



Bookfest
Shropshire

Teacher Pack

Readers to Writers 2025
is supported by:

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The Queen's Award
for Voluntary Service

www.shropshirebookfest.co.uk
Reg Charity No. 1120177

President: Dame Jacqueline Wilson
Patrons: Martin Brown, Piers Torday & Ian Whybrow







Contents

	Page
Welcome to Readers to Writers 2025	4
Readers to Writers 2025 Calendar	5
Readers to Writers 2025 – the project	6
‘Your’ Author and Their Books	7
Top Tips for a Great School Visit!	8
Writing Competition – <i>Guide</i>	9
Writing Competition – <i>The Books</i>	10
Writing Competition – <i>Book Ideas</i>	11
Writing Competition – <i>The Rules</i>	12
Writing Competition – <i>Reading Panel</i>	13
Online Support from Bookfest	14
In-school Author Workshop Schedule	15 - 16
Letter home to parents/carers	17
Line Guides	18 - 20
Checklist for Effective Narrative Writing	21 - 22
Resources from Teachers’ Conference/CPD Day (26 Nov 2024)	23 - 35

WELCOME ...

Here are the schools taking part in Readers to Writers 2025.

Feel free to get in touch with each other to share ideas...

	R/Year1/Year 2	Years 3/4	Years 5/6
1. Alveley Primary School			√
2. Baschurch CE Primary School			√
3. Birchfield School	√	√	√
4. Castlefields Primary School, Bridgnorth 			√
5. Cheswardine Primary & Nursery School	√	√	√
6. Clive Primary School		√	
7. Hinstock Primary School 	√	√	√
8. Lilleshall Primary School	√		√
9. Norton in Hales Primary School		√	√
10. Packwood Haugh School 			√
11. Pontesbury CE Primary School			√
12. Rushbury CE Primary School 	√	√	√
13. Shortwood Primary School		√	
14. St Lawrence Primary School Ch Stretton	√	√	√
15. St Leonard's Primary School, Bridgnorth			√
16. Tilstock CE Primary School		√	
17. Weston Lullingfields CE Primary School	√	√	√

Bookfest

Shropshire

Readers to Writers 2025

26 November 2024

2 May 2025

WEEK 1

2 - 6 Dec

Schools given workshop date and name of author

WEEK 2

9 - 13 Dec

Bookfest team deliver books + Teacher Packs to schools

WEEK 3

16 - 20 Dec



CHRISTMAS HOLIDAYS

WEEK 4

6 - 10 Jan

WEEK 5

13 - 17 Jan

WEEK 6

20 - 24 Jan

WEEK 7

27 - 31 Jan

Author Workshops in Schools

WEEK 8

3 - 7 Feb

WEEK 9

10 - 14 Feb



HALF-TERM

WEEK 10

24 - 28 Feb

WEEK 11

3 - 7 Mar

WEEK 12

10 - 14 Mar

WEEK 13

17 - 21 Mar

WEEK 14

24 - 28 Mar

WEEK 15

31 Mar - 4 April

Deadline for submitting books to Bookfest: 4th April

EASTER HOLIDAYS

BOOKFEST TEAM
GET READING!

28 April - 2 May

AWARDS & CERTIFICATES
PRESENTED IN SCHOOL

Readers to Writers Project 2025

The four key components:



What to do now?

- **December 2024 – end of January 2025: Research and Read!** On receipt of this pack, you will have been informed which author(s) will be delivering your workshop(s) to your school during the week 27th – 31st January 2025! Start with the author information sheet and delve into their books and website.
- **Last week of January 2025: Author Workshops in Schools:**
Author workshops will be taking place in schools from 27th – 31st January 2025. The workshops and authors have been carefully researched to ensure the aims of the project will be met – to inspire children to write creatively and produce their own book – and that the sessions will help your pupils to develop and shape their ideas and writing skills.
- **February to end of March 2025: Children Write Their Own Books:**
We hope children will enjoy having lots of time to plan, draft, edit and write their books. We have provided a blank book for every pupil to use. We hope they'll have fun creating a cover, writing a blurb, etc – see pages 10 - 11 for some suggestions and examples. We also hope **all** your pupils will enter our creative writing competition. (See pages 9-13 for more details.) Please liaise with your Bookfest Co-ordinator to send us all your books. They need to be with us by **Friday 4th April 2025**.
- **April 2025: A Celebration of Writing and Prize-giving.** You will be contacted at the end of April with details of prize-winners. A selection of the stories that wowed the Reading Panel the most will be published as 'flipbooks' on the Shropshire Bookfest website and will be available to you to use as a future teaching resource.

'YOUR' AUTHOR AND THEIR BOOKS

Since the summer of 2024, the Bookfest team has been researching, discussing and analysing all the authors who submitted their details directly or via their publishers to the Readers to Writers 2025 project. We are really excited to be able to now bring eight fantastic and carefully selected children's authors to work with your school as part of Readers to Writers 2025.

These authors understand the project as a whole, its aims and objectives and what the children are being asked to do. They have carefully planned and communicated their workshop ideas to us to ensure your pupils get the best possible experience.

The pack of materials being delivered to schools in December 2024 includes:

- **Date and time of your school's workshop(s).** All workshops are taking place 27th – 31st January 2025. If you turn to the back of this guide, you will see the full schedule. Dates and times of workshops are set and cannot be changed, so please make sure that the date of your workshop is in EVERY diary at school so that ALL members of staff involved know what date your author will be in your school and at what time. **If the workshop clashes with HALL TIME/PE/PPA time, please try to make changes in advance to allow for this.**
- **Information about the author.** We have included in the pack of books and materials for your school a sheet containing a short description of the author who will be working with your pupils, details about their workshop and which of their books will be supporting the session. This will also have been emailed to you by your Bookfest co-ordinator so you have it on your files electronically. We strongly recommend that you and your pupils do further research about the author and make contact with them via their website, and social media, ahead of the workshop. Authors will be delighted to engage with you/your pupils to talk about this project and their sessions.
- **A selection of books by the author.** You will have received a consignment of books by your workshop author - enough for every pupil booked onto the project. There will be 2, 3 or even 4 different titles by your workshop author. These books have been carefully selected in consultation with the author for a number of reasons:
 - **To familiarise you and your pupils with the author and their writing style over a range of different titles.**
 - **To enjoy reading prior to the workshop.**
 - **To help pupils begin to decide on story ideas for writing their own books.**
 - **For preparation work prior to the author workshop.**
 - **To use in school after the workshop and for years to come!**

TOP TIPS FOR A GREAT SCHOOL VISIT!

Here are some suggestions which might help the day go with a bang! With thanks to Shropshire Bookfest Patron and brilliant children's author, Piers Torday, for his advice - and to author/illustrator Sarah McIntyre for her input too.

- 1. Prepare the students.** *If you have time, set projects based on the author's work. Perhaps create a wall area featuring the author, with photos, book covers, illustrated characters, things the pupils have researched about them and written or drawn.*
- 2. Check out the website of the author who will be visiting.** *Suggest pupils do the same thing. This will give a little background knowledge and perhaps prompt some discussion and questions. If nothing else, the pupils will know what the author looks like!*
- 3. Photos.** *Don't forget to check in advance which pupils can appear in photographs. It's lovely to have a photo taken with some of your children, perhaps holding up work they've done during the visit. Photos can be useful for the school website, newsletter, perhaps to print and hang up in the classroom as a reminder of the visit, or in the school reception, to show prospective parents.*
- 4. Check your tech.** *Some authors' presentations are completely reliant on technology that includes access to a laptop, screen, sound. If you could unplug the school computer usually connected to the projector and have it turned on and ready to go, it would be a huge help. Ideally, it's good to be able to have time to set everything up before the children come into the room, but sometimes that isn't always possible.*
- 5. Welcome!** *Be sure the front office knows the author is coming so there is no hold up getting into the building and setting up. Also, if someone could be around to help the author navigate the staff room, canteen, finding the toilet etc, that would be very kind. Giving reluctant readers this responsibility is something authors highly recommend. And if an author is with you all day, they'd love some lunch!*
- 6. Take part.** *From experience, when teachers engage in the author workshop alongside their pupils, the children take the activity much more seriously and always have more fun. It's a little awkward when teachers chat at the back or ignore an author's session and use the time to mark work. It's also great if there's a brief introduction from the teacher, even if it's not their class, and a thank you at the end.*
- 7. Have a book signing system.** *Have post-it notes on hand and write the dedication name onto it and stick it to the book. Then the author won't get the spelling wrong or have to wait for a nervous child to spell out slowly his or her name phonetically.*
- 8. Relax!** ^[11]_[12] *Sometimes a school can be so keen to make an author feel welcome, the pupils are severely warned not to step out of line. While most authors are not experts at crowd control and having teachers on hand **is a must (and also a legal requirement)**, a moderately bouncy audience can be a lovely thing! Honest and original questions are genuinely welcomed!*

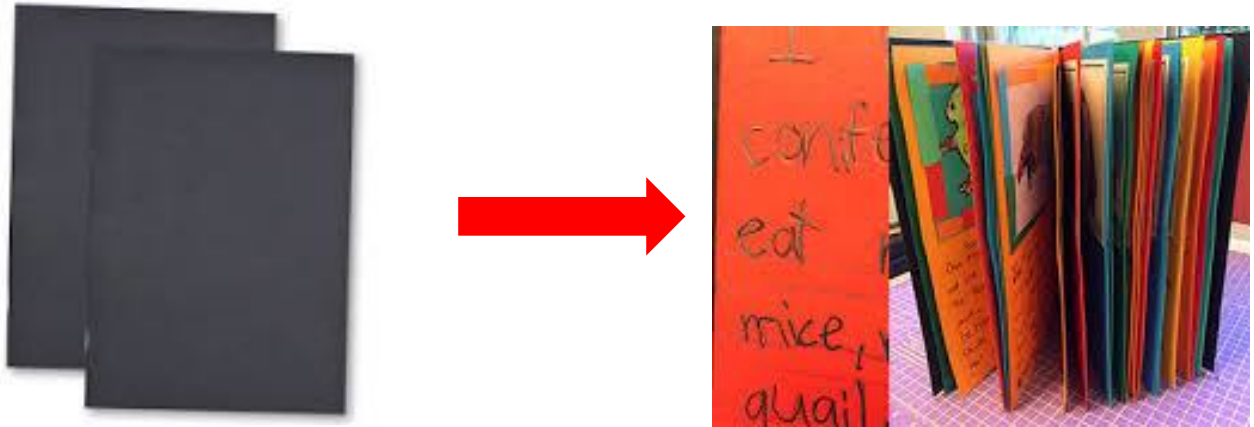


An example of one school's very special welcome to their workshop author

Writing Competition – GUIDE

We would like your pupils to be so inspired by their author workshop that they feel they can do it too. This is their moment to have a go at being a real author!

We have provided a blank book for every pupil who has been booked onto Readers to Writers 2025.



- This is an opportunity for them to write with a **purpose**. These books are for the children to produce their very own 'published' story and to keep it forever.
- We will provide an **audience for their work** - we have plenty of people ready and waiting to read and enjoy each and every story!
- Perhaps you could invite parents and carers to pop into school to see all of the books and share them with the children.
- Could the budding young authors visit younger pupils in the school and 'read aloud' their stories to others?
- Could older pupils visit a local care home and share their books with the residents?
- Keep in touch with your workshop author. Send them photos and videos of the children reading their stories.
- Use them for guided reading activities.
- Have a display of the books in the classroom. Could the children use them during Early Morning Activities?
- Write reviews of each other's stories.
- Have a class vote on the best ones.

Writing Competition – THE BOOKS

- We would love the children to **REALLY ENJOY** creating their stories and their books!
- We would like this to be an opportunity for **classroom-focused fun!**
- We would **REALLY LOVE** the children to be **SUPER PROUD** of what they produce!

How to do it...

- Look at the range of books written by your workshop author (provided by Shropshire Bookfest) and by any other favourite authors.
- Investigate and annotate a **FRONT** cover. What information is displayed and why?
 - Who illustrated the cover?
 - What does it tell you about what the book may be about?
 - Does it give anything away?
- Investigate and annotate a **BACK** cover. What information is displayed and why?
 - Look at 'blurbs' - what do they say about the story? Can the children write their own blurb about their story?
 - Are there recommendations/reviews from others? Could the children collect some of these from peers/teachers/make some up?!
 - How much will their book be? Is there a bar code? What is that for?
- Look inside a book, make a list, talk about the other information you can find.
 - Read some author biographies – can the children write their own biography about themselves as an 'author'?
 - What does 'published' mean? Who published their book?
- How will the book be organised?
 - Will there be chapters?
 - Are they going to use page numbers?
 - How many illustrations will they use?
 - Will they add any pop ups/lift the flaps/surprises?
 - Whole pages? Half pages? NONE?!
- **Please find photocopiable line-guides for you to use on pages 18 - 20 of this pack.**

Writing Competition – BOOK IDEAS

To listen to the winning books from 2023, go to:

<https://www.shropshirebookfest.co.uk/creative-writing-competition-winners-2023/>



Writing Competition – THE RULES

Who can enter?

- The competition is open to all pupils who have been booked onto the Readers to Writers 2025 project.
- Any age group is welcome to enter.

What to enter

- Each pupil is asked to create their own 'book'.
- We ask that it is as similar to a 'real' book as possible in that there is a front and back cover, blurb, author biography, title page....
- It can be any genre or style, except non-fiction.
- It can be a comic book.
- It can be a picture book.
- It can be words only.
- It can be handwritten or typed.

How to enter?

All entries must be either given to your Shropshire Bookfest school co-ordinator by arrangement, or delivered to: Annabel Warburg, The Arches, Longnor, Shrewsbury SY5 7PP.

When is the closing date?

Entries must be received by **Friday 4th April 2025**. Please take this into consideration if posting.

Please check you've paid the correct postage - there have been times in the past where entries have been discovered languishing, long after the deadline, at the central sorting office at the Post Office because there was insufficient postage on the parcel/envelope.

We will not be able to consider any entries received after this date... simply because we may well have nearly 1000 books to judge and we need to give enough time to read them all carefully and select the ones that wow us the most!

Writing Competition – Books that Wow the Reading Panel

The Reading Panel will include teachers and literacy specialists. They are looking for books that show a strong awareness of the reader. These are not necessarily books written by the most able writers.

The Reading Panel will be looking at the following when making their final decisions:

- First and foremost, the writer shows awareness of the reader and ‘Wows’ them
- Story concept and structure, e.g. character, plot development, ending.
- Enjoyability...does it make us laugh/cry/remember it?
- Presentation of ‘the book’.

Prizes

A minimum of 10 ‘books’ must be entered by each school entering the competition. There will be a prize for the book that ‘wows’ the Reading Panel the most in each class.

A selection of ‘Books that Wowed’ will be selected to be published as ‘flipbooks’ on our website.

When will winners be announced?

We will announce the stories that made the biggest impression on the panel by **the beginning of May 2025**. Arrangements for the presentation of prizes will be announced nearer the time.



Promotion

We will publish the images and names of winners and a selection of the stories on our website and via social media. Please inform Bookfest of winners whose names or photographs cannot be used for this.



Online Support from Bookfest

On our website you will find a dedicated **Project Resources Centre** which can be found on the Readers to Writers 2025 page of the Shropshire Bookfest website.

How can I find this?

All the supporting information you need can be found by navigating to www.shropshirebookfest.co.uk/readers-to-writers/ page on our website – just scroll down towards the end and you'll find it there!

What can I discover?

The Project Resources page is a one-stop-shop to enthuse and inspire you to run the project in a way to suit your own class. It is bursting with useful tips and ideas, and we are sure you and your pupils will find lots of fun activities to help with the creation of your stories.

The resources include chapters/categories that cover all the topics to help you and your pupils get to grips with the project and with each stage of the writing process. Each category holds a brilliant short film for you and your pupils to watch to get the energy and enthusiasm flowing, plus carefully researched links to author tips and advice, short films, photocopyables, PowerPoints and plans.



Bookfest Bites

From January 2025, we will email you links to little update films throughout the course of the project, usually on Thursday, ready for you to show on a Friday. (They will also be available via the Project Resources section of the website.) These will be no longer than 5 minutes and will be updating pupils and teachers on how other schools are getting on and ideas for creating their 'books'; blurbs, front covers etc. We believe this helps to create a sense of community, shows the pupils that they are a part of something and also demonstrates to the pupils that we are interested in their work and progress. It really helps to create that elusive 'sense of purpose'.

In-school Author Workshop Schedule: Monday 27th – Friday 31st January 2025

Day	School	Workshop Time	Year	Class Name
Monday 27th January 2025	Hinstock Primary School	9.00am - 10.15am	1+2	Squirrels
	Lillieshall Primary School	11.00am - 12.15pm	2	Year 2
	Birchfield School	13.30pm - 2.45pm	2	Year 2
	Cheswardine Primary & Nursery School	9.00am - 10.15am	R+1	Class 1
	Lillieshall Primary School	11.00am - 12.15pm	1	Year 1
	Hinstock Primary School	1.30pm - 2.45pm	R+1	Ladybirds
	Rushbury Primary School	10.00am - 11.15am	R+1+2	Ticklerton
Tuesday 28th January 2025	Weston Lullingfields CE School	1.30pm - 2.45pm	1+2	Acorn
	Short Wood Primary School	9.00am - 10.15am	4	Class 9
	Short Wood Primary School	10.45am - 12noon	4	Class 12
	Hinstock Primary School	1.30pm - 2.45pm	3+4	Frogs
	Birchfield School	09.00am - 10.15am	5	Year 5
	Birchfield School	10.45am - 12noon	6	Year 6
	Hinstock Primary School	1.30pm - 2.45pm	5+6	Owls
	St Lawrence CofE Primary School	10.30am - 11.45am	1	Hedgehog
	Birchfield School	1.30pm - 2.45pm	1	Year 1
	Wednesday 29th January 2025	St Lawrence CofE Primary School	10.45am - 12noon	3
Rushbury Primary School		1.30pm - 2.45pm	3+4	Gretton
Norton-in-Hales Primary School		10.30am - 11.45am	4+5+6	Angelica
Weston Lullingfields CE School		1.30pm - 2.45pm	3+4+5+6	Oak
Lillieshall Primary School		9.00am - 10.15am	5	Year 5
Lillieshall Primary School		10.45am - 12noon	6	Year 6
Cheswardine Primary & Nursery School		1.30pm - 2.45pm	5+6	Class 3

In-school Author Workshop Schedule: Monday 27th – Friday 31st January 2025

Day	School	Workshop Time	Year	Class Name
Thursday 30th January 2025	Cheswardine Primary & Nursery School	9.00am - 10.15am	2+3+4	Class 2
	Norton-in-Hales Primary School	11.00am - 12.15pm	2+3+4	Hollyhock
	Tilstock CofE Primary School	1.30pm - 2.45pm	3+4	Otters
	Castlefields Primary School	9.00am - 10.15am	5	
	Castlefields Primary School	10.45am - 12noon	6	
	Alveley Primary School	13.30pm - 2.45pm	5+6	Oak
	Packwood	9.00am - 10.15am	6	6R
	Packwood	10.45am - 12noon	6	6E
	St Leonard's Primary School	9.00am - 10.15am	5	Class 5
	St Leonard's Primary School	10.45am - 12noon	6	Class 6
	St Leonard's Primary School	1.30pm - 2.45pm	5+6	Class 5/6
	Friday 31st January 2025	Birchfield School	9.00am - 10.15am	3
Birchfield School		11.00am - 12.15pm	4	Year 4
Clive Primary School		1.30pm - 2.45pm	3+4	Hedgehog
Pontesbury CE Primary School		10.30am - 11.45am	6	Europe
Baschurch Primary School		1.30pm - 2.45pm	6	Year 6
Rushbury Primary School		10.45am - 12noon	5+6	Stanway
St Lawrence CofE Primary School		1.30pm - 2.45pm	5	Birch

Dear Parents and Carers,

WOW! Your child's school is AMAZING!

Your school is one of 17 primary schools in Shropshire taking part in **READERS TO WRITERS 2025**.

Run every two years, Readers to Writers is a proven strategy that encourages children to love reading and writing.

Every child taking part will have the opportunity to produce their very own book and so will be able to call themselves authors!

Successfully adopted by over 40 schools since 2015, Readers to Writers inspires children to write more than usual – as endorsed by research carried out last year by the University of Worcester.

What's more, your child will have a chance to meet and work with a children's author who will visit their class in January to run a special workshop to share their tips, ideas and imagination that helped them on the road to becoming a published writer. Not only that, but your child will also be given a book by this author as part of taking part in this project.

Armed with this inspiration and the class teacher's support, your child will be free to write their very own book which will be entered into a Shropshire-wide competition.

In May 2025, we will announce the books from every school taking part that have 'wowed' the Reading Panel the most! The top 'Books that Wow' will be published on the Shropshire Bookfest website as 'flipbooks' and showcased far and wide to celebrate their writing.

Further information on the Readers to Writers project can be found at www.shropshirebookfest.co.uk and if you have any questions or comments, we'd love to hear from you – email us at info@shropshirebookfest.co.uk

Thank you and happy writing!

The Shropshire Bookfest Team

"I absolutely love the project. It engages all of the children and the enthusiasm from them is amazing!"

Cheswardine Primary & Nursery School

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Checklists for effective narrative writing

1. Opening/setting scene or introducing characters

Some possible options for opening a story 'to grab the reader'

- using dialogue, e.g. a warning given by one character to another
- asking the reader a question
- describing some strange behaviour of one of the characters
- using a dramatic exclamation (Help!) or a dramatic event
- introducing something intriguing

Techniques for introducing characters

- using an interesting name
- limiting description on how the character feels, e.g. sad, lonely, angry or what they are, e.g. bossy, shy
- relying on portraying character through action and dialogue
- using powerful verbs to show how a character feels and behaves, e.g. muttered, ambled
- giving the thoughts and reactions of other characters
- revealing the characters' own thoughts and ideas

2. Build-up/creating setting

- making the characters do something
- using detail based on sense impressions – what can be seen, heard, smelt, touched or tasted
- basing settings on known places plus some invented detail
- using real or invented names to bring places alive – to help to make the setting more real and more believable
- creating atmosphere, e.g. what is hidden, what is dangerous, what looks unusual, what is out of place
- using the weather, time of day and season, as well as place
- lulling the reader into a false sense of security that all is well...

3. Dilemma

- introducing a problem
- using 'empty' words, e.g. 'someone' to create suspense
- using short sentences to be dramatic
- strengthening nouns and verbs rather than adding adjectives and adverbs
- employing suspense words such as 'suddenly', 'without warning'
- drawing the reader in by asking a question
- occasionally breaking the sentence rule by using a fragment to emphasise a point, e.g. 'Silence!'
- varying sentence openings by sometimes starting with an adverb, e.g. 'Carefully'; a prepositional phrase, e.g. 'At the end of the street'; a subordinate clause, e.g. 'Although she was tired, Vanya . . . ' or 'Swinging his stick in the air, he . . . '
- delaying the revealing of the 'monster' by shadows, sounds, etc.
- using ominous sounds, darkness or cold to build the tension



4. Reaction/events

- building on many of the techniques already used in the earlier part of the story
- varying sentences structures by using longer sentence to get a rhythm going to describe the increasing tension as events unfold
- using alliteration and short sentences to portray sounds within the action
- using metaphor and simile to help paint the scene and describe the feelings of the characters
- introducing further possible complications, using connecting words and phrases such as 'unfortunately. . . ' or 'what he hadn't noticed was . . . '

5. Resolution and ending techniques for resolving the dilemma

- allowing help to arrive in an unexpected form, such as 'It was at that moment that . . . '
- making the character(s) do something unexpected
- showing that the problem/dilemma was only in the characters' minds and not real
- allowing the character some extra effort to overcome the problem
- only resolving a part of the dilemma so characters learn a lesson for the future

6. Some possible options for closing a story

- making a comment about the resolution
- using dialogue – a comment from one of the characters
- using a question
- making a mysterious remark
- telling the reader to remember or do something
- showing how a character has changed
- using one word or an exclamation
- avoiding clichés such as 'The end' or 'They all lived happily ever after' unless it is a fabrication of a traditional story
- reflecting on events and perhaps providing a moral
- allowing the main character to think aloud
- introducing an element of mystery, e.g. 'Vanya would never know how lucky she was that . . . '
- looking to the future
- revisiting where the story began.



SAM SEDGMAN

Begin with a promise

- Stories aren't just some things happening
- Stories have music
- Great stories start with a promise

Stories have flavours

- What Flavours are there?
- What flavours do you like and dislike?
- Why do you like and dislike them?
- What flavour is your story going to be?

Flavours				
Animal	Dinosaurs	Slap stick	Thriller	Princesses
Rom Com	Transport	School	Western	Thriller
Heist	Historical	Memoire	Adventure	Dystopia
Murder	Football	Mystery	Farce	Crime
Horror	Satire	Who Done It?	Legend	Ponys
Weepy	Dark Comedy	Ghost	Grief	Friendship
Space	Sci Fi	Fantasy	Festivals	Under the sea

What type of story are you writing?

- How do you recognise this type of story?
- What are its key ingredients?
- What does its key moments make the reader feel?
- How do they speak to the promise the story made?

Heist

Crew – likable characters

Different skills/ personalities

Don't all get along

Skills revealed one at a time

High stakes

Reason for heist – sometimes personal

Not all of the plan is revealed

Gadgets/ tech

Jeopardy

The big day

Something goes wrong with the plan

Hidden element revealed when all seems lost

Success

Murder Mystery

Investigator

Body found

Limited number of suspects

Closed scene e.g. train, boat, hotel ...

Weapon - sometimes missing

All suspects have potential motive

Suspects investigated one at a time

Red herrings

May be further murders

Clues drip fed throughout the story

Attention directed away from murderer

Investigator may set an entrapment

Investigator reveals the killer and motive

Rom Com

Two likable main characters to root for

Meet cute – amusing/ cute/ disastrous

Clues that characters are/ will be attracted

Humorous best friend

Humorous plotline

Possible love/ hate relationship

Characters to learn more about each other

Someone/thing gets in the way of romance

Time spent apart

Realisation they should be together

Grand gesture

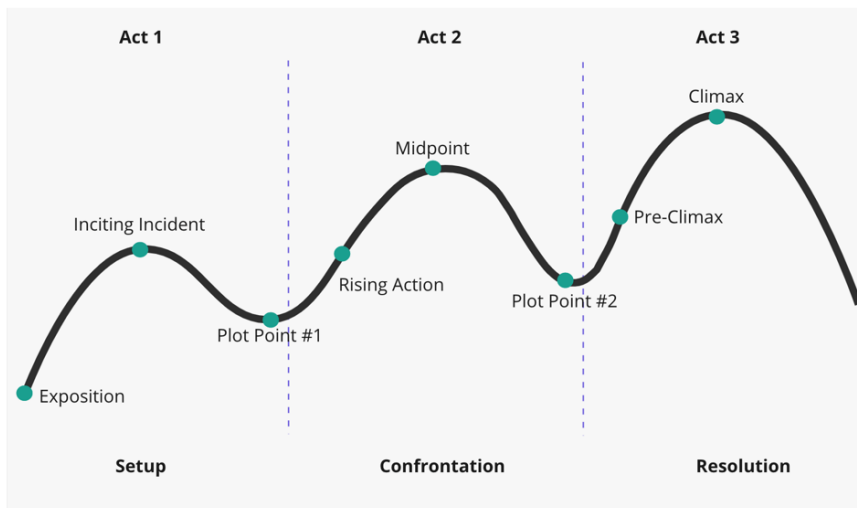
Happy ending

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Story Shapes

- Choosing a template for your story helps you decide what should happen and when.

Three Act Structure



Act One:

- Exposition
- Inciting incident

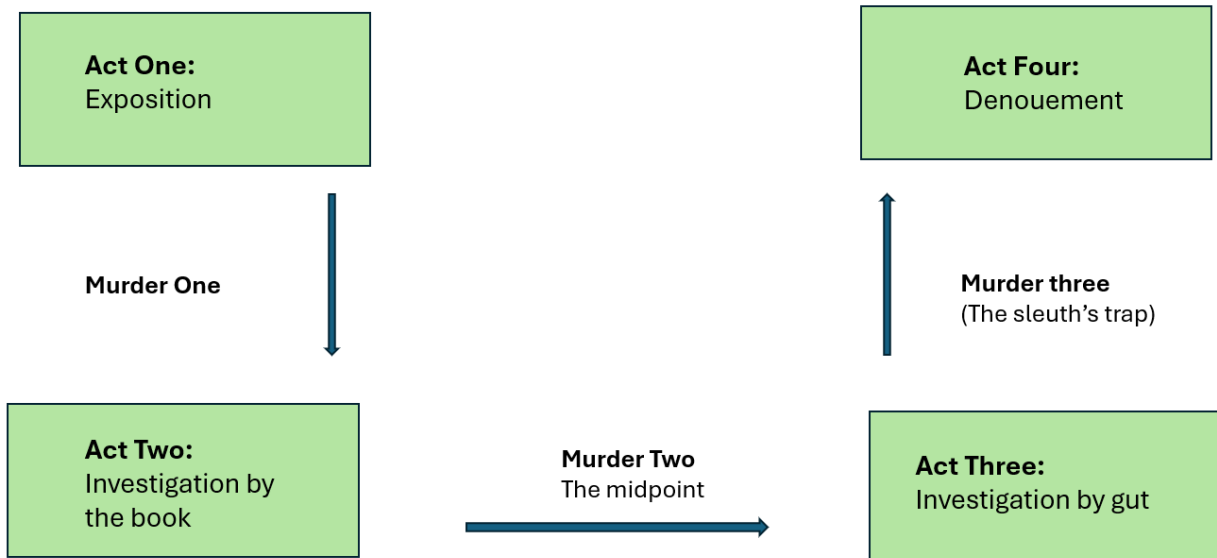
Act Two:

- Rising action
- Midpoint
- Crisis

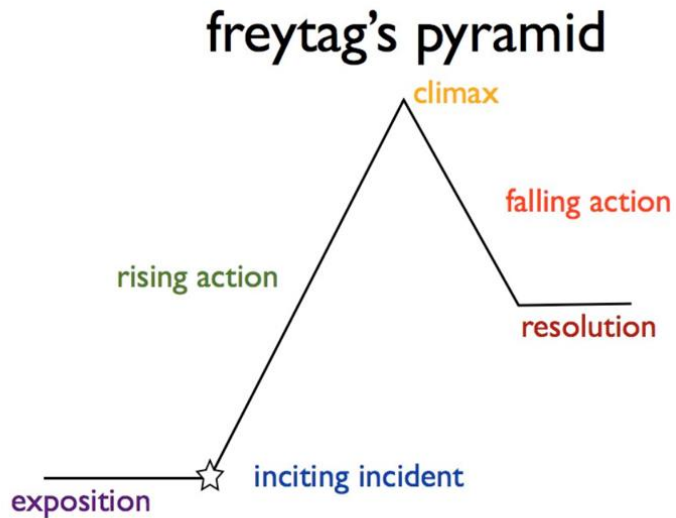
Act Three:

- Falling action
- Pre-climax
- Climax

Four Act Structure



Five Act Structure



Act One:

- Exposition
- Inciting incident

Act Two:

- Rising action

Act Three:

- Climax

Act Four:

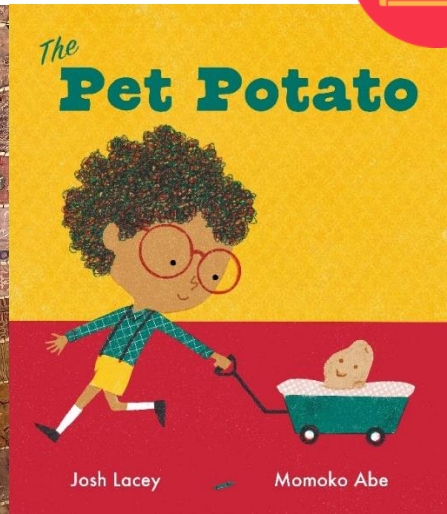
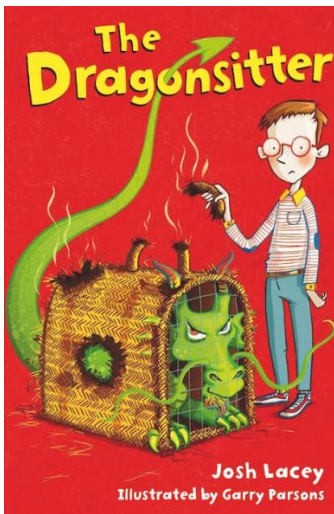
- Falling action

Act Five:

- Catharsis/catastrophe

Structure, simply:

- A place, a person, a problem: a promise
- Things start well
- But there's a complication
- Things go wrong
- A resolution, for better or worse



JOSH LACEY

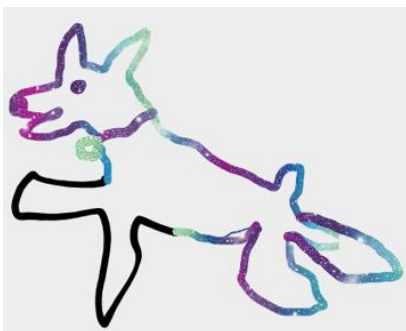
Getting started - Activities to inspire creativity

Where and how do you get ideas for characters, plot, etc?
For some a blank page is freedom, while for others it invokes fear.

Start with a squiggle



Now you no longer have a blank page!
What could your squiggle become? Let your mind explore different possibilities.



A character:
A dancing dog with a tiny tail.



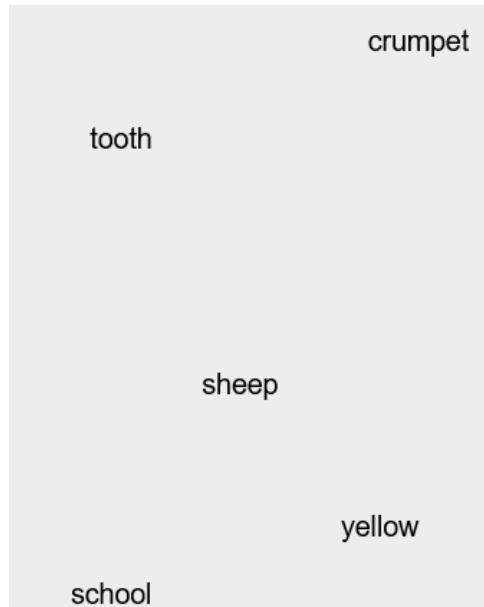
An object:
A pair of bolt cutters.



A setting:
The turret in an Anglo-Saxon church

Warming the mind up to writing creative sentences.

Use a random word generator or collect examples from your class.



Challenge your class to create sentences containing all of these words,
*Whilst driving the rickety **yellow** **school** bus through downtown New York, Harry the **sheep** regretted biting so hard into his **crumpet** that his **tooth** fell out.*

What if?

Use a simple 'What if?' question to help spark ideas: What if [noun] [verb] [noun]?

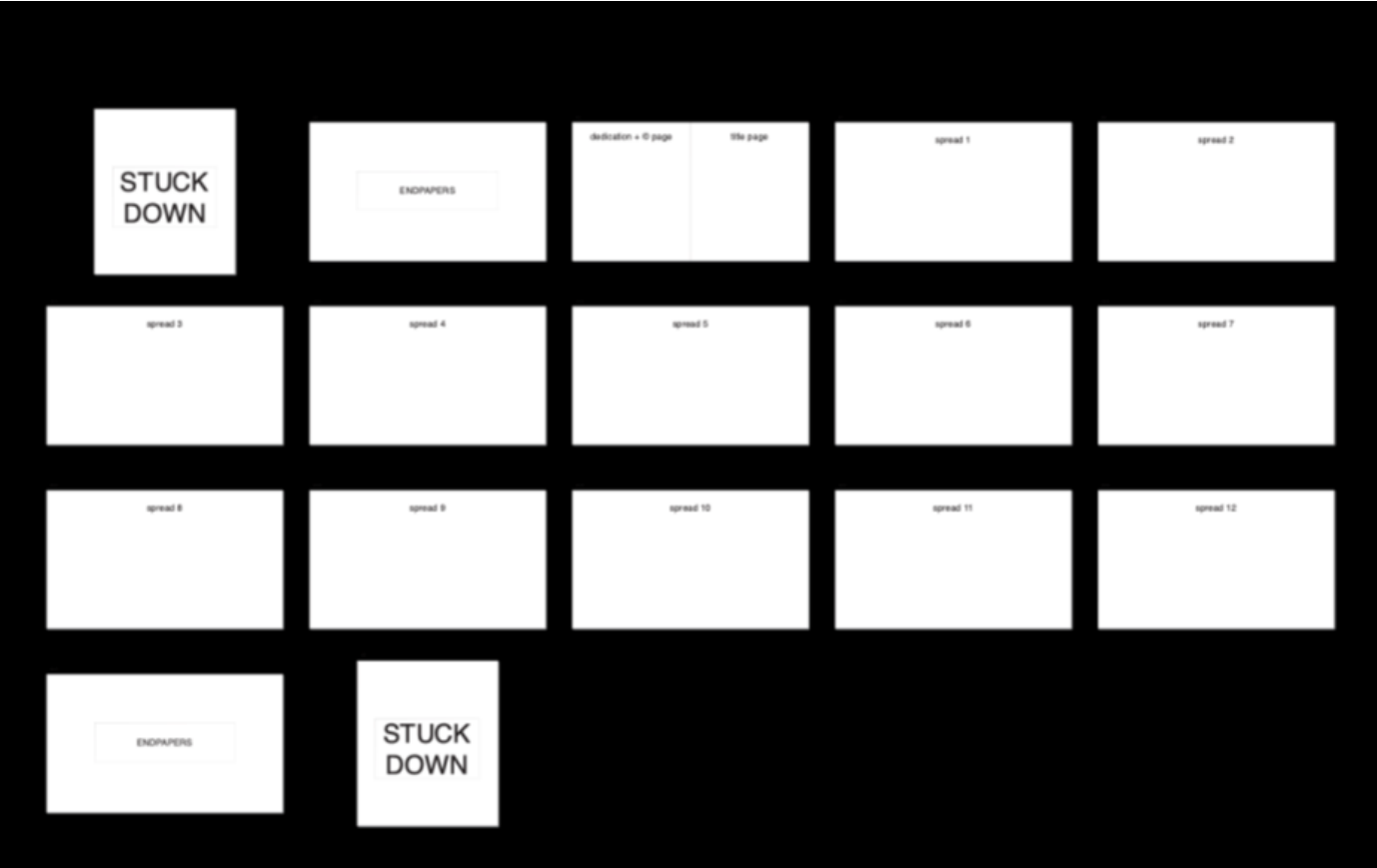
- What if a potato was a pet?
- What if the dog flew to the moon?
- What if I had a magic bicycle?
- What if a mouse met a Gruffalo?

Planning a picture book

Consider the number of double-page spreads you will have. In the case of Josh Lacey’s book *The Pet Potato*, the story covers 24 pages, or 12 double-page spreads. There are also the endpapers, a dedication page and the title page before the story starts, and more endpapers at the end.

Explore the layout of picture books to investigate the different ways stories are organised across the pages of a book. Authors all have their own way of planning and writing.

Considering the number of pages the story will be written on can help give you an idea of the number of sentences you might need.

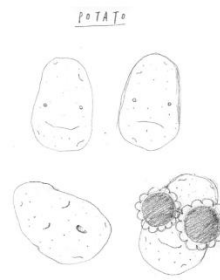


MOMOKO ABE

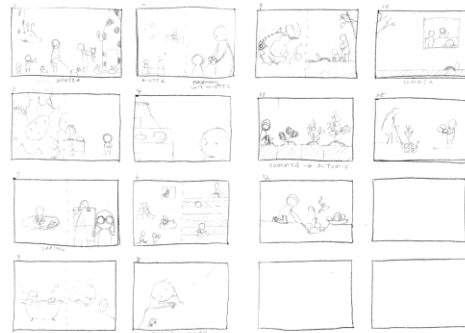
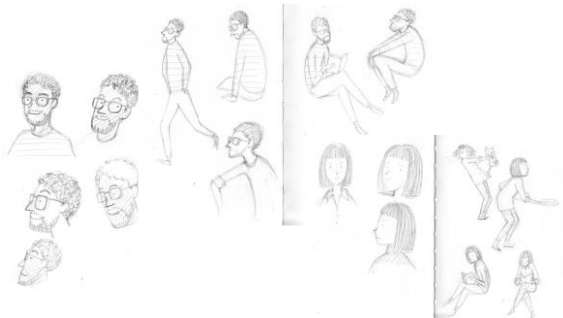
Illustrator



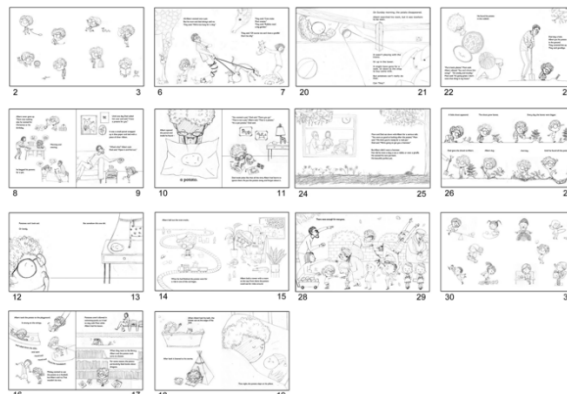
When I illustrate a book, first I design characters.



Then, I plan the whole book with tiny doodles called "thumbnails".



Then, I add more details and the texts.
This is called "the storyboard".





Eva Wong Nava

An Idea for an Author's Biography

To whet their curiosity, here is what I tell the students. This bit of narrative nonfiction allows them to see how creative and imaginative you can be even when you're telling the truth. It also allows them to see that my story does not exist on its own, as it involves the story of my relatives.

Who Am I?

Eva Wong Nava was born on a **tropical island** where a **merlion** guards the inhabitants from marauding pirates. Her **ancestors** braved monsoon winds sailing from the **Middle Kingdom** to British Malaya to plant roots in **Southeast Asia**. When the winds changed, her **relatives** sailed again and found another home somewhere in the **western hemisphere**, braving snow storms and hail. Eva has lived here, there and mostly everywhere, but she calls the **Land of Albion** home, where she lives in **London** with a goat, tiger and dog.



In this example, students see that immigration/migration brings about new tastes and more delicious dishes. They also see that adjectives modify nouns as well learning to tell the truth with more lyrical language, making writing more fun and enjoyable.

Eva Wong Nava was born on a **tropical island** where a **merlion** guards the inhabitants from marauding pirates. Her **ancestors** braved monsoon winds sailing from the **Middle Kingdom** to British Malaya to plant roots in hot and humid **Southeast Asia**. They brought their favourite foods with them and created new dishes with the ingredients they found in **Nanyang**, the Southern Seas. Ingredients like **earthy peppers**, **fiery chillies**, and **aromatic spices**. Eva eats this, that and mostly everything, but she'll tell you that dumplings are still the best thing she's ever eaten. When she's not writing, she cooks mouthwatering dishes with ingredients sourced locally for a goat, tiger and dog.



Activity 1: Write Your Own Biography using narrative nonfiction (5mins)

1. Write in the 3rd-person – use your name. (Eva Wong Nava)
2. Write one or two sentences about your ancestors or relatives: grandparents/parents/aunt or uncle. (Her ancestors braved monsoon winds...)
3. What food did they like or bring with them? You can be vague or specific. (They brought their favourite foods...)



Activity: Add a motif and continue to write your own biography using narrative nonfiction.

1. Mine was a dumpling – What do you like to eat?
2. You can add an heirloom or an object.
3. I love cooking – What do you like doing?

First - Ideas for Titles. Some authors title their stories first so they know what to write. Others work on the story before a title comes to mind.

- ALLITERATIVE (CAN BE)
- APPEALING (MUST BE)
- ALLURING (SHOULD BE)

TITLES SELL BOOKS. WE ALL "JUDGE THE BOOK BY ITS TITLE".

THEY NEED TO TELL READERS AT A GLANCE WHAT THE STORY IS ABOUT.

THEY ALSO NEED TO BE, AS MUCH AS POSSIBLE, TRANSLATABLE IN ANOTHER LANGUAGE.



Now, here's a titular activity

1. THINK OF THE STORY YOU WANT TO TELL/WRITE ABOUT
2. THINK OF 3 TITLES THAT COULD GO WITH THIS STORY
3. WRITE YOUR STORY WITH THIS TITLE AS YOUR PROMPT

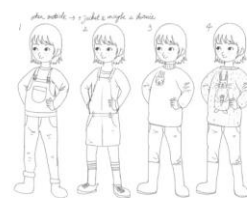
- *Use Alliteration*
- *Make is Alluring*
- *Let it Appeal to your Audience, allowing them a glimpse into your story*

Activity 2(b): Work In Pairs To Tell A Story (Illustrators)

In order for the illustrator to tell their story visually, they must first read the text.

Now that you've read the manuscript, start with some character sketches of the main character.

In the industry, illustrators work with Art Directors. Ask your art teacher to help with this.



Some Definitions

An Idea Is a suggestion or plan for doing something (Cambridge Dictionary). Ideas are Everywhere, and They're FREE.

A Story Is a description, either true or imagined, of a connected series of events (Cambridge Dictionary). A story typically starts with an IDEA. An idea is also known as a CONCEPT.

A literary Device Is a tool used by writers to hint at larger themes, ideas, and meaning in a story or piece of writing, EG Metaphor, Simile (Masterclass). All authors use literary TOOLS to help them write.

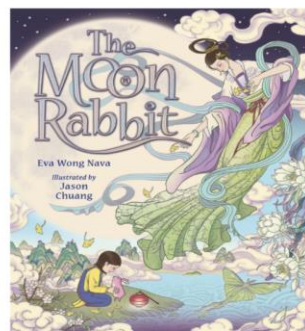
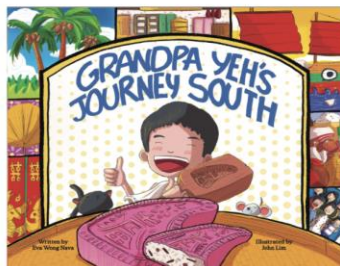
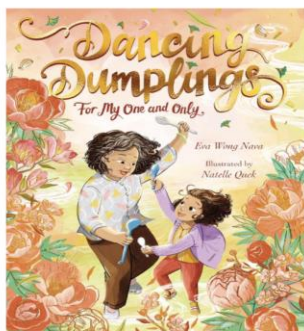
A literary Genre Means the type or kind of book it is. EG Fantasy, Memoir, Informational Fiction (BBC Bitesize). MAGIC REALISM and NESTED NARRATIVES are my two favourite genres

A literary Motif Is a RECURRING or repeated element/idea that has symbolic significance to a story. EG A hat, A Feather, A Mould, A Type of Food. (Masterclass). We are all attached to an object of some sort.

Glocal Means something with LOCAL AND GLOBAL significance and appeal. (eva wong nava)

Here are 3 examples of an idea, a story, a literary device, a genre, and a motif...

New Titles to Look out For as I continue to write...



Bookfest

Shropshire

Shropshire Bookfest is a small, flexible, pioneering local charity that prides itself on the development and delivery of high quality, creative, classroom-based projects for primary school children across the county. It has also developed a national reputation for excellence and innovation with authors, education leaders and the media.

It aims to inspire, enthuse and entertain as many children who attend Shropshire and Telford & Wrekin primary schools as possible, through literature and the arts, and help them develop a love of reading and writing.



Run every two years; Book Award is a child-led reading development project to find recently published fiction titles that pupils aged 5-7 and 9-11 years LOVE the most. For reluctant and confident readers, this initiative gives children freedom to express their views and respond to contemporary fiction. Booking for **Book Award 2026** opens in September 2025.



Readers to Writers is run every two years, in alternate years to Book Award. This creative writing project for KS1 and KS2 draws on the unique skills and insight of top children's authors who deliver bespoke writing workshops into the classrooms. By the end of the project, every pupil will have written their very own book to enter into a Shropshire-wide creative writing competition. Booking for **Readers to Writers 2027** opens in September 2026.



An ambassador scheme that recognises and showcases primary schools who embrace Shropshire Bookfest's school-based projects and demonstrate creativity, imagination and success in harnessing a culture of reading for pleasure in their pupils.

What teachers say about the Bookfest projects:

- Enables pupils to read books they wouldn't normally choose
- Encourages pupils to read more than usual
- Challenges gifted & talented pupils
- Creates a positive impact on attitudes to reading & writing
- Encourages reluctant readers
- Encourages more 'book talk' in class

To find out more about or to register your interest in any of these projects, please get in touch with the Bookfest team via info@shropshirebookfest.co.uk

President: Dame Jacqueline Wilson
Patrons: Martin Brown, Piers Torday & Ian Whybrow

www.shropshirebookfest.co.uk
Reg Charity No. 1120177

