

The Door Behind the Bookshelf

Narrative

Write a story

Lots of help



Your task

Today you are going to write a **story**.

In the school library, behind the tallest bookshelf, someone finds a small door that was never there before. Who finds it? What is on the other side? What problem do they have to solve?

Write a story about what happens when the door opens.

Remember to...

- | | |
|--|---|
| ☐ Start with a hook that makes your reader want to keep reading. | ☐ End by showing how the problem was solved. |
| ☐ Give your main character a name and show how they feel. | ☐ Start a new paragraph for each new part of the story. |
| ☐ Tell the reader where and when your story happens. | ☐ Begin sentences with a capital letter and end them with a full stop. |
| ☐ Give your character a problem. | ☐ Read your story again and fix any mistakes. |
| ☐ Tell the events in order. Use time words like <i>Next</i> , <i>Suddenly</i> and <i>After that</i> . | |

Tick each box when you have done it.

Planning

Fill in each box with a few words or pictures. You don't need full sentences here.

Characters

Who is in your story? Give them a name. What are they like? How do they feel at the start?

Setting

Where and when does it happen? What can your character see, hear or smell?

Problem

What goes wrong, or what mystery has to be solved?

Events

What happens? Put the events in order.

First...

Next...

Then...

Resolution

How is the problem solved? How does your character feel at the end?

Word bank

Borrow any of these words for your writing.

Feelings

curious nervous amazed
puzzled brave excited worried

Describing words

dusty creaky glowing tiny
ancient secret silent

Action words

crept whispered tiptoed
pushed gasped tumbled
peeked

Time words

One morning Suddenly Just then
After that Later In the end

Sentence starters

Use these to get going. Fill in the blanks with your own words.

It was a quiet afternoon in the library when...

Behind the tallest bookshelf, _____ noticed something strange.

The door was so small that...

Slowly, _____ turned the handle and...

Suddenly, ...

"We have to fix this," said _____, "before..."

In the end, ...

Name _____ Date _____

Title:

Tip: start a new paragraph when the time, place or action changes.

[illegible]

Tip: start a new paragraph when the time, place or action changes.

For grown-ups: marking guide

The Door Behind the Bookshelf · Narrative · Lots of help. Read the whole piece aloud with your child first. Then circle a score for each area. Talk about what went well before anything else.

0 not there yet 1 beginning 2 on track for Year 3 3 strong for Year 3

In this task, look for: Does the story explain who finds the door, what is behind it, and how the problem it causes is solved?

Area	What to look for at Year 3	Kind, specific feedback	Score
1. Audience	The story is written for a reader: it tries to grab attention, build interest or make the reader feel something.	Tell them the exact moment you wanted to keep reading: "When the door creaked, I had to find out what was next!"	0 1 2 3
2. Text structure	A beginning that sets up who and where, a middle with a problem and events, and an ending that solves the problem.	Retell their story in three parts. Ask which part could be a little longer.	0 1 2 3
3. Ideas	Ideas fit the task and go beyond the obvious. Events have some detail, not just a list of "then... then...".	Name one original idea you liked. Ask "What else could happen here?"	0 1 2 3
4. Character and setting	A named character with feelings or reasons for what they do. A setting the reader can picture, perhaps using the senses.	Ask "How did they feel just then?" or "What could they hear?" and let them add one sentence.	0 1 2 3
5. Vocabulary	Some precise or vivid words (<i>crept</i> instead of <i>went</i> , <i>enormous</i> instead of <i>big</i>).	Underline two great word choices. Then pick one plain word and find a stronger one together.	0 1 2 3
6. Cohesion	Time and joining words link events (<i>later</i> , <i>because</i> , <i>when</i>). It is clear who <i>he</i> , <i>she</i> or <i>they</i> refers to.	Point to a spot where you got lost and ask which linking word would help the reader.	0 1 2 3
7. Paragraphing	Any attempt at paragraphs is good at Year 3. Best: a new paragraph for a new time, place or event.	Draw a small line where a new paragraph could start and explain why it fits there.	0 1 2 3
8. Sentence structure	Complete sentences that make sense, plus some joined with <i>and</i> , <i>but</i> , <i>so</i> , <i>because</i> , <i>when</i> or <i>if</i> . Not every sentence starts the same way.	Read one very long sentence aloud together and listen for where it wants to stop.	0 1 2 3
9. Punctuation	Capital letters and full stops mostly right. Question and exclamation marks used. A try at commas in lists or speech marks is a bonus.	Pick one punctuation mark to work on this time. Fixing everything at once is overwhelming.	0 1 2 3
10. Spelling	Common words spelt correctly. Harder words have a sensible try using sounds and patterns (e.g. <i>becuase</i> shows good thinking).	Praise a brave spelling attempt. Choose up to three words to practise, not every mistake.	0 1 2 3

Total: _____ / 30

Two stars and a wish. Name two specific things that worked, then one small, doable thing to try next time.

★ Star

★ Star

Wish

This is a simple 0–3 home scale for spotting strengths and next steps. It is not the official NAPLAN marking scale, which scores each area on its own range. Mark in pencil and focus on ideas before spelling.