech verb that shows nerves.

The eye looked her up and down. When she reached out to touch it, the door began to hum, like a fridge in an empty kitchen. A voice came from somewhere inside the metal: 'I open only for a memory. Tell me something you have forgotten.'

4 A when clause and a simile: an ordinary comparison makes a magical object feel real.

Mina frowned. How could you tell someone a thing you had forgotten? That was the whole point of forgetting.

Puzzled, she sat down on the damp grass and thought. Above her, the sky turned the colour of weak tea. A blackbird hopped along the wall and watched her with one bright eye, as if it was waiting too.

5 Mood, Move, then a fronted adverbial (Above her,) and a second comparison with as if.

Then something small and warm floated up from the back of her mind: a yellow kite, a windy beach and Grandad's hands over hers on the string.

6 A colon introduces a list of three.

Excited, Mina jumped to her feet. 'I remember!' she said.

7 A second Mood, Move shows her feelings have changed.

The brass eye closed. Somewhere beyond the door, a thousand clocks began to tick.

8 Fronted adverbial plus a hook ending for the next paragraph.

SAMPLE

MODEL NEXT PARAGRAPHS

What good looks like

Two model paragraphs show what to expect at different stages. Highlighting shows the unit's Sentence Moves.

Developing *about 40 words*

The door opened. Inside there was a big room full of clocks. Nervous, Mina walked in. The clocks were ticking loudly like drums. In the middle there was a clock with no hands and it looked very old.

WHAT WORKS

Follows on clearly from the model.

One accurate Mood, Move sentence.

A simple simile: like drums.

NEXT STEP

Start a sentence with a fronted adverbial.

Use a conjunction other than and, such as when or although.

Add a 2 + 2 phrase to describe the room.

Secure *about 70 words*

With a soft click, the silver door swung open. Behind it was a long, dusty hall, silent and dim. ...

The full Secure model is in the teacher guide.

WHAT WORKS

Fronted adverbial with a comma: With a soft click,

Both moves used accurately and for a reason.

Conjunctions although and when add detail.

The speech at the end creates a hook.

NEXT STEP

Try a Long. Short. at the moment she touches the glass.

SAMPLE

END OF THE SAMPLE

WANT THE FULL BOOK?

Junior Story Writing Years 3 to 4

Scan here or visit shop.mweducationuk.com/b/H5NDG

THANK YOU FOR LOOKING

Inside the full book

- 8 units, each with a model story in a different genre
- How did the writer do it? questions on the author's use of language
- Two Sentence Moves practised in every unit
- Visual planners with starters and word banks
- A guided writing task and checklist in every unit
- 3 practice tasks in the style of a 11+ writing paper
- A progress tracker
- A separate teacher guide with answers, annotated model stories and model writing at two levels

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