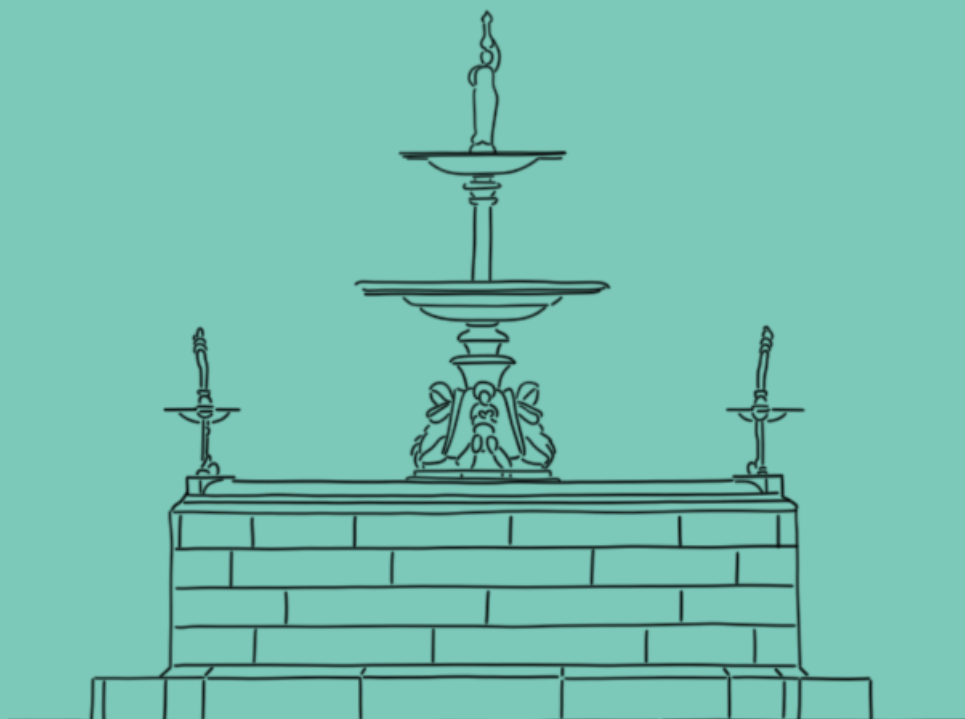


Zetland Park FOUNTAIN TALES

A CREATIVE WRITING RESOURCE PACK



A CREATIVE WRITING RESOURCE PACK
TO ACCOMPANY THE VIDEO SERIES FOR
KEY STAGE 2, SECOND LEVEL PUPILS



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ORIGINAL FOUNTAIN



FOUNTAIN IN 2021



FOUNTAIN IN 2022

BACKGROUND INFORMATION

The 'Fountain Tales' project is a series of twelve creative writing tip videos filmed in collaboration with author Victoria Williamson, filmmaker Graeme O'Hara, and Falkirk Council. Commissioned as part of Grangemouth's Zetland Park Regeneration Project, supported by National Lottery Heritage Fund, the videos and accompanying teaching materials can be used by Key Stage 2 teachers anywhere in the UK to support the National Curriculum or Scottish Curriculum for Excellence in a fun and engaging way and help enhance pupils' creative writing skills.

The videos and accompanying teaching resources and activities cover: genre, setting and atmosphere, characterisation, narrative voice, and different forms of writing. The short videos introduce these areas through three different characters linked to aspects of Zetland Park – a Victorian Lady linked to the opening of the park in 1882, an archaeologist on the dig site explored in 2019, and a fairy in the ten-door woodland fairy trail which were originally constructed by TCV Scotland's Men's Shed and decorated by S3 pupils at Grangemouth High School.

Each video suggests a short piece of creative writing follow-up for pupils, culminating in a longer piece of writing which explores the mystery of the missing statue from the top

of the park's Victorian fountain. The fountain is the only surviving element of the original park, and is depicted on a commemorative medal struck in 1882 to celebrate the opening of the park.

Old postcards and photographs show that originally there was an upper bowl surmounted by a classical central figurine supporting an urn from which water spouted. It is not known exactly when this statue and upper bowl went missing, but it was likely to have been in the mid 20th-century. As part of the Zetland Park Regeneration project, the statue has been recast and returned to her rightful place on the top of the fountain.

The 'Fountain Tales' project centred around the mystery of the missing lady was conceived as a vehicle to get the children of Grangemouth engaged in their local history by means of a creative writing project, themes and writing tips in these videos and accompanying teaching activities will be relevant to schools across the UK, and any class work shared with Falkirk Council and the author will be displayed on a special 'Fountain Tales' page on the author's website celebrating pupils' writing.

PROJECT CONTRIBUTORS



Victoria Williamson is an award-winning children's author, former teacher, and creative writing tutor from north Glasgow who divides her time between writing, running workshops, and visiting schools and Literary festivals to engage children with books and reading. Her published novels include *The Fox Girl and the White Gazelle*, *The Boy with the Butterfly Mind*, and *Hag Storm*.

She scripted and presented the Fountain Tales videos and wrote the accompanying teaching resources.

www.strangelymagical.com

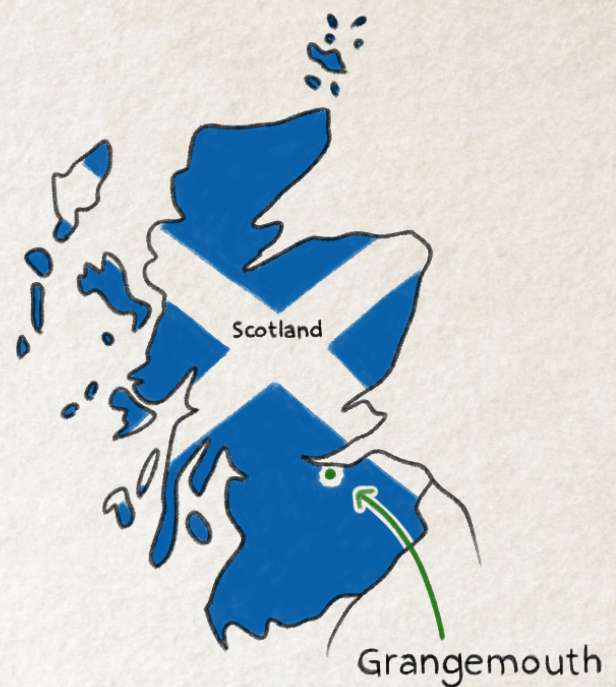
A former English teacher, Graeme O'Hara now works as a filmmaker under the name Bob's Trainset. He creates all sorts of films, from music videos and documentaries to training videos and live performance films. He also regularly works as a cinematographer, helping other filmmakers bring their projects to life.

As well as making live action films, Graeme is an animator. Working mainly with traditional hand-drawn methods he has created infographics, and contributed animated elements for live theatrical productions including the CATS award winning children's shows 'Huff' and 'Space Ape'.

www.bobstrainset.co.uk



Falkirk Council's Fountain Tales is part of the Zetland Park Regeneration Project, a £2.5m initiative to restore and enhance Grangemouth's principal open space and celebrate the heritage of the Park. Through the project, Zetland Park will become a vibrant destination where the communities will come together, become more involved and enjoy greater pride in their treasured Park. For local schools the Park will become an extension of their classroom, for nature the Park will provide new homes for wildlife, and for users of all abilities, ages and backgrounds their Park will have a reputation for quality and inclusive facilities, events and activities.



CURRICULUM FOR EXCELLENCE: EXPERIENCES AND OUTCOMES



LITERACY AND ENGLISH

LISTENING AND TALKING

Enjoyment and choice

I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice.

LIT 2-01a

Tools for listening and talking

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.

LIT 2-02a

Finding and using information

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.

LIT 2-04a

As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.

LIT 2-05a

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-06a

Understanding, analysing and evaluating

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

LIT 2-07a

Creating text

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more.

LIT 2-09a

READING

Enjoyment and choice

I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.

LIT 2-11a

Tools for reading

Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.

ENG 2-12a

Finding and using information

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

LIT 2-14a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

Understanding, analysing, and evaluating

I can:

- discuss structure, characterisation and/or setting
- recognise the relevance of the writer's theme and how this relates to my own and others' experiences
- discuss the writer's style and other features appropriate to genre.

ENG 2-19a





WRITING

Enjoyment and choice

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

LIT 2-20a

Tools for writing

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.

LIT 2-21a

In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.

LIT 2-22a

Throughout the writing process, I can check that my writing makes sense and meets its purpose.

LIT 2-23a

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.

LIT 2-24a

Organising and using information

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

Creating Text

I am learning to use language and style in a way which engages and/or influences my reader.

ENG 2-27a

I can convey information, describe events, explain processes or combine ideas in different ways.

LIT 2-28a

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.

ENG 2-31a



TECHNOLOGIES

Digital Literacy

I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible.

TCH 02-02a

SOCIAL STUDIES

People, past events and societies

I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology.

SOC 2-02a

I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.

SOC 2-03a

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

SOC 2-06a

VIDEOS 1 TO 3: **GENRE**

VIDEO LINKS:

Video 1: Fountain Tales Introduction

Video 2: Genre: Writing Non-Fiction

Video 3: Genre: Writing Something Spooky

TASKS

- Introduce the background to the project, and watch **Video 1 Fountain Tales Introduction**, which sets the writing challenge – “Write a story about the missing Lady”
- Watch **Video 2 Genre: Writing Non-Fiction**
- Discuss the meaning of ‘genre’ (the category of a story or film) and brainstorm types of genres.

Suggested answers: Examples of genres include non-fiction, historical fiction, contemporary fiction, ghost stories, crime fiction, mystery stories, fantasy stories, science fiction, horror stories, romance stories, Thrillers and Westerns.



- Write a non-fiction paragraph as prompted by the Victorian Lady in the video.
- Watch **Video 3 Genre: Writing Something Spooky**
- Write a conclusion for Victoria’s spooky story

Genre (Videos 1-3)
Curriculum for Excellence Es and Os
SOC 2-02a, SOC 2-03a, SOC 2-06a,
LIT 2-01a, LIT 2-02a, LIT 2-04a,
LIT 2-05a, LIT 2-06a, LIT 2-07a, LIT
2-09, LIT 2-28a, ENG 2-31
*Please refer to pages 6-9
for more information*



VIDEO 4: SETTING AND ATMOSPHERE: SOUND WORDS

VIDEO LINK:

Video 4: Setting & Atmosphere: Sound Words

TASKS: SETTING

- Discuss what 'story setting' is and brainstorm examples of story setting from books/films which pupils are familiar with.

Suggested Answers: The story setting is where and when a story takes places. Does the story take place in a real or imaginary land? If it's real, what year is it? Is the story set in a city or in the country? Indoors or outdoors? If it's indoors, what does the house or room look like? If it's outdoors, what the weather like? Is it night or day? Who is in this story? What kind of clothes are people wearing? What do they look like? All the little details will help to build up an interesting a picture of the world you've created. Settings from books and films could include Harry Potter, The Chronicles of Narnia, books by David Walliams and Jacqueline Wilson, and any other books, films and TV shows pupils are familiar with.



-
- Watch [Video 4 Setting & Atmosphere: Sound Words](#)
 - Write a few lines describing the story setting of any of the characters they have met so far (The Victorian Lady, the Fairy or Marvin the Little Green Man).



TASKS: ATMOSPHERE

- Discuss what 'atmosphere' is, and brainstorm examples of how atmosphere can be built up

Suggested Answers: The atmosphere of the story is the mood of the story, and how it makes you feel. Is it happy or sad? Scary or calm? Exciting or boring? Gloomy? Funny? Angry? Tense? Lonely? Hopeful?



The atmosphere can be built up by describing:

- Sound words (twigs snapping, footsteps, a beating heart)
- The lighting where the action takes place (is it a sunny day, or a stormy night?)
- How the characters are feeling – what are their facial expressions and their actions like?
- What the characters experience with their five senses. What do they see, hear, smell, taste, or touch?

- Pupils expand on their few lines of story setting (featuring The Victorian Lady, the Fairy or Marvin the Little Green Man), by building atmosphere in ways suggested above.
- Complete **Activity Sheet 1A: Atmosphere**, with pupils identifying mood words from a short passage from an Edgar Allan Poe story.

GENRE, SETTING AND ATMOSPHERE: EXTENSION ACTIVITY

Complete Activity Sheet 1B: Atmosphere
exploring atmosphere and mood words, genre,
and setting in example pieces of famous fiction.

Setting and Atmosphere (Video 4)
Curriculum for Excellence Es and Os
SOC 2-02a, SOC 2-03a, SOC 2-06a,
LIT 2-01s, LIT 2-02a, LIT 2-04a
LIT 2-05a, LIT 2-06a, LIT 2-07a, LIT
2-09a, LIT2-11a, LIT2-12a, LIT2-13a,
LIT 2-14a, LIT 2-16a, ENG 2-19a, LIT
2-26a, LIT 2-28a, ENG 2-31
*Please refer to pages 6-9
for more information*

VIDEOS 5 TO 8:

CHARACTERISATION AND NARRATIVE VOICE

VIDEO LINK:

Video 5: Characterisation: Write About a Character

Video 6: Narrative Voice: Using Adjectives

Video 7: Narrative Voice: Made-up Words

Video 7: Narrative Voice: Writing in Scots

TASKS: CHARACTERISATION

- Watch **Video 5 Characterisation: Write About a Character** which introduces characterisation
- Discuss the meaning of 'characterisation' in stories (what a character looks like, including their distinctive features) and brainstorm some well-known characters from books, film and TV and what they look like (e.g. Harry Potter, Batman, Cruella de Vil, Frozen's Elsa – any characters children are familiar with)
- Complete **Question 1 on Activity Sheet 2** -Characterisation, with pupils identifying all of the words and phrases from famous stories which describe what a character looks like. Discuss which character descriptions pupils liked best and why. Which descriptions helps them to build up the clearest mental picture of the characters?
- Discuss the meaning of 'character backstory' (all the things you need to know about a character before you start writing about them, in order to make your character realistic and believable) and brainstorm some of things it would be useful to know about a character before writing about them.
- Complete **Questions 2 & 3 on Activity Sheet 2** -Characterisation, listing all of the items the archaeologist found in the handbag in the video, and answering the questions about the character who might own them.
- Complete **Question 4 on Activity Sheet 2** -Characterisation, with pupils writing a short description of what they think the character looks like based on the objects they own and the backstory they might have.



TASKS: USING ADJECTIVES

- Watch [Video 6 Narrative Voice: Using Adjectives](#) and ask pupils to write a paragraph about an imaginary person, using lots of adjectives.
- Complete [Questions 1 & 2 on Activity Sheet 3](#) -Narrative Voice, with pupils identifying which extracts from famous stories are written in first and third person, and the different things that narrative voice can tell a reader about genre, setting and atmosphere, and about the characters in the story.

Suggested Answers: Narrative voice is the way the author tells a story. This can be in first person – as though an author is one of the characters taking part on the action, or third person – as the author isn't taking part in the action, but can see and hear everything that's going on, and might even know what the characters are thinking.



TASKS: MADE UP WORDS

- Watch [Video 7 Narrative Voice: Made-Up Words](#).
- As prompted by the Fairy, get pupils to make up some words of their own – can the rest of the class guess what they mean and what kind of character might use those words?



TASKS: WRITING IN SCOTS

- Watch [Video 8 Narrative Voice: Writing in Scots](#)
- Get the pupils to identify the Scots words in the extract from David Walliams Mr. Mingin.
- Brainstorm more Scots words and start generating a master-list together
- As prompted by the video, pupils write a paragraph about the lady on the top of the fountain using as many Scots words as possible.



Characterisation and Narrative Voice (Videos 5-8)

Curriculum for Excellence Es and Os
SOC 2-02a, SOC 2-03a, SOC 2-06a,
LIT 2-01a, LIT 2-02a, LIT 2-04a,
LIT 2-05a, LIT 2-06a, LIT 2-07a, LIT
2-09a, LIT2-11a, LIT2-12a, LIT2-13a,
LIT 2-14a, LIT 2-16a, ENG 2-19a,
LIT 2-28a, ENG 2-31

*Please refer to pages 6-9
for more information*

VIDEOS 9 TO 11:

DIFFERENT FORMS OF WRITING

VIDEO LINK:

Video 9: Different Forms of Writing: Poetry

Video 10: Different Form of Writing: Newspapers & Internet Articles

Video 11: Different Form of Writing: Diary Writing

TASKS: POETRY

- Watch [Video 9 Different Forms of Writing: Poetry](#)
- Discuss what poetry is, and what makes a piece of writing a poem, and brainstorm any types of poetry that pupils have heard of.
- Complete [Activity Sheet 4 -Poetry](#) with pupils analysing the poems and answering the questions on them.



Suggested Answers: A poem is a piece of writing that uses imaginative words to share ideas, emotions, describe something, or tell a story.

Some poems rhyme, while others don't. Some have a set number of syllables in a line, others are written much more freely, and some are even written in the shape of something they're describing, such as an elephant or a flower!

Types of poems include, narrative and descriptive poems, limericks, haikus, and acrostic poems



TASKS: NEWSPAPERS AND INTERNET ARTICLES

- Watch [Video 10 Different Forms of Writing: Newspapers and Internet Articles](#), pausing at 04:09
- Complete [Activity Sheet 5 - Newspaper Articles](#) with pupils writing about an event that happened at school in a modern or historical style.
- Resume watching [Video 10 Different Forms of Writing: Newspapers and Internet Articles](#) at 04:10
- Discuss the different types of internet articles mentioned in the video (blogs and vlogs) and discuss how they differ from newspaper articles. brainstorm the type of content they might have.
- Complete [Question 1 on Activity Sheet 5 – Internet Articles](#), with pupils looking at various example blog articles and discussing how they differ from newspaper articles.
- Complete [Question 2 on Activity Sheet 5 – Internet Articles](#), with pupils rewriting their newspaper article about the school event as a blog post or as the script for a vlog post or podcast.
- They can also listen to some vlogs and podcasts and make a note of the main features of these. Examples can be found in [Appendix F: Internet Writing: Blog and Podcast Examples](#).

Suggested Answers: 'Web logs' are posted online, and can be written – called 'blogs' – or recorded as a short video – called a 'vlog'.

These are often written or recorded in an informal tone, and they can contain everything from discussions on current affairs, information on subjects like cookery or creative writing, to personal, diary-like entries which are posted for other people to read or listen to.

Podcasts are similar to vlogs, but they often only have sound without the video – a bit like a radio show.



TASKS: DIARY WRITING

- Watch [Video 11 Different Forms of Writing: Diary Writing](#)
- Discuss the kinds of things which might be included in a diary entry (events, thoughts, feelings) and some of the reasons why people feel that diary writing is important.
- Complete [Activity Sheet 6 – Diaries](#), Writing a diary entry based on an everyday event, or even as a different character entirely (although still in the first person).

DIFFERENT FORMS OF WRITING: EXTENSION ACTIVITY

Look at the different sample pieces of writing in [Appendix G: Different Forms of Writing](#), and identify which forms of writing they are (stories, poems, blog articles, diary entries etc). Based on everything you've learned so far, how can you describe these different forms of writing, and what features can you identify? (e.g. genre, setting, atmosphere and mood words, narrative voice, characterisation, first and third person, and anything else that stands out).

Different Forms of Writing (Videos 9-11)

Curriculum for Excellence Es and Os
SOC 2-02a, SOC 2-03a, SOC 2-06a,
LIT 2-01a, LIT 2-02a, LIT 2-04a,
LIT 2-05a, LIT 2-06a, LIT 2-07a, LIT
2-09a, LIT2-11a, LIT2-12a, LIT2-13a,
LIT 2-14a, LIT 2-16a, ENG 2-19a,
ENG 2-30a, LIT 2-28a, ENG 2-31,
TCH 02-02a

*Please refer to pages 6-9
for more information*

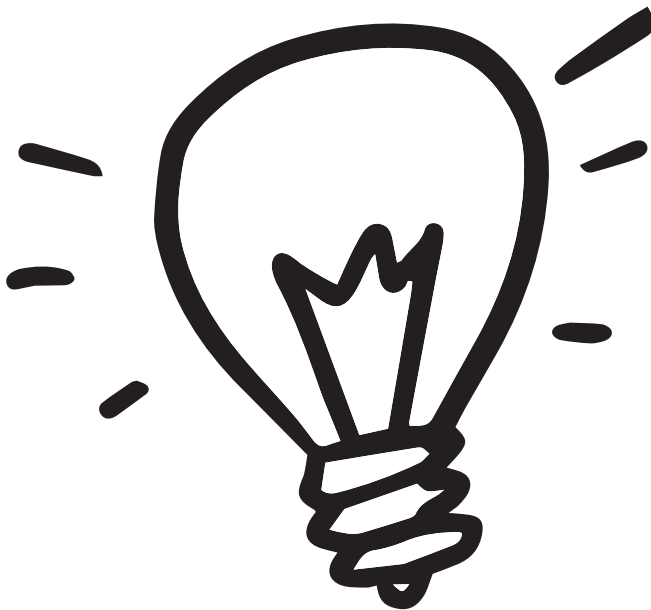
VIDEO 12: FINAL WRITING ACTIVITY

VIDEO LINK:

Video 12: Final Writing Assignment

TASKS: FINAL WRITING ACTIVITY

Now it's time to put it all together! Use everything you've learned from these videos and the activities to write your own description of what you think happened to the missing statue from the top of the fountain. You can use any genre and form of writing you prefer.



Final Writing Task (Video 12)
Curriculum for Excellence Es and Os
SOC 2-02a, SOC 2-03a, SOC 2-06a,
LIT 2-20a, LIT 2-21a, LIT 2-22a,
LIT 2-23a, LIT 2-24a, LIT 2-25a, LIT
2-26a, ENG 2-27a, LIT 2-28a, LIT
2-29a, ENG 2-30a, ENG 2-31
*Please refer to pages 6-9
for more information*



ACTIVITY SHEET 1A: ATMOSPHERE



The atmosphere of a story can be built up using appropriate mood words. Underline all of the mood words in the following opening paragraph from Edgar Allen Poe's short story, *The Fall of the House of Usher*:

‘During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country, and at length found myself, as the shades of evening drew on, within view of the melancholy House of Usher.’

(Edgar Allen Poe, *The Fall of the House of Usher*)



What genre of short story do you think this is? How did the mood words help you decide?

[illegible]

ACTIVITY SHEET 1B: ATMOSPHERE

Q1

Look at some of the examples of short passages in **Appendix A** “**Atmosphere Examples**”. Can you find all of the mood words in them? Can you identify the genre and setting of the story each passage is taken from?

Q2

List some other mood words you could use to describe:

The way someone talks when they are:	The way someone walks when they are:
nervous <i>whispering</i> <i>stammering</i> <i>breathlessly</i>	nervous <i>tiptoeing</i> <i>creeping</i> <i>slowly</i> <i>uncertainly</i>
happy	happy
sad	sad
angry	angry

ACTIVITY SHEET 1B: CONTINUED

The sounds that might be made by: The sounds that might be made by:	
wind <i>whispering</i> <i>moaning</i> <i>howling</i>	a sunny day <i>streaming (sunlight through a window)</i> <i>warm</i> <i>scorching</i>
trees	a stormy night
a door	midnight
an owl	morning

ACTIVITY SHEET 2: CHARACTERISATION



Look at the character descriptions from famous stories in **Appendix B “Characterisation Examples”** and underline all of the words and phrases that tell you what they look like. Discuss:



- Which descriptions did you like best and why?
- Which descriptions helped you to build up the clearest mental picture of the character?



Q2. List the items the archaeologist found in the handbag in video



Q3. Can you answer these discussion questions based on the objects the character owns?



- Do you think they're male or female Why?

- Do you think they're a child or an adult? Why?

ACTIVITY SHEET 2: CONTINUED

- Do you think they're young or old? Why?

- Where do you think they live, and what's their house like?

- What do you think their job and hobbies are?



Q4. Use all of this information about the character's backstory from the objects in their handbag to write a short description of what you think this character looks like.

ACTIVITY SHEET 3: NARRATIVE VOICE



Look at the narrative voice descriptions from famous stories in **Appendix G “Different Forms Of Writing”** and decide which are written in first person, and which are written in third person.



Now take a closer look at any 1 of the extracts:

What does the way the author narrates the story tell you about:



- The story's genre?

- The story's atmosphere

- The main character(s) – what they look and sound like, and what kind of people they are?

ACTIVITY SHEET 4: POETRY



Poetry can be used to describe a thing, but it can also be used to tell a story. Have a look at the example poems in **Appendices D** and discuss:



- Which of the poems describe things, and which tell a story? Do any of them do both?

- Are there any interesting mood words in any of the poems which create atmosphere?

- Are the poems about real life, or about something made up?

- Which poem do you like best, and why?

ACTIVITY SHEET 5: NEWSPAPER ARTICLES



Appendix E reproduces the 2 newspaper articles featured in Video 10

Read them and note the differences



Can you write about an event that happened in your school in:

- The style of an historical newspaper article
- The style of a modern day newspaper article?

ACTIVITY SHEET 6: INTERNET ARTICLES



Compare the way some internet articles (**in Appendix F**) are written with the way newspaper articles are written (**in Appendix E**). Can you spot the differences?



Can you now rewrite the newspaper article you wrote about the school event as a blog post?

ACTIVITY SHEET 7: DIARIES



Can you write a diary entry about something that's happened in the past week? It doesn't have to be anything exciting or even interesting, the main thing is you describing the event and how you feel about it, even if it's just a description of what you did last night (what you had for dinner, what you watched on TV, and even brushing your teeth and going to bed!).



Before you write the diary entry, you need to decide:



- Are you writing in first person as yourself or someone else?
- If you're writing as someone else, who is this person, what are they like?
- When and where do they live?
- How do they talk?

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

APPENDIX A: ATMOSPHERE EXAMPLES

"Morning drew on apace. The air became more sharp and piercing, as its first dull hue: the death of night, rather than the birth of day: glimmered faintly in the sky. The objects which had looked dim and terrible in the darkness, grew more and more defined, and gradually resolved into their familiar shapes. The rain came down, thick and fast, and pattered, noisily, among the leafless bushes. But, Oliver felt it not, as it beat against him; for he still lay stretched, helpless and unconscious, on his bed of clay."

Charles Dickens, *Bentley's Miscellany* (ed. 1838)

"She sat down on one of her grandmother's uncomfortable armchairs, and the cat sprang up into her lap and made itself comfortable. The light that came through the picture window was daylight, real golden late-afternoon daylight, not a white mist light. The sky was a robin's-egg blue, and Coraline could see trees and, beyond the trees, green hills, which faded on the horizon into purples and grays. The sky had never seemed so sky, the world had never seemed so world ... Nothing, she thought, had ever been so interesting."

Neil Gaiman, *Coraline*

"It was a cold still afternoon with a hard steely sky overhead, when he slipped out of the warm parlour into the open air. The country lay bare and entirely leafless around him, and he thought that he had never seen so far and intimately into the insides of things as on that winter day when Nature was deep in her annual slumber and seemed to have kicked the clothes off. Copses, dells, quarries and all hidden places, which had been mysterious mines for exploration in leafy summer, now exposed themselves and their secrets pathetically, and seemed to ask him to overlook their shabby poverty for a while, til they could riot in rich masquerade as before, and trick and entice him with the old deceptions. It was pitiful in a way, and yet cheering-even exhilarating. He was glad that he liked the country undecorated, hard, and stripped of its finery. He had got down to the bare bones of it, and they were fine and strong and simple. He did not want the warm clover and the play of seeding grasses; the screens of quickset, the billowy drapery of beech and elm seemed best away; and with great cheerfulness of spirit he pushed on towards the Wild Wood, which lay before him low and threatening, like a black reef in some still southern sea."

Kenneth Grahame, *The Wind in the Willows*

*"The television exploded. KABOOM! "WAH!" screamed the girl. "NOW I CAN'T WATCH MY CARTOON!" As her parents dashed into the living room, a singed FING plopped out of the television. DUNK! Electricity fizzled all over its fur. "GET THAT FING OUT OF HERE!" ordered Myrtle. To add emphasis to her rage, the girl stamped her feet. * With the creature stunned, Mr and Mrs Meek seized their chance. "NOW!" ordered Mother. The pair pounced on it. They rolled FING into the garden. With all their might, they squished it through the shed door, and locked it."*

David Walliams, *Fing*

APPENDIX B: CHARACTERISATION EXAMPLES

"Lord Asriel was a tall man with powerful shoulders, a fierce dark face, and eyes that seemed to flash and glitter with savage laughter. It was a face to be dominated by, or to fight: never a face to patronize or pity. All his movements were large and perfectly balanced, like those of a wild animal, and when he appeared in a room like this, he seemed a wild animal held in a cage too small for it."

Philip Pullman, *The Golden Compass*

"A black shadow dropped down into the circle. It was Bagheera the Black Panther, inky black all over, but with the panther markings showing up in certain lights like the pattern of watered silk. Everybody knew Bagheera, and nobody cared to cross his path, for he was as cunning as Tabaqui, as bold as the wild buffalo, and as reckless as the wounded elephant. But he had a voice as soft as wild honey dripping from a tree, and a skin softer than down."

Rudyard Kipling, *The Jungle Books*

"He was most fifty, and he looked it. His hair was long and tangled and greasy, and hung down, and you could see his eyes shining through like he was behind vines. It was all black, no gray; so was his long, mixed-up whiskers. There warn't no color in his face, where his face showed; it was white; not like another man's white, but a white to make a body sick, a white to make a body's flesh crawl – a tree-toad white, a fish-belly white. As for his clothes – just rags, that was all. He had one ankle resting on t'other knee; the boot on that foot was busted, and two of his toes stuck through, and he worked them now and then. His hat was laying on the floor – an old black slouch with the top caved in, like a lid."

Mark Twain, *The Adventures of Huckleberry Finn*

"The face of Elrond was ageless, neither old nor young, though in it was written the memory of many things both glad and sorrowful. His hair was dark as the shadows of twilight, and upon it was set a circlet of silver; his eyes were grey as a clear evening, and in them was a light like the light of stars."

J.R.R. Tolkien, *Lord of the Rings: The Fellowship of the Ring*

"She has bright, dark eyes and satiny brown skin and stands tilted up on her toes with arms slightly extended to her sides, as if ready to take wing at the slightest sound."

Suzanne Collins, *The Hunger Games*

"A giant of a man was standing in the doorway. His face was almost completely hidden by a long, shaggy mane of hair and a wild, tangled beard, but you could make out his eyes, glinting like black beetles under all the hair."

J. K. Rowling, *Harry Potter and the Sorcerer's Stone*

APPENDIX C: NARRATIVE VOICE EXAMPLES

"I stood in a bare room of dark wood floors and olive-green walls. No furniture. It was daytime. A slender beam of sunlight washed in through a single dust-smeared window. And a boy stood stiffly in front of the window, his face hidden in shadow. I was standing close enough to reach out and touch him. He took a step out of the shadow, and I could see his empty eye sockets. His eyes were missing. Under the deep holes in his face, his mouth twisted in a menacing scowl. I turned away. I couldn't bear to look at him. Wave after wave of panic rolled down my body. I shut my eyes and wished myself out of there. I knew I was dreaming. I struggled to raise myself, to pull myself up from the ugly dream, away from the boy with no eyes. But no. When I turned back, I was still in that narrow room, still standing across from the scowling boy. Trapped in the dream. Unable to escape it. And then the boy stuck his arms straight out, as if reaching for me. He staggered toward me. Closer ... closer ..."

R.L. Stine, *The Haunter*

"Now, it is a fact, that there was nothing at all particular about the knocker on the door, except that it was very large. It is also a fact, that Scrooge had seen it, night and morning, during his whole residence in that place; also that Scrooge had as little of what is called fancy about him as any man in the city of London, even including-which is a bold word-the corporation, aldermen, and livery. Let it also be borne in mind that Scrooge had not bestowed one thought on Marley, since his last mention of his seven-years' dead partner that afternoon. And then let any man explain to me, if he can, how it happened that Scrooge, having his key in the lock of the door, saw in the knocker, without its undergoing any intermediate process of change - not a knocker, but Marley's face."

Charles Dickens, *A Christmas Carol*

"So this is it," said Arthur, "We are going to die."

"Yes," said Ford, "except... no! Wait a minute!" He suddenly lunged across the chamber at something behind Arthur's line of vision. "What's this switch?" he cried.

"What? Where?" cried Arthur, twisting round.

"No, I was only fooling," said Ford, "we are going to die after all."

Douglas Adams, *The Hitchhiker's Guide to the Galaxy*

"Dear Aunt Loretta,

Thank you so much for the awesome pants! How did you know I wanted that for Christmas? I love the way the pants look on my legs!

All my friends will be so jealous that I have my very own pants. Thank you for making this the best Christmas ever!

Sincerely, Greg"

Jeff Kinney, *Diary of a Wimpy Kid*

APPENDIX D: POETRY EXAMPLES

The Listeners by Walter de la Mare

'Is there anybody there?' said the Traveller,
Knocking on the moonlit door;
And his horse in the silence champed the grasses
Of the forest's ferny floor:
And a bird flew up out of the turret,
Above the Traveller's head:
And he smote upon the door again a second time;
'Is there anybody there?' he said.
But no one descended to the Traveller;
No head from the leaf-fringed sill
Leaned over and looked into his grey eyes,
Where he stood perplexed and still.
But only a host of phantom listeners
That dwelt in the lone house then
Stood listening in the quiet of the moonlight
To that voice from the world of men:
Stood thronging the faint moonbeams on the dark stair,
That goes down to the empty hall,
Harkening in an air stirred and shaken
By the lonely Traveller's call.
And he felt in his heart their strangeness,
Their stillness answering his cry,
While his horse moved, cropping the dark turf,
'Neath the starred and leafy sky;
For he suddenly smote on the door, even
Louder, and lifted his head:—
'Tell them I came, and no one answered,
That I kept my word,' he said.
Never the least stir made the listeners,
Though every word he spake
Fell echoing through the shadowiness of the still house
From the one man left awake:
Ay, they heard his foot upon the stirrup,
And the sound of iron on stone,
And how the silence surged softly backward,
When the plunging hoofs were gone.

Walter de la Mare

Sick

"I cannot go to school today,"
Said little Peggy Ann McKay.
I have the measles and the mumps,
A gash, a rash and purple bumps.
My mouth is wet, my throat is dry,
I'm going blind in my right eye.
My tonsils are as big as rocks,
I've counted sixteen chicken pox
And there's one more--that's seventeen,
And don't you think my face looks green?
My leg is cut--my eyes are blue--
It might be instamatic flu.
I cough and sneeze and gasp and choke,
I'm sure that my left leg is broke--

My hip hurts when I move my chin,
My belly button's caving in,
My back is wrenched, my ankle's sprained,
My 'pendix pains each time it rains.
My nose is cold, my toes are numb.
I have a sliver in my thumb.
My neck is stiff, my voice is weak,
I hardly whisper when I speak.
My tongue is filling up my mouth,
I think my hair is falling out.
My elbow's bent, my spine ain't straight,
My temperature is one-o-eight.
My brain is shrunk, I cannot hear,
There is a hole inside my ear.
I have a hangnail, and my heart is--what?
What's that? What's that you say?
You say today is. . .Saturday?
G'bye, I'm going out to play!"

by Shel Silverstein

From A Railway Carriage

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.

Here is a child who clammers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And there is the green for stringing the daisies!
Here is a cart run away in the road
Lumping along with man and load;
And here is a mill and there is a river:
Each a glimpse and gone for ever!

Robert Louis Stevenson

The Moon

The moon has a face like the clock in the hall; She shines
on thieves on the garden wall,
On streets and fields and harbour quays, And birdies asleep
in the forks of the trees.
The squalling cat and the squeaking mouse, The howling
dog by the door of the house, The bat that lies in bed at
noon,
All love to be out by the light of the moon.
But all of the things that belong to the day Cuddle to sleep
to be out of her way;
And flowers and children close their eyes Till up in the
morning the sun shall arise.

Robert Louis Stevenson

My Next Door Neighbor is a Witch

My next door neighbor is a witch,
And she lives way down in a ditch.
Her clothing is a little strange,
Because she never wants to change.
She has a black robe and a black hat,
Green skin and a smelly black cat.
A big fat wart grows on her nose,
And seventeen pimples on her toes.

But...her food is EVEN worse,
Because she eats it course by course.
Her first course is seven dead bats,
Laid on top of seven rats.
Then she has twenty flies
With lots and lots of llama eyes.
Her main course is a horrible soup,
Because it's made with doggie poop.
But worst of all is her dessert.
It's little children rolled in dirt.

Last night she had a witch's feast
And turned into a greedy beast.
I think she cooked my best friend Tilly
And ate her with some peas and broccoli.

Samiya Vallee

First Day At School

A millionbillionwillion miles from home
Waiting for the bell to go. (To go where?)
Why are they all so big, other children?
So noisy? So much at home they
Must have been born in uniform
Lived all their lives in playgrounds
Spent the years inventing games
That don't let me in. Games
That are rough, that swallow you up.

And the railings.
All around, the railings.
Are they to keep out wolves and monsters?
Things that carry off and eat children?
Things you don't take sweets from?
Perhaps they're to stop us getting out
Running away from the lessins. Lessin.
What does a lessin look like?
Sounds small and slimy.
They keep them in the glassrooms.
Whole rooms made out of glass. Imagine.

I wish I could remember my name
Mummy said it would come in useful.
Like wellies. When there's puddles.
Yellowwellies. I wish she was here.
I think my name is sewn on somewhere
Perhaps the teacher will read it for me.
Tea-cher. The one who makes the tea.

Roger McGough

APPENDIX E: NEWSPAPER ARTICLE EXAMPLES

Falkirk Herald - 10th June 1882

'Saturday last was a high day in Grangemouth, and must be a memorable one, being the day chosen for opening the New Public Park. Fortunately the day, though dull, kept fair, with the exception of about an hour in the middle of the day, and the whole proceedings went off very satisfactorily.

Everything that is possible in the way of decorations has been done by Chief Magistrate Macpherson and his colleagues in, so that flags and bannerets meet the eye in every direction. On the road leading to the public park there are three grand floral arches erected. A grandstand, holding upwards of 150 ladies, has been put up, and is suitably decorated with bannerets. A procession, headed by the Zetland Brass Band, proceeded, shortly after eleven, on its way to the park, accompanied by thousands of spectators in holiday attire. Mr Macpherson, Chief Magistrate, gave a speech to the assembled crowds, after which Mrs Macpherson gracefully turned on the fountain. After several more speeches, the proceedings of opening the park and presenting the fountain to the town were then brought to a close by the Zetland Brass Band playing "God Save the Queen.'

Falkirk Herald - 14th January 2021

'The National Lottery Heritage Fund has awarded Grangemouth's historic Zetland Park £192,000 to allow a massive regeneration project to move forward. Allana Hughes, Zetland Park Regeneration Project officer, said: "After years of hard work behind the scenes, the physical transformation of Zetland Park has begun. Zetland Park is the heart of Grangemouth and people really love this park."

At the end of last year Allana and Richard Broadley, Falkirk Council's planning and environment manager invited The Falkirk Herald along for a tour of the park.

From the war memorial, to the historic fountain and the paddling pond, there is so much history in the park. While the memorial itself was refurbished relatively recently, the area surrounding it is in poor condition so it will be upgraded – and illuminated – to allow disabled people better access to the memorial.

And the historic fountain – the only surviving remnant from the original park – will be restored to its former glory, with a replica of the mysterious missing lady sculpture returned to the top tier where it once was.'

APPENDIX F: INTERNET WRITING: BLOG AND PODCAST EXAMPLES

Example blogs to visit:

<https://www.thereaderteacher.com>

<https://mind-2-paper.blogspot.com>

<https://www.imagininghistory.co.uk/blog/categories/history-guides-for-children>

<https://kids.nationalgeographic.com>

<https://www.smudgetikka.com>

<https://kidsactivitiesblog.com/category/kids-activities>

<https://librarygirlandbookboy.com>

<https://www.science-sparks.com>

<https://www.cookingwithmykids.co.uk>

<https://bookloverjo.wordpress.com>

<https://alphabetsoup.net.au>

<https://kandblife.com>

Example podcasts to listen to:

<https://www.funkidslive.com/podcasts>

<https://tinkercast.com/shows/wow-in-the-world>

<https://www.smashboom.org>

<https://www.bbc.co.uk/programmes/p07mdbhg/episodes/downloads>

<https://www.npr.org/podcasts/474377890/but-why-a-podcast-for-curious-kids>

<http://strangelymagical.com/podcasts>

APPENDIX G: DIFFERENT FORMS OF WRITING

"It was nine-thirty on Christmas Eve. As I crossed the long entrance hall of Monk's Piece on my way from the dining room, where we had just enjoyed the first of the happy, festive meals, toward the drawing room and the fire around which my family were now assembled, I paused and then, as I often do in the course of an evening, went to the front door, opened it and stepped outside."

Susan Hill: *The Woman In Black*

*"When I heard the learn'd astronomer,
When the proofs, the figures, were ranged in columns
before me,
When I was shown the charts and diagrams, to add, divide,
and measure them,
When I sitting heard the astronomer where he lectured with
much applause in the lecture- room,
How soon unaccountable I became tired and sick, Till rising
and gliding out I wander'd off by myself,
In the mystical moist night-air, and from time to time,
Look'd up in perfect silence at the stars."*

Walt Whitman: *When I Heard The Learn'd Astronomer*

"I've long been a fan of Vashti Hardy's epic and thrilling adventures so was excited to discover she was bringing her richly imagined storytelling to younger fiction in the first book in a brand new series, 'Harley Hitch and the Iron Forest,' illustrated by George Ermos. Harley Hitch has a habit of always managing to find herself in trouble, when she's late on the first day of school and accidentally bumps into Cosmo things go from bad to worse. Their town Inventia relies on the technology that blooms in the Iron Forest but when Harley spots an unusual fungus that is spreading out of control, their way of life is at risk."

Booklover Jo

"A bellow of laughter resounded beyond the chamber, and in another moment a giant, redheaded warrior rolled in at the side of Adaon. He towered above all in the chamber and his beard flamed around a face so scarred with old wounds it was impossible to tell where one began and another ended. His nose had been battered to his cheekbones; his heavy forehead was nearly lost in a fierce tangle of eyebrows; and his neck seemed as thick as Taran's waist."

Llyod Alexander: *The Black Cauldron*

*An old silent pond
A frog jumps into the pond—
Splash! Silence again.*

Matsuo Basho: *The Old Pond*

"In Britain, a cup of tea is the answer to every problem. Fallen off your bicycle? Nice cup of tea. Your house has been destroyed by a meteorite? Nice cup of tea and a biscuit. Your entire family has been eaten by a Tyrannosaurus Rex that has travelled through a space/time portal? Nice cup of tea and a piece of cake. Possibly a savoury option would be welcome here too, for example a Scotch egg or a sausage roll."

David Walliams: *Mister Stink*

"I finally realized that I must do my schoolwork to keep from being ignorant, to get on in life, to become a journalist, because that's what I want! I know I can write ..., but it remains to be seen whether I really have talent ... And if I don't have the talent to write books or newspaper articles, I can always write for myself. But I want to achieve more than that. I can't imagine living like Mother, Mrs. van Daan and all the women who go about their work and are then forgotten. I need to have something besides a husband and children to devote myself to! ... I want to be useful or bring enjoyment to all people, even those I've never met. I want to go on living even after my death! And that's why I'm so grateful to God for having given me this gift, which I can use to develop myself and to express all that's inside me! When I write I can shake off all my cares. My sorrow disappears, my spirits are revived! But, and that's a big question, will I ever be able to write something great, will I ever become a journalist or a writer?"

Anne Frank: *The Diary of a Young Girl*

"Around 87 per cent of respondents believed there should be a 20mph speed limit imposed on the Main Street which runs through the village of Airth."

On the back of this overwhelming response, Central Scotland MSP Stephen Kerr has written to Falkirk Council to inform it of the results.

Concerns were also raised about noise and air pollution resulting from speeding cars, while several residents mentioned a lack of policing being an issue."

The Falkirk Herald, 13th July 2021

"Bored of being stuck indoors at home? Are you looking to join intergalactic explorers and discover somewhere completely out-of-this world? Well then; it's time to take your imagination to space and become an astronaut with our Cardboard Box Creations! Rockets and space shuttles are used to take people and robots all the way to space, launching from sites in Florida, Russia and other places all around the world. Build your own personal spacecraft, blast off from a launch pad in your own home and imagine a world of planets, asteroids, aliens and much more. To infinity and beyond!"

Lonely Planet Kids

"Ender did not see Peter as the beautiful ten-year-old boy that grown-ups saw, with dark, tousled hair and a face that could have belonged to Alexander the Great. Ender looked at Peter only to detect anger or boredom, the dangerous moods that almost always led to pain."

Orson Scott Card: *Ender's*

