**ENGLISH 2.4**

#### “*Memories are made of this*”

Student Instructions Sheet

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**This activity will help you write a narrative about a significant incident**.

* The incident could be a real memory, or partly fictionalised.
* Before you begin writing, you will look at and discuss several exemplars with your teacher.
* You will then write a narrative that
* begins with a ‘trigger’ as a way of remembering the incident,
* develops with a description of events and feelings,
* and concludes by reinforcing a main idea, or theme. It is a good idea to add a **reflective comment** in the final paragraph.

You will produce a narrative of about **400 words.**

You will be assessed on:

* how well you develop your ideas
* your ability to use a writing style that is appropriate to the task
* how well you structure your story
* your accuracy in spelling, punctuation and grammar.

**Task 1 – Starting with a ‘trigger’**

1. All sorts of things can trigger a memory: a song, a photo, a letter, a date, even a smell! That memory can be the starting point for a narrative.

Read through the following triggers and add some other possibilities suggested by the class.

Everyone has stories in them about some of these:

Food Finding something

Pets Suddenly seeing a human truth

Toy Workings of chance

Illness/hospital Journey

Celebrations Treasure

Embarrassment Why you were named the way you were

Wrongly accused Triumph

Guilt Family tradition

A favourite piece of clothing A significant object

The time you got something you really wanted/ a human longing story

Loss of something story

1. Think of some ideas for narratives which use these ‘triggers’ as starting points. The date 25 June could be the starting point for a narrative about that unforgettable birthday party, that song on the radio you always associate with the day you broke your leg…These ideas are just some possibilities. As you develop your writing you can fictionalise part of your narrative and build in details you invent.
2. Write a paragraph using a ‘trigger’ from the list as a starter
3. Share in pairs or groups or with the class. You might develop the incident described in your paragraph more fully in task 3.

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**Task 2 – Writing your narrative**

1. Write your own narrative. It should be about 400 words long and **develop detailed ideas** about a fictional or real incident, either the one described in your paragraph in task 1 or another incident.
2. You should **craft your writing to create effects** by making a careful choice about point of view and tense.
3. Your narrative should be **clearly structured**:

* it should begin with a memory “trigger”
* the body should include a description of events and feelings
* the conclusion should reinforce a main idea or theme.

1. You should use accurate **writing conventions**

You may not use any material that is not your own work in the narrative.

**Task 3 – Proofreading and processing for final publication**

1. You will write an initial piece and do some of your own proofing and re-working
2. You will submit your draft to the teacher for feedback. She will indicate that your errors may be in punctuation, spelling or grammatical areas and give you some comments regarding structure and idea development.
3. You will have a period of 1-2 hours to re-work your original.
4. You will then park this in your portfolio and return to it at the end of the year for further processing and development.
5. Of the pieces in your portfolio, you must choose two for submission for the standard.

**Assessment Schedule 2.4: Produce crafted and detailed writing**

**Achievement Criteria**

| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| --- | --- | --- |
| * Produce a selection of crafted and controlled writing which develops, sustains, and structures ideas. | * Produce a selection of crafted and controlled writing which develops, sustains, and structures ideas convincingly. | * Produce a selection of crafted and controlled writing which develops, sustains, and structures ideas effectively. |
| * Produce a selection of crafted and controlled writing using language features appropriate to audience and purpose to create effects. | * Produce a selection of crafted and controlled writing using language features appropriate to audience and purpose to create convincing effects. | * Produce a selection of crafted and controlled writing using language features appropriate to audience and purpose to command attention. |