


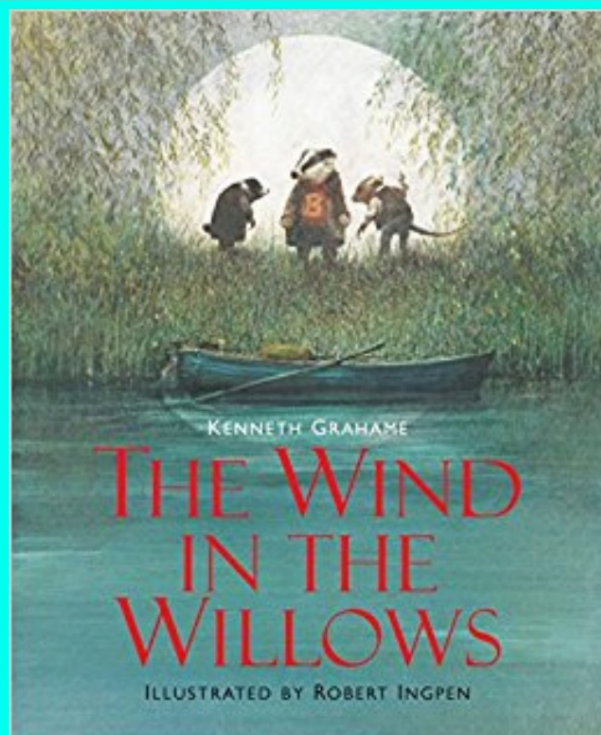


WALT: use interesting words and phrases to paint a picture in the mind of the reader.

	I can identify words/phrases that most effectively paint a picture in the mind of the reader. I can identify the all of the key features of descriptive character writing.
	I can identify words/phrases that most effectively paint a picture in the mind of the reader. I can identify most of the key features of descriptive character writing.
	I can identify words/phrases that most effectively paint a picture in the mind of the reader. I can identify some of the key features of descriptive character writing.



WALT: use interesting words and phrases to paint a picture in the mind of the reader.



What is a character description?
Why is it important to describe our characters?



Let's explore these two character descriptions.
How are these two descriptions contrasting?
What do they make us feel about the characters?



Deep inside the darkest cave lived a hideous creature known as Dink. Covered from head to toe in grotesque white pimples and crusty mud soaked skin, you can smell Dink before you can EVEN see him. On the very top of his head lives a family of lice that play all day in his bright green, unwashed hair. His enormous muscles escape from his tiny clothes which are soaked in sweat. Not only is Dink disgusting he also has a terrible attitude.

On the very top of a magical mountain lived an enchanting and beautiful princess called Annabella. Her auburn hair was thick, shiny and glossy and tumbled down her shoulders in waves. She wore a crimson dress that glistened in the light and long, silk, pink gloves on her tiny hands. Annabella was quite a shy girl that blushed when talking.



We can also use actions to paint a picture of our character without directly telling the reader.

This is called...



To understand how authors 'show not tell' how characters are feeling

Miss Wright was so happy when she entered the classroom, she could hardly contain her delight when she said, "You won't believe what just happened!"

Miss Wright skipped into the classroom, beaming from ear to ear. She waved her arms wildly in the air whilst she danced on the spot singing, "You won't believe what just happened!"

- What is the same?
- What is different?
- Which one is more descriptive? Why?

To understand how authors 'show not tell' how characters are feeling

Authors use powerful adjectives and verbs to show the reader how a character is feeling:

Mr Smith **marched** into the classroom with a **stormy look** on his face. He **clenched his fists tightly** and **shouted**, "You won't believe what just happened!"

Miss Wright **skipped** into the classroom, **beaming from ear to ear**. She **waved her arms wildly in the air** whilst she **danced** on the spot **singing**, "You won't believe what just happened!"

There was the noise of a bolt shot back, and the door opened a few inches, enough to show a long snout and a pair of sleepy blinking eyes.

"Now, the very next time this happens," said a gruff and suspicious voice, "I shall be exceedingly angry. Who is it this time, disturbing people on such a night? Speak up!"

"Oh, Badger," cried the Rat, "let us in, please. It's me, Rat, and my friend Mole, and we've lost our way in the snow."

"What, Ratty, my dear little man!" exclaimed the Badger, in quite a different voice.

"Come along in, both of you, at once. Why, you must be perished. Well, I never! Lost in the snow! And in the Wild Wood, too, and at this time of night! But come in with you."

The two animals tumbled over each other in their eagerness to get inside, and heard the door shut behind them with great joy and relief.

The Badger, who wore a long dressing-gown, and whose slippers were indeed very down at heel, carried a flat candlestick in his paw and had probably been on his way to bed when their summons sounded. He looked kindly down on them and patted both their heads. "This is not the sort of night for small animals to be out," he said paternally. "I'm afraid you've been up to some of your pranks again, Ratty. But come along; come into the kitchen.

There's a first-rate fire there, and supper and everything."



Your task today is to identify the features of a character description...

Features	🧐👂👁️	Where is your evidence
Adjectives	✓	long, sleepy, gruff,
Powerful verbs	✓	exclaimed, tumbled
Adverbs	✓	exceedingly
Senses (See/hear/smell/feel)	✓	carried a flat candlestick
Show Not Tell actions	✓	a gruff and suspicious voice



(Teacher example)

As he sat on the grass and looked across the river, a dark hole in the bank opposite, just above the water's edge, caught his eye, and dreamily he fell to considering what a nice, snug dwelling-place it would make for an animal with few wants and fond of a bijoux riverside residence, above flood level and remote from noise and dust. As he gazed, something bright and small seemed to twinkle down in the heart of it, vanished, then twinkled once more like a tiny star. But it could hardly be a star in such an unlikely situation; and it was too glittering and small for a glow-worm. Then, as he looked, it winked at him, and so declared itself to be an eye; and a small face began gradually to grow up round it, like a frame round a picture.

A brown little face, with whiskers.

A grave round face, with the same twinkle in its eye that had first attracted his notice.



Small neat ears and thick silky hair.

It was the Water Rat!

WALT: use interesting words and phrases to paint a picture in the mind of the reader.

Features		Where is your evidence
Adjectives		<div style="background-color: yellow; width: 100px; height: 15px;"></div>
Powerful verbs		
Adverbs		
Senses (See/hear/smell/feel)		
Show Not Tell actions		

There was the noise of a bolt shot back, and the door opened a few inches, enough to show a long snout and a pair of sleepy blinking eyes.

"Now, the very next time this happens," said a gruff and suspicious voice, "I shall be exceedingly angry. Who is it this time, disturbing people on such a night? Speak up!"

"Oh, Badger," cried the Rat, "let us in, please. It's me, Rat, and my friend Mole, and we've lost our way in the snow."

"What, Ratty, my dear little man!" exclaimed the Badger, in quite a different voice. "Come along in, both of you, at once. Why, you must be perished. Well, I never! Lost in the snow! And in the Wild Wood, too, and at this time of night! But come in with you."

The two animals tumbled over each other in their eagerness to get inside, and heard the door shut behind them with great joy and relief.

The Badger, who wore a long dressing-gown, and whose slippers were indeed very down at heel, carried a flat candlestick in his paw and had probably been on his way to bed when their summons sounded. He looked kindly down on them and patted both their heads. "This is not the sort of night for small animals to be out," he said paternally. "I'm afraid you've been up to some of your pranks again, Ratty. But come along; come into the kitchen. There's a first-rate fire there, and supper and everything."

Let's create a class word bank using words and phrases we can use to describe a character. Can you use different senses to describe your character?



Lesson 2

Possessive
apostrophes

NASTY WRITING!






Look at these two examples of how to use possessive apostrophes.

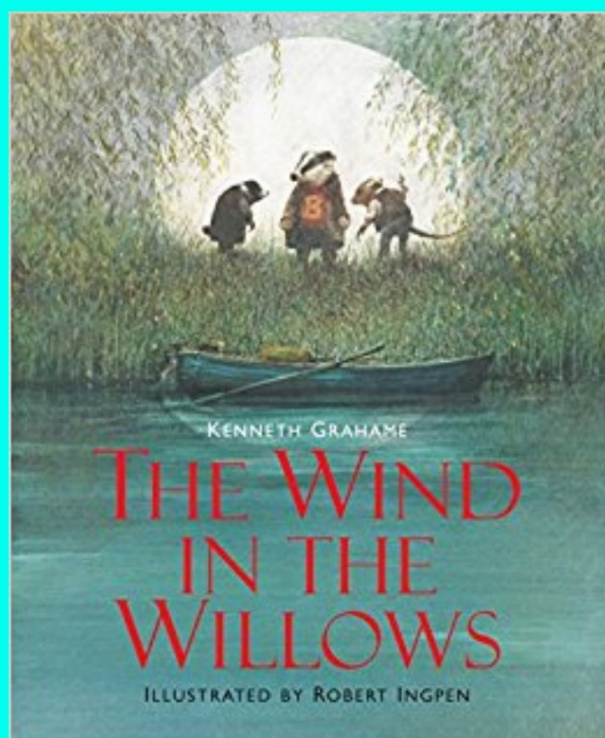
Birch's classroom is very tidy.

It was the day of James' party.

Now write your own sentences using possessive apostrophes.

Perhaps you could describe something that belongs to a friend e.g. their favourite toy, game, pet or room?

<u>WALT: use interesting words and phrases to describe a character.</u>		
	I can use a range of key features and interesting word choices to describe a character to create an emotional response. I can write a contrasting character description.	
	I can use a range of key features and interesting word choices to describe a character to create an emotional response.	
	I can use a range of key features and interesting word choices to describe a character to create an emotional response.	



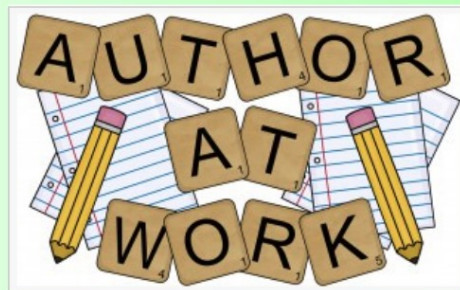
WALT: plan a character description



What do you know
about these
characters already?



We will be writing our own story similar to the Wind in the Willows and we will need two contrasting characters.



The story will be set on a river bank and use anthropomorphic (animal) characters.



Who is your main character going to be?



Newt



Otter



Frog



Beaver



Duck

INSERT CLASS
WORD BANK FROM
YESTERDAY

How does your character behave?



(Teacher example)

Metacognition



WALT: describe a character

How does your character behave?

- kind, mischievous
- Jokes and pranks
- Takes things without asking
- helps others
- skips around with lots of energy

Where does your character live?

- Deep, dark, murky swamp
- muddy, brown water
- thin spindly reeds



What might your character say?

Good morning everyone!
-Isn't it a glorious day?

What does your character look like?

What might our character say?



(Teacher models)

WALT: describe a character

How does your character behave?

- kind, mischievous
- Jokes and pranks
- Takes things without asking
- helps others
- skips around with lots of energy

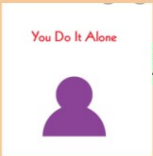
Where does your character live?

What might your character say?



What does your character look like?

Complete your character description sheet



Independent

WALT: describe a character

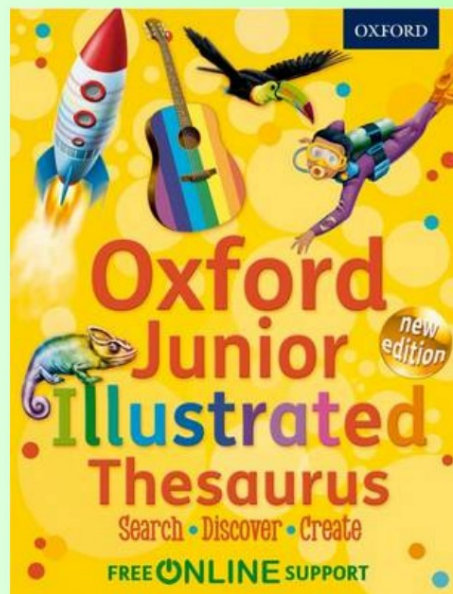
How does your character behave?

Where does your character live?

What might your character say?

What does your character look like?

Share your best ideas with your partner....



Can you uplevel your vocabulary choices?

Can you develop your ideas further?

Lesson 3

WALT: write a character description
using show not tell



What do you know
about these
characters already?



Who is your main character? Who is your contrasting character?



Newt



Otter



Frog



Beaver



Duck



Let's look at this character description...

Down by the riverside, under the bracken and moss was an otter holt which was home to a fun-loving family of otters who knew all the other riverside creatures. If you watched carefully, you could see that this family of curious creatures would come and go almost constantly during the day, stopping only when dusk fell and the orchestra of bird song finally finished for the day.

On this particular morning Mr Otter hurriedly grabbed his hat and coat and dashed around the holt getting ready to leave.



(Teacher example)

Metacognition



	Character Description Checklist	<u>✓</u> <u>X</u>
	Show Not Tell actions	✓
	Senses See/Hear/Smell/Feel	
	Strong adjectives	✓
	Powerful verbs	
	Adverbs	✓
	Varied punctuation (<u>? ! , ;</u>)	
	Capital letters	✓
	Full stops	✓











Let's write the next section together

With a smile on his face, he cheerfully bounced out the door. He took a moment to brush his glossy, brown fur before he turned his attention to tending to the elegant whiskers, which burst from his small cheeks like tufts of straw.











(Teacher models)

	Character Description Checklist	<input type="checkbox"/> <input checked="" type="checkbox"/>
	Show Not Tell actions	<input type="checkbox"/>
	Senses See/Hear/Smell/Feel	<input type="checkbox"/>
	Strong adjectives	<input type="checkbox"/>
	Powerful verbs	<input type="checkbox"/>
	Adverbs	<input type="checkbox"/>
	Varied punctuation (<u>? ! , .</u>)	<input type="checkbox"/>
	Capital letters	<input type="checkbox"/>
	Full stops	<input type="checkbox"/>



Write your character description using your plan from yesterday.

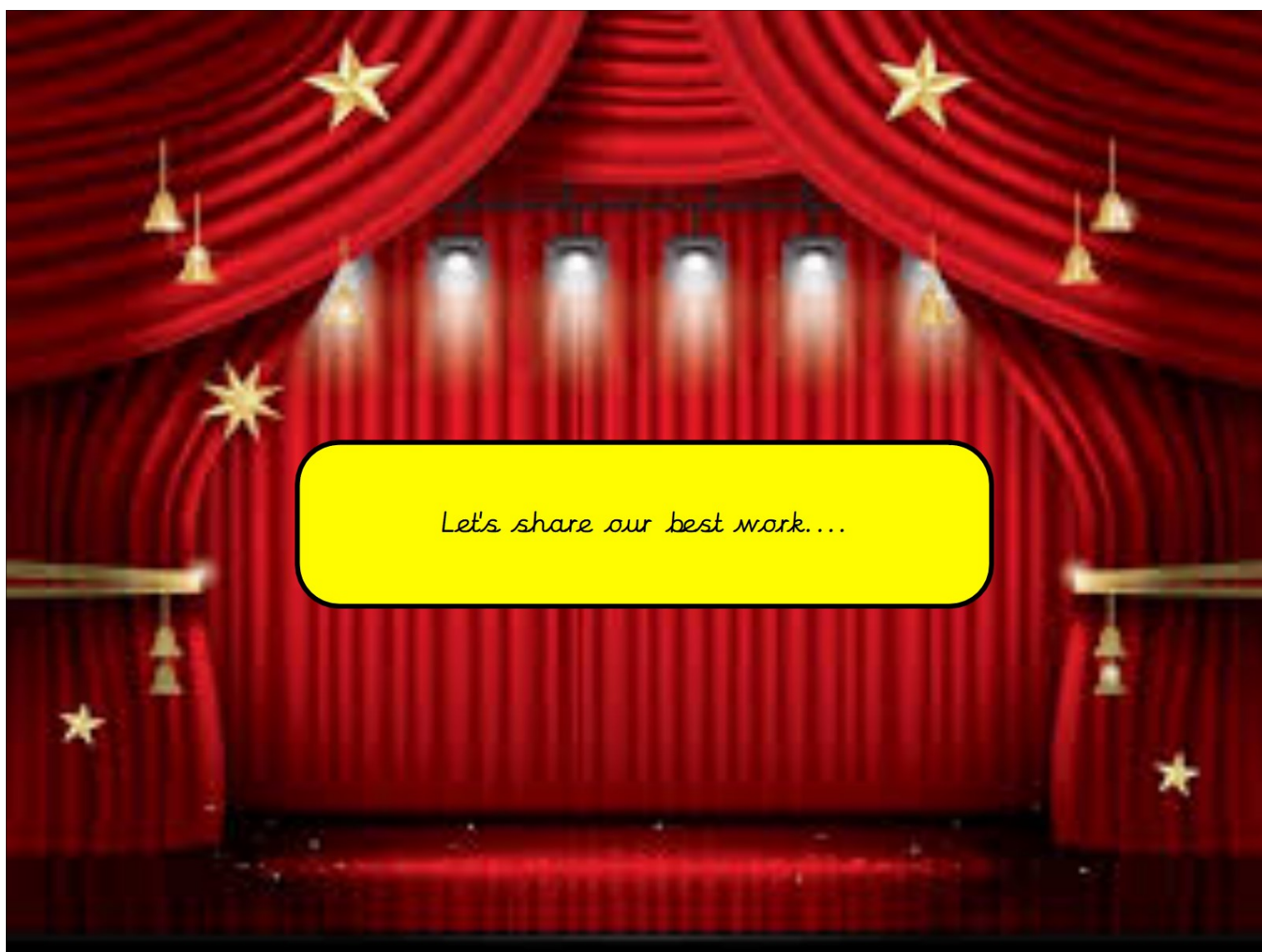
With a smile on his face, he cheerfully bounced out the door. He took a moment to brush his glossy, brown fur before he turned his attention to tending to the elegant whiskers, which burst from his small cheeks like tufts of straw.

	Character Description Checklist	<input type="checkbox"/> <input checked="" type="checkbox"/>
	Show Not Tell actions	<input type="checkbox"/>
	Senses See/Hear/Smell/Feel	<input type="checkbox"/>
	Strong adjectives	<input type="checkbox"/>
	Powerful verbs	<input type="checkbox"/>
	Adverbs	<input type="checkbox"/>
	Varied punctuation (?!...)	<input type="checkbox"/>
	Capital letters	<input type="checkbox"/>
	Full stops	<input type="checkbox"/>

You Do It Alone



(Independent)



Let's share our best work...

Lesson 3

Lesson 4

WALT: *to respond to feedback and to edit and improve their own work.*



Thursday 21st September

WALT: write a persuasive letter

Dear Mum and Dad,

As you can see I'm your daughter Lila, and I'm writing to you about getting a puppy. I get a puppy can I have a golden labrador? I would take it for walks because if you ever have a dog, course you want it to be fit and healthy. It will sleep in my room so it doesn't disturb you at night. PLEASE, PLEASE, PLEASE can I get a PUPPY!

I'll feed it and go the shops with you to buy the food. I'll even pay for it! I promise I'll look after it really well. If you get me a puppy I will do anything you say I promise. I promise you won't need to worry about it apart from taking it to the vets for checkups. PLEASE, PLEASE PLEASE can I get a PUPPY!

I really really hope that you agree I can get a puppy. If you say I can get a golden labrador puppy I'll be THANKFUL!

from Lila

its love can be Charley!

(M1) soon

(M2) always

(M3) and that word is my word of honor!!

(M4) calligraphy

(M5) concede

(M6) GRATEFUL

(M7) aside

(M8) well

(M9) in the morning

(M10) capital letters M, D, PC

WALT discuss and record ideas

My persuasive letter has:

- Main body with reasons including evidence and explanation
- Emotive language (with feeling)
- 1 or 2 rhetorical questions
- Persuasive opening
- Repetition of a key word

When we proof read our work what should we be thinking about?

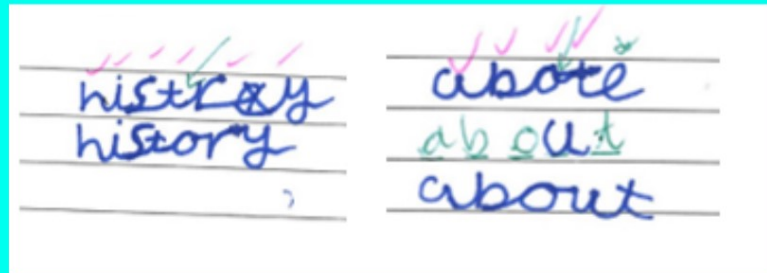


Copyright © Don Leiferian - <http://TeamClips.com/753>

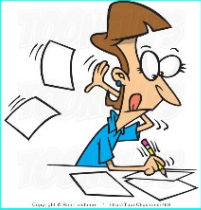
When we proof read our work what should you be thinking about?



As well as identifying your own spelling errors, an adult may have used positive marking to help you find the correct spelling.



• How else can we correct spelling errors?



How do we proof read our work?

Spelling

- ★ Try writing the spelling again
- ★ Check in the dictionary
- ★ Check on word mats
- ★ Positive marking

Grammar

- ★ Tenses
- ★ Word choices

Punctuation

- ★ Capital letters used correctly
- ★ Full stops in the correct place.
- ★ Other punctuation used correctly and accurately

WALT: Proof read a descriptive piece of writing

Timer for 10 minutes

He a creature who prided
himself on his appearance and
so this he allways stuck to this
moorning routine

The uthar animals on the
riverside shared grate affection
for mr otter.

Can we proof read
to improve this
writing?

Have I remembered to...

- ★ respond to my positive marking
- ★ check spellings of underlined words
- ★ check year 1/2 words are correct
- ★ check 3/4 words are spelt correct

When we edit our work what should
you be thinking about?



WALT: edit a descriptive piece of writing

Timer for 10 minutes


His nature meant that he was the first animal to turn to for those with problems or worries. No problem was too great for this individual. On any day his words would be heard across the riverbed.


How can we make this writing better using editing?

Have I remembered to...

- ★ check my work makes sense
- ★ uplevel my vocabulary choices
- ★ use conjunctions to add interesting details
- ★ (M) 'make it better'

Check your target card. Can you show an adult where you have achieved one of your targets?

Name:	Class:
Small Step Target	Success
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
Success consists of going from failure to failure without loss of enthusiasm. Winston Churchill British Prime Minister 1940-45 World War II; 1951-55	


Chesswood Junior School
