

## A Mouse Called Julian by Joe Todd-Stanton (Flying Eye)

<https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=9&cad=rja&uact=8&ved=2ahUKEwjwxO7C0OroAhXLNcAKHeKFAk8QFjAlegQIAhAB&url=https%3A%2F%2Fflying-eyebooks.com%2Fjoe-todd-stanton-reading-a-mouse-called-julian%2F&usg=AOvVaw2ph7e56ZDTUt4LPtSOJZs9>

### Session 7: Summarising and mapping the story

Mapping a story and its setting helps to develop a sense of the story world. Making a story map is a way of retelling the story. It is a graphic means of breaking a story down into episodes and sequencing its events.

Read the whole book all the way through.

Think about the main structural features of the story, e.g.

- o We meet Julian, we learn he likes to be alone.
- o A fox tries to eat him, but gets his head stuck in the entrance to Julian's home.
- o They enjoy being together.
- o Julian frees the fox and they go back to their separate lives.
- o Julian gets trapped by an owl on his way home.
- o The fox rescues Julian, they become friends.

### Using the storyboard template.

#### Map the story in words and pictures.

The first thing you should do, when you start to work out your storyboard, is to identify the key scenes in your story.

After you've identified the key scenes, you should order the events chronologically.

Limit your level of detail, you can spend hours on every illustration. Keep them simple.

The last step is to describe the action taking place underneath each of your illustrations. A good way is to focus on the most important pieces of each individual square. What kind of setting do you need? What action takes place? What emotions do your characters need to express?

color your objects.

### Session 8: Sketching initial ideas in words and pictures

You are now going to create your own characters and stories for your own picture book.

Watch the video: Joe Todd-Stanton – Writing Process

<https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=2ahUKEwj2tfa50uroAhXGfMAKHUNBAUoQwqsBMAF6BAGJEAQ&url=https%3A%2F%2Fvimeo.com%2F365214772&usg=AOvVaw3e6vDK7iqBMzmU31ciEPeR>

Now use the drawing and writing to come up with some initial ideas for your own story. (You may use the story of Julian the mouse if you prefer.) Map out key scenes in the story through drawing and words. Spend time creating your character in different poses and adding different facial expressions and poses as you do so. You may also want to add clothing or props as Joe references in the video.

Break your story down into episodes and sequence its events. Make one event flow on to the next. Think about the emotional journey of your story. What were the highs and lows?

Use key questions to target your thinking, such as:

- o Does the story make sense?
- o What parts make sense, what parts could be refined or improved?
- o Does the story flow?

Consider revisions that could be made and why.

Look for words and phrases that describe your character, such as for the fox you might use:

***crept, artful, cunning, smashed, bared his teeth, howled and growled, lied.***

These words encourage people to think he is a character that shouldn't be trusted. Can you think of some of your own for your character?

**Write and draw your draft copy of your storyboard story in your journal.**

**Do not spend too much time on the pictures here, just sketch them and concentrate on the writing that accompanies them.**

**Next, neatly draw and write your final version of your picture book in your journal.**

### ***An example of a storyboard***

## **Goldilocks and the Three Bears Storyboard**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The story is mixed up! Look at the pictures and read the words to put the story back in order again.

**Bonus Activity:** Color in Goldilocks and the Three Bears.

<p>The three bears come home and saw their house was a mess!</p> 	<p>Goldilocks woke up and saw the three bears looking at her. She ran away and won't bother them again!</p> 
<p>The three bears found Goldilocks in baby bear's bed. They were upset.</p> 	<p>Goldilocks explored the three bears house and tried some porridge. Baby bear's porridge was just right.</p> 
<p>The three bears left their house and went for a walk.</p> 	<p>Goldilocks was tired and wanted to take a rest. Baby bear's bed was perfect.</p> 

## **Now for the exciting part.**

Using the aids that I have given you, turn your storyboard into a picture book of your own, like Joe. You can use some of Joe's ideas or make up a story of your own.

Try to include all that you have learned previously, in your story.

**Proof read your story, looking at spelling, punctuation and grammar and consider the quality of the writing as a whole.**

## **Success Criteria:**

**Have you:**

**added paragraphs?**

**punctuated correctly?**

**used the past tense?**

**checked it make sense?**

**used WOW verbs, adjectives, sentence openers, direct speech, conjunctions, expanded noun phrases, capital letters full stops, ! and ?, capitals for proper nouns, commas for lists, commas to separate phrases, speech marks, and prepositions?**

Great work – you have finished!

Now send them to me if you can. I am really looking forward to reading them.

Well done everyone!

**Adjectives to describe character**

<b>a</b> adorable athletic ambitious amusing	<b>b</b> brave bright bold busy	<b>c</b> calm charming cheerful confident courageous crazy clever	<b>d</b> dashing dazzling decisive delightful determined diligent	<b>e</b> eager enchanting energetic entertaining enthusiastic excellent excited	<b>f</b> fabulous fair fantastic fearless friendly funny	<b>g</b> generous gentle glorious good gorgeous
<b>h</b> happy helpful hilarious honourable honest	<b>i</b> important imaginative independent intelligent	<b>j</b> jolly joyful	<b>k</b> kind kind-hearted knowledgeable keen	<b>l</b> likeable lively lovely loving lucky loveable	<b>m</b> mature mighty my friend merry mischievous	<b>n</b> nice naughty noisy neat never....
<b>o</b> organised outgoing one of....	<b>p</b> peaceful perfect pleasant protective pretty	<b>q</b> quiet	<b>r</b> responsible relaxed really.... reliable	<b>s</b> sensitive silly strong smiley splendid	<b>t</b> talented thoughtful trustworthy tall	<b>u</b> unusual upbeat understanding
<b>v</b> very.....	<b>w</b> wise witty wonderful	<b>x</b> excellent!	<b>y</b> you are.....	<b>z</b> zany zealous		



## Sentence Openers



## How to write direct speech...



Do you have speech marks at the start and at the end of the words being spoken?

"Action!" said the director.



Have you started a new line every time someone new starts speaking?

"Can we have a close up?" asked Sarah.  
"No problem!" replied Thomas.



Do you have a capital letter at the start of the speech?

Bruce said, "Sorry, I forgot my lines."



Have you remembered to add commas?

Paul whispered, "Great job."  
"Thank you," replied Justine.



Do you have punctuation inside the speech marks?

"That's a wrap!" cheered the producer.



Inverted commas

Quotation marks  
Speech marks

There are 3 names for this piece of punctuation.

## YEAR 4 GRAMMAR FOR WRITING EXAMPLES

### Prepositions

Across	Under
Along	Between
Next to	Above
Below	By
Near	Over
On top of	through

### Paragraphs

- Change of Time
- Change of Place
- Change of subject
- New character
- New speaker (dialogue)

### Punctuation

- Capital letters and full stops, ! and ?
- Capitals for proper nouns
- Commas for lists
- Commas to separate phrases
- Speech marks

### Vocabulary - Wonderful 'Wow' Words – some examples

Wonderful	shadowy	luxurious
Splendid	icy	impatient
Fantastic	remote	surprising
Marvelous	incredible	painful
Valuable	bustling	painless
Blissful	deafening	towering
Cheerful	melancholy	sweltering
Important	dangerous	glorious

### CHECK YOUR WRITING

- READ IT! DOES IT *SOUND* RIGHT?
- CAPITALS AND FULL STOPS?
- COMMAS AND APOSTROPHES?
- ANY SMELLY FEET?
- ANY WOW WORDS?
- NOUN PHRASES?
- RANGE OF CONJUNCTIONS?
- RANGE OF FRONTED ADVERBIALS?
- DIFFERENT SENTENCE TYPES?
- CORRECT TENSE?
- PARAGRAPHS?

### DETERMINER

#### Words that clarify nouns

A	an	the
his	her	your
their	that	each
my	this	some

### Apostrophes for contraction *add one to replace missing letters*

don't   can't   shouldn't   I'm   you're   we'll   I've  
 haven't   wouldn't   they'd   she's   he'd   they'll  
 didn't

### Apostrophes for possession

Mrs McGilvray's hair	Mrs Muriuki's eyes
Mr Macharia's nose	Miss Southern's camera
The teachers' chairs.	The childrens' books

### Said Words

shouted	pleaded	confessed
exclaimed	assured	declared
whispered	pleaded	grumbled

### Expanded noun phrases

*by adding adjectives and adjectival phrases*

- The teacher *becomes*  
The **strict maths** teacher with curly hair
- The table *becomes*  
The **ancient oak** table with carved legs
- The boy *becomes*  
The **young** boy with ragged clothes

**By adding POWER OF THREE adjectives for precise description**

## Conjunctions Word Mat

And	But	Opinion	When	Why
Also	Alternatively	Fortunately	Afterwards	As a result
And	Although	Happily	As	Because
As well as	Aside from	Luckily	Finally	Consequently
In addition	But	Sadly	First	For this reason
Moreover	Despite	Unfortunately	Later	So
With	However		Meanwhile	Therefore
	In spite of		Subsequently	
	On the other hand		Until	
	Yet		While	