

Story Writing for Young Learners

Parent Information Sheet



I teach creative writing using the same language-acquisition principles that guide my work in Mandarin, Korean, French, and English. Children learn best when language is heard, used, and experienced naturally, so writing is introduced through play, stories, movement, talk, and meaningful communication.

As a private tutor, I tailor each session to the child's interests, pace, and developmental stage. I work in partnership with you to ensure your child feels supported, confident, and successful both in lessons and at home.

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The Goal

The goal is to help children understand stories, enjoy expressing ideas, and gradually learn to communicate meaning through writing.

At this stage, creative writing is not viewed as a technical skill to be mastered quickly, but rather as a natural extension of language use. Children learn that:

- Writing is spoken language written down
- Their ideas and imagination have value
- Stories follow patterns that help create meaning

Children leave sessions with positive emotional memories of writing, forming strong foundations for future academic learning or creative pursuits.

Creative Writing And Language Teaching Philosophy

Across all languages I teach, I follow principles based on how young children naturally acquire language:

- Language is learned through comprehensible input
- Understanding comes before production
- Speaking develops before writing
- Repetition in meaningful contexts builds confidence
- Play and low pressure lead to deeper learning

Creative writing is taught in the same way; children are never expected to write what they cannot first understand and say.

Alignment with the UK Curriculum

Reception (EYFS – Literacy)

Sessions support the Early Learning Goals through:

- Listening to and talking about stories
- Retelling stories using actions, props, and pictures
- Using talk to organise ideas
- Giving meaning to marks, drawings, and early writing
- Writing recognisable letters and simple words
- Writing captions or simple sentences with support

Years 1–2 (Key Stage 1 – English)

Sessions align with the National Curriculum by:

- Writing narratives about real and fictional experiences
- Sequencing sentences to form short stories
- Expanding vocabulary and description
- Beginning to use punctuation and conjunctions
- Rereading writing to check meaning

Core Principles

Language develops through meaningful use.

Children build writing skills by hearing, understanding, and using language in real contexts before being asked to record it in written form.

Stories are understood as connected experiences.

Young children grasp narratives best when they experience them as whole events through play, discussion, and imagination rather than isolated sentences.

Play is central to learning.

Play creates a relaxed environment where children experiment with ideas, language, and story writing without fear of mistakes.

Structure supports thinking.

Clear narrative frameworks help children organise ideas and express them coherently while leaving room for creativity.

Progress happens in small, consistent steps.

Support is gradually reduced as children gain confidence and independence.

Assessment is continuous and low-pressure.

Progress is observed through talk, play, drawing, and writing, and shared regularly with parents to guide next steps.

How I Teach Story Writing

(Multilingual Development Approach)

Story writing is taught as part of a broader, multilingual language development. Children learn to organise meaning, express ideas clearly, and transfer story writing skills across the languages they are learning.

1. Immersion in Stories Across Languages

Children experience rich story writing through picture books, oral narration, and imaginative play. Stories may be explored in English or connected to the other languages the child is learning, highlighting shared themes and narrative patterns.

The focus is on deep understanding and enjoyment, helping children recognise how stories communicate meaning regardless of language.

2. Verbal Exploration and Story Creation

Children actively explore stories by discussing them, acting them out, and inventing variations through play. They experiment with characters, settings, and events, sometimes even moving flexibly between languages.

This stage strengthens oral language, sequencing skills, and narrative confidence while encouraging creative thinking.

3. Learning a Simple Narrative Structure

Children are introduced to clear and accessible ways of organising stories so their ideas are connected and easy to follow. They learn that stories typically include:

1. an introduction to characters and setting
2. a sequence of events or challenges
3. an outcome or resolution

Understanding this structure helps children organise their thoughts and build cohesive narratives. These organisational patterns transfer naturally across languages.

4. Putting Spoken Ideas into Writing

Children practise expressing ideas aloud before recording them in writing. They learn to shape spoken sentences into written form, focusing on clarity and meaning.

The emphasis is on communicating one clear idea at a time rather than producing long or complex text.

5. Developing Vocabulary and Description

Children expand their expressive language by describing characters, actions, and settings in increasing detail. Vocabulary development occurs through conversation, observation, and play, often involving the drawing of connections between words in different languages.

Children are encouraged to add purposeful descriptive detail, learning that carefully chosen words help the reader imagine the story more vividly.

6. Using Connecting Language for Flow

To help stories unfold smoothly, children learn to connect ideas using simple linking language that shows order and relationships between events.

They practise expressing sequence, cause, and contrast so that their narratives feel coherent and logically organised. These linking skills support story writing in all the languages they encounter.

7. Guided Writing and Increasing Independence

Writing is modelled and supported before children work independently. Guidance focuses on organising meaning, selecting vocabulary, and rereading for clarity.

Support is gradually reduced as confidence grows.

8. Reflection and Refinement

Children revisit their writing to strengthen meaning and expression. They may clarify an idea, expand a sentence, or add descriptive detail.

This reflective process reinforces that writing is a gradual act of shaping and improving communication.

Handwriting Support

Handwriting is treated as a skill that develops alongside language, not as a barrier to creativity.

- Fine motor activities build hand strength.
- Multi-sensory letter formation supports memory.
- Correct pencil grip and posture are gently encouraged.
- Writing begins with marks, drawings, labels, and captions.

Children are never rushed; their readiness is always respected.

Activity Examples

- Acting out and retelling stories
- Story maps and picture sequencing
- Puppet storytelling
- Toy-based story creation
- Sentence-building games
- Storybooks and poems

- Describing characters and settings
- Movement-based storytelling

Supporting at Home

- Encourage your child to tell stories aloud.
- Talk about the beginning, middle, and end of stories.
- Invite your child to add one describing word: one adjective, adverb at a time.
- Praise ideas, effort, and confidence.
- Keep writing short, playful, and positive.
- Work in short bursts.

Language exposure that is frequent, enjoyable, and pressure-free is most effective.

