

# STABILO® Pen Licence

## MODULE 6 Storyland | KS2



1 of 5

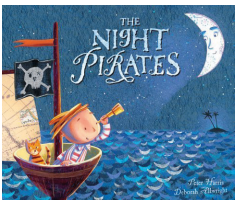
This final module enables the children to become budding authors! They are given the skills needed to create text and illustrations using all the skills and techniques that they have learnt so far. Once the children have completed this module, they can continue using their skills at home by creating and celebrating more stories with their family and friends.

## Activity 1 | Story language

### Activity outline

The handwriting used in storybooks can encourage the reader to read in a range of intonations and tones, giving the story a sense of fun and suspense. This activity gives children the opportunity to look at the purpose of different handwriting styles and even create their own.

### RESOURCES



A range of children's picture books, e.g. 'The Night Pirates' by Peter Harris (See example below),

a selection of pens, pencils and felt-tips in different thicknesses, paper.

### Learning outcomes

- To understand that print carries meaning and emotion.
- To use a range of handwriting styles to communicate emotion.

### Warm up

Give the children a selection of children's picture books, some of which will use different fonts to portray size, emotion, anticipation and suspense (see example below). Talk about why some language is written in capitals, in swirly handwriting, in bold or in small writing. Brainstorm ideas for how the font style and size could portray someone shouting, or how the handwriting could change to depict different characters.

### Main session

Give each child a selection of books with the same text throughout. This could be a current class text or a book the children have brought in from home. The task is to look through one paragraph or passage from their storybook. The children then need to find the adjectives or speech, and change the way they are written to create different styles, suspense or to depict a character talking in a certain way (e.g. shouting or whispering).

Once the children have found the words they wish to change, they can re-write the paragraph or passage including the new style of writing for the chosen words and phrases.

The children may need some support with choosing a paragraph that has enough adjectives or speech to change the writing.

### Plenary

Ask the children to read their paragraph or passage to their partners or in their groups. Encourage the children to read the story language to depict how the character might say each word, e.g. shouting/whispering. The children can talk about the font they have chosen for the words they changed. Why did they choose this font, e.g. is it large text to depict shouting?

**Further learning:** Include regular reading sessions into your school day where children are encouraged to read aloud passages of a story using a variety of different intonations and tones.

# STABILO® Pen Licence

## MODULE 6 Storyland | KS2

2 of 5

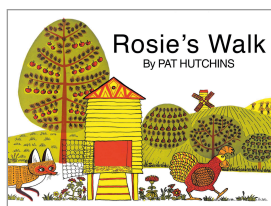


## Activity 2 | Illustrations

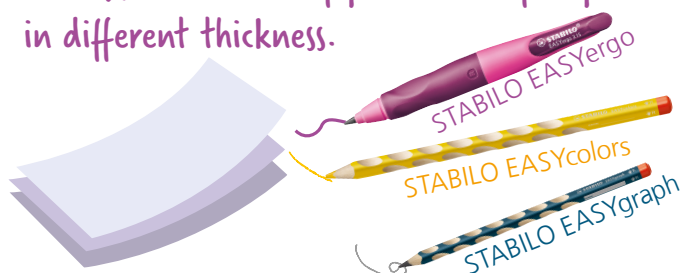
### Activity outline

When creating children's books, illustrations can tell a whole story. In this activity, the children are encouraged to develop their fine motor skills and drawing styles and techniques. They can try out their own illustrations from children's picture books.

### RESOURCES



A range of children's picture books, e.g. 'Rosie's Walk' by Pat Hutchins (see example above), a selection of pencils and felt pens in different thickness.



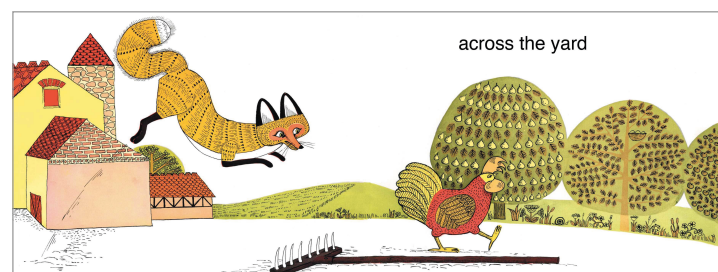
### Learning outcomes

- To think about how illustrations can develop a character or setting in a story.
- To practise using a range of writing implements to develop drawing techniques.

### Warm up

Look at a range of children's picture books. Talk about the differences between the illustrations from one book to another. What are the different styles of illustrations and why do you think the illustrator has chosen to draw in that way?

Using example below, look at the lines used to show movement in the picture, how has the illustrator shown how the fox jumps?



### Main session

Ask children to re-create their own image from a storybook. Encourage the children to show movement using a variety of lines and swirls. For example, a car zooming along a road may have lines showing how fast the car is moving. Or waves in the sea may have swirls and bubbles to show the movement of the waves crashing.

Help the children to create their own pictures using a range of pens of different thickness, colour and style.

### Plenary

Discuss in a group how easy or hard it was to draw illustrations in comparison to writing? What are the differences between using pens and crayons for colouring in/shading and highlighting or outlining movements in images?

**Further learning:** Children can now create a selection of pictures to create their own illustration storybook. Give each child a notepad and a selection of pens. The children could draw a number of illustrations in order to either show one movement in sequences, or to show a storyline through pictures. Encourage the children to be creative in their drawing skills and practise using a range of pens and crayons to try different drawing techniques.

# STABILO® Pen Licence

## MODULE 6 Storyland | KS2

3 of 5



## Activity 3 | We're all authors

### Activity outline

This activity is the first of a two-part session. The children have now had many opportunities to develop their fine motor skills, practise their techniques and improve their handwriting. They are coming to the end of the 6 modules and can now produce their own fantastic children's story using all the skills they have learnt. This activity begins the process of planning a short story to be celebrated and read to others in the class and then taken home.

### Warm up

Re-cap the learning from previous sessions where children developed their skills in handwriting and illustrations to develop children's stories. Talk about the technique of using lines, swirls and shading to depict motion in pictures, and how that could be used in their own story.

Show children a story plan, including main characters, setting and a simple three-step plot (beginning, middle and end). Explain that the children can use the skills they have learned to create their own story.

### Main session

The children can now plan their own story using the story plan provided. They will need to use the selection of pens and colouring pencils to create their characters. They will also need to choose which style of writing they could use when each character is talking and in which way (e.g. shouting or whispering).

Support the children in writing three stages of a story; the beginning is where the setting and characters are introduced; the middle is where a problem with the characters occurs; and finally, the ending is where the problem is resolved.

### Plenary

Discuss their story plan with their partner or in groups. What is going to happen in the story? How are they going to illustrate it? Which styles of writing are they going to use to create the characters voices or adjectives in the story?

**Further learning:** Between this and the following session, the children can be thinking about their story and how they can develop it. Give them time to gain ideas and discuss these with friends, look back on their story plan and develop it if needed.

### RESOURCES

A selection of pens and colouring pencils.



### EXAMPLE RESOURCES

A story plan  
(see separate download)

### Learning outcomes

- To use the range of techniques and skills learnt.
- To plan illustrations and handwriting skills depending on the audience and story plan.

# STABILO® Pen Licence

## MODULE 6 Storyland | KS2

4 of 5



## Activity 4 | We're all authors

### Activity outline

This final activity will develop the children's writing skills into becoming magnificent children's book authors! The activity follows on from the previous session where the children wrote out their own story plan. They can now continue by writing their brilliant story.

Show an example of writing the beginning of a story, introducing the characters, using expressive handwriting to depict the characters, e.g. swirly writing for good characters, bold writing for scary characters or capital letters for large characters.

### Main session

The children can now begin writing their own story. Support the children in setting out their story, each stage of the plot could be written on one page alongside the illustrations. Encourage the children to think about their handwriting, to ensure it is easy for the reader to read but also to create fun and suspense.

The children will also need to use a range of pens, pencils and felt-tip pens to illustrate the story and produce their best handwriting.

### Plenary

The children can now proudly read their stories aloud to each other in the group! Celebrate and talk about the range of handwriting and illustration styles the children have used throughout their stories. Talk about the skills the children have learnt and how they can continue using those skills in all areas at school and at home.

**Further learning:** As these stories are written for younger children, the authors can now go to those younger classes and take groups of children to read their stories to. What a wonderful way to celebrate the learning they have achieved and the stories they have produced!

### RESOURCES

The children's story plan from previous session, a selection of pens and colouring pencils, a small plain paper booklet.



### Learning outcomes

- To use a range of handwriting skills to suit the reader and develop a story.

### Warm up

Re-cap the story plan which was introduced in the previous session. Talk about the skill of picking out words and phrases, and creating new styles of writing to entice the reader and create fun and suspense in stories. Explain that each child will need to produce one picture book for young children. The story will need to show off a range of handwriting skills which have been learnt throughout the modules and activities.

# STABILO® Pen Licence

## MODULE 6 Storyland | KS2

5 of 5



## Homework Activity | Creative story writing

### Activity

This activity gives the children the chance to develop their story writing skills at home. They have already become amazing authors, now the task is to continue their writing and creative flare by giving them lots of opportunity to practise writing at home.

At home they will have more time to think about the characters, talk about good characters and bad characters in the familiar stories you like to read with your child.

Encourage your child to think of new and exciting ideas to develop their stories. Support them in remembering the structure of a story; it must have a clear beginning, middle and end!

When your child is ready to write their story, they can use a booklet, separating each page into the three stages of the story (beginning, middle and end). Encourage your child to use their best handwriting, think about the vocabulary in the story and use different fonts and styles to create the characters feelings and speech. They have already practiced this in class so should be able to do it at home!

Your child is now an established author! Celebrate your child's story once completed, ask your child to read it aloud to you or share it together before bed, in the morning or at the dinner table!

**Extension:** Now that you know your child is a super writer, they can help you at home! Encourage your child to write shopping lists for you, write letters to family members and cards for celebrations. If you keep an example story plan, your child can also continue to write their own stories either with your help or on their own!

### RESOURCES

A story plan (see example from activity 3), a selection of pens and colouring pencils, a small plain paper booklet.

**STABILO® Pen Licence**  
Story Plan

**Characters**  
(Who is in the story? Are there good/bad characters?)

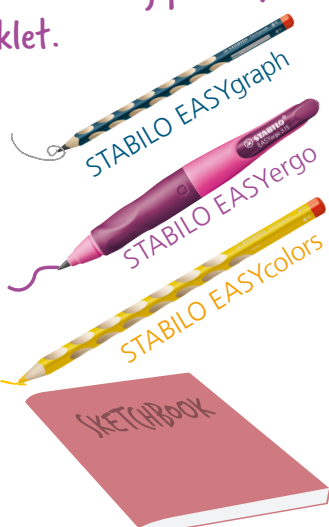
**Setting**  
(Where does the story take place?)

**Plot**  
**Beginning:** (Where the characters and setting are introduced)

**Middle:** (Where a problem occurs)

**End:** (Where the problem is resolved)

www.stabilo.co.uk/penlicence



### Learning outcomes

- To use the range of techniques and skills learnt including illustrations and handwriting.
- To use a range of handwriting skills to suit the reader and develop a story.

### Main activity

Give the children a blank template of the story plan. Encourage the children to think of different characters and setting as their previous story written in class.