Story Quest school scheme
Bringing Story Quest to your school

Introduction

This resource has been created to support learning for pupils in Key Stage 2 (KS2) who are participating in a Story Quest project. It is intended to help pupils plan, write and edit their own Story Quests around their school following a class visit to complete a trail in their local area. The lessons and activities included are suggestions that can be adapted to suit the needs and interests of your class.

This resource supports the intended outcomes of the project by providing ideas for lessons and activities that will support pupils in writing their own Story Quest in readiness for publication and/or delivering to parents and peers.

National curriculum links

Story Quest is designed to support teachers to provide meaningful experiences in the local area for children in Key Stage Two which also meet national curriculum requirements for writing. The activities also support students' reading, spoken language and evaluation skills in encouraging them to share their work with their peers and provide feedback to each other.

Through participation in project activities, pupils will use different strategies to develop new ideas and express them through their writing in varied and engaging ways.

Here are the key areas of the national curriculum the project meets:

Key stage 2
English programme of study: writing

Pupils should be taught to:

- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure
- Note and develop initial ideas, drawing on reading and research where necessary
- Draft and write by creating settings, characters and plot
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Overview

Lesson	Objectives	Resources needed
Memorable experience: to support children's writing it is recommended that they experience a Story Quest trail for themselves. Please contact a member of the Story Quest team who can support you with this visit.		
1. Planning	I can plan characters, settings and a quest	• Story Quest booklets • Story planning grid • Character planning template
2. Research	I can use research to develop my ideas	• Story Quest booklets • Notebooks/paper • Cameras/photography devices (if available) • Maps of the school
3. Design	I can use research to design story activities	• Story Quest booklets • Research notes • Photographs
4. Writing	I can write a Story Quest	• Story Quest booklets • Story planning grid • Character planning template • Research notes
5. Editing and revising	I can edit my own and others' Story Quest and suggest improvements	• Story Quest booklets • Editing resources (e.g. checklists, highlighters)
Provide a real audience and purpose (e.g. inviting parents and peers to take part on their Story Quests, creating a School Story Quest Anthology etc.) *I can read my Story Quest aloud to others*		

Lesson one: planning

Learning objectives
1. Pupils will plan their Story Quests
2. Pupils will write their own Story Quest

Resources needed
- Story Quest booklets
- Story planning grid
- Character planning template

Planning the characters

Joanne Owen
Story Quest author

Characters are a great place to start.

For your Story Quest, you'll need **two or three main characters** to go on an adventure. Perhaps you'd like to base the characters on **you and your best friend**, or you could **invent your own people**. You may even wish to use the **original characters** (Josh, Yasmin and Grandpa Matt.)

Ask pupils to record their character choices on their Story Quest planning grid. Explain that as well as considering who their characters will be, it's important to consider what kind of people they are. This will help their characters seem real and keep their readers interested in their quest. To model this, you may like to play the following game:

'Guess the character'
1. Choose a pupil to stand in front of but facing away from the whiteboard.
2. Write the name (or display a picture) of a well-known character from a book on the board.
3. Challenge the rest of the class to provide clues to help the chosen pupil to guess the character.

Rules
- They must not use the name of the character (or any other characters in the book)
- They must not use any words from the title of the book
- They can only give clues relating to the character's personality, appearance, likes and dislikes.

Following this activity, pupils will complete the character planning template to consider the qualities of each of their chosen characters. Depending on the story, the main characters might meet extra characters along the way, but start by focusing on a couple of main characters.

An example template about Grandpa Matt has been created on the supporting PowerPoint. You may also wish to use the blank template to model how to use this resource by taking evidence from your Story Quest booklets about the characters.

Planning the quest

Pupils will then need to come up with a story- this is the *reason* their characters will go on a Story Quest.

Here are some ideas:

a) Their characters are asked to deliver a message or object to their head teacher.

b) Their characters must return books to the library.

c) An author is visiting.

c) Their characters are heading to the canteen for lunch. This could be for a special occasion e.g. Christmas lunch.

d) Their characters are looking for something. For example, maybe a cat, dog or squirrel has come into school and the animal needs to be found! Or maybe the school hamster has escaped! Or maybe one of the characters has lost something and they must re-trace their steps to try to find it.

e) You could set your story around a big event, like a school play, sports day, school disco, prize-giving afternoon or important end of term assembly.

You may like to run a brainstorm so you have a class list of Story Quest ideas to choose from.

Lesson two: research

Learning objectives

Pupils will plan their Story Quests.

Resources needed

- Story Quest booklets
- Notebooks/paper
- Cameras/photography devices
- Maps of the school

Researching the route

Once pupils have decided on their Quest, they need to consider the route that their characters will take. For a sports day related quest, the characters may begin outside school then enter the classroom before going outside to the school field. Pupils could use a graphic organizer to show the order of the locations on their route. They may even like to get creative and illustrate their very own map in the style of Claire Elsom who illustrated the maps in the Story Quest booklets.
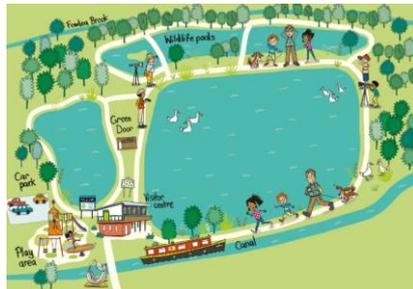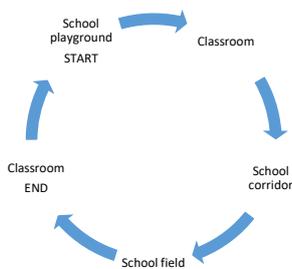
Exploring the route

Look out for **interesting sights** as you walk around your school. Note down any **interesting features** in and on the building - things like signs, posters, plaques, displays and certificates on the wall. Will your characters also go outside to the playground, or to the assembly hall, sports hall or canteen?

**Joanne Owen
Story Quest author**

You may wish to explore your school in small groups or as a whole class. Pupils could record points of interest using notebooks or they may even like to take photographs to refer back to in class.

Over to you!

Challenge your pupils to become explorers in their school. Remind them that they will need to pay attention to what can be seen along their route. Their observations will be used to design some interesting questions and challenges for people to complete during their quest.

Lesson three: planning

Learning objectives

I can use research to design story activities.

Resources needed

- Story Quest booklets
- Research notes
- Photographs

Now that the pupils have their characters and route, they can make their Story Quest more fun and interactive by adding in activities, riddles, puzzles and fun or fascinating facts about things that can be spotted along their route. These help to transport the reader into the story, making them feel as though they are one of the characters!

Fun physical activity examples: get your characters (and the people following your quest) to time themselves doing things like jogging around the sports hall, or seeing how many step-ups they can do in one minute.

Riddles could be used to get their characters (and the people following their Story Quest) to the next place on their route. For example, if pupils need their characters to go to the library, they could include a riddle like this:

Shelf after shelf, row after row
I'm a place that helps brains grow!
What am I?

Puzzles could be used in a similar way, like this:

***Read* and solve this puzzle to work out where the characters went next:**
L _ B _ _ R Y

If your school has any interesting signs, posters, displays or building features, pupils could include questions about them to encourage people following their Story Quest to notice new things about their school. For example, when was the school opened? How many doors does the canteen have? What's on display in reception?

If your Story Quest route goes outside, you could include a list of things to spot. These could be things from nature like a black bird, a huge tree, a flower, or manmade things like goal posts, a fountain, old railings or a set of steps.

N.B. Remind pupils to only include questions/activities that are located within the places on their Story Quest route.

Over to you!

Challenge your pupils to create one of each of these challenges based on the different locations they have identified in their routes. They may wish to put a star next to the locations on your graphic organiser where the tasks need to be included as a reminder when writing their story.

Lesson four: writing

Learning objectives

I can write a Story Quest.

Resources needed

- Story Quest booklets
- Story planning grid
- Character planning template
- Research notes

Now it's time for the pupils to put all of their ideas together and write their very own Story Quest. Your pupils may already have an idea about what they would like the title to be but deciding on a title is a good place to start.

Look at the other Story Quest titles:

Pitch **P**erfect, **M**ammoth **M**ystery, **T**unstall **T**ime **T**ravel, The Chri**st**mas Hi**st**ory My**st**ery

Ask pupils what feature has been used (alliteration).

Definitions:

Alliteration: two or more words in a row, or close together, that begin with the same letter.

Rhyme: words that sound the same when spoken out loud.

Over to you!

Challenge your pupils to use rhyme or alliteration to create their own title for their Story Quest.

Model text

You may like to begin this session by sharing 'The Super School Sports Day' as a model text.

We have provided templates for your pupils to use as a guide when writing their own Story Quest adventures. These templates are aimed to help you to support pupils of different ages and abilities throughout the writing process.

Template one: Sports Day Story Quest

Pupils could use the structure of this story and edit it to include their own character names and the activities that they have designed.

Template two: editable Story Quest

This template allows pupils more freedom to adapt the quest according to their chosen event.

Lesson five: editing and revising

Learning objectives

I can edit my own and others' Story Quest and suggest improvements.

Resources needed

- Story Quest booklets
- Editing resources eg checklists, highlighters

Explain to pupils that editing and revising is a really important part of the writing process as it helps us to improve our work by checking and making changes.

Revising helps to make your work sound better:

Can you add, change or delete any parts to help your writing flow?

Can you change any words to make them more powerful?

e.g. "Right, let's get the game started," said Josh.

   "Right, let's get the game started," called Josh.

Can you add any descriptions, explanations or details?

Editing helps to make your work look better:

Do you need to add, delete or change any punctuation?

Have you checked for commonly misspelled words?

Do you need to change any letters to capitals or lower case?

You may choose to set up editing stations where pupils visit one station at a time to focus on checking a particular feature of their Story Quest e.g. punctuation. We have included a copy of our editing stations resource that you may like to use.

Alternatively, you may wish to use a school specific editing method such as editing marks or checklists.

It may also be useful to provide opportunities for pupils to peer edit. One method is by reading parts of their story out loud to each other, to help them to understand the concept of flow.

When you've finished, it's a good idea to follow the Story Quest yourself. This will help you to check that the route and map are correct. For example, when you're checking the route, you might realise that you need to make some adjustments to the map, or perhaps you need to mark extra landmarks on it

You also need to check that all of the riddles and puzzles make sense, and check your facts are correct. Most importantly, make sure there's a sense of adventure running through the story! Lastly, swap your Story Quest with your classmates so they follow your quest and you follow theirs!