**Story Grammar in Art Inquiry- How art colours our world!**

* **Using postcards of paintings from the gallery**
* **Picture story book illustrations**

**Word List:**

What words will happen in this story (content words)?

* Working with words before the text will support the children and make the text a more decodable text.
* If the focus is to support the development of the knowledge of story grammar then the word list will contain less words.
* The more words in the list the more complex the task becomes because these words need to be included in the text.
* Building up a list of words can support children and get the sequence going.

Graphic organiser with the picture in the middle.

**Setting:**

Early Sunday morning………..

**Character Name:**

Where is the story set, when did it happen, what is the characters name…

Name: Possible link - rhymes with

*Early one Sunday morning, Maude was out feeding the turkeys and the hens in the side garden / backyard.*

**Initiating event:**

*She suddenly realises that two are missing……..*

How does she **feel?**

* Worried because the fox had been taking chickens from other houses

What are two things that she could be **thinking** about doing?

What did she actually **do**?

**Sequence**

* **feel**
* **think / plan**
* **do**

What happened because of the action?

* Consequence of her action becomes the initiating event for the next action
* e.g. she set a trap, came out the next morning and more were gone

**Ending**

How will we end the story? You could:

* Ask do we want it to be a happy ending, sad ending
* Choose your own adventure
* Get children to choose
* Give children the option to write more than one ending and then choose which one they think works or that their peers like
* Provide a graphic organiser with the remaining story grammar elements so children can plan the remaining elements
* Prep children could draw and then talk their plan / write their plan

Process that this had followed:

Year 2 upwards

More complex depending on the level:

Present the setting the initiating event and 2 possible ending so the children then predict the series of story grammar events that will occur.