

Thursday 1st July

L.O. Use speech to develop characters' personalities

Revise expanded sentences



Use role play to explore dialogue between characters



Create speech and supporting clauses to show characters' personalities



Write the next section of the story

In the last lesson, we looked at how to create a **noun phrase**:

adjective

Noun

noun phrase combinations

wiry

+

hair

his wiry hair

bloodshot

+

eye

its bloodshot eye



We then added **verbs** and **adverbs** to create expanded sentences:

e.g. His wild hair coiled like a spring.

Its gnarled claw beckoned without a sound.

We also tried adding a subordinate clause to develop the sentence even more.

e.g. The bloodshot eyes peered menacingly, searching the shadows.

Today, we will be focusing on the next two boxes of our Hajj story planner, in which the boys return to the barge for a final time, and Gary unties it:

5. Return to the barge - Gary's idea to untie it and the other's reactions to this - Gary's response	6. Boys' actions to get Evelyn's attention, as the boat begins to drift
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Both sections would probably involve some speech, as the two younger boys might protest at Gary's idea (and his reaction to them), and also as Evelyn realises what is going on.

You may remember that our last characterisation unit (based on the passage from 'Street Child', also set on a barge, coincidentally) also looked at how speech can help us to develop the personalities of our characters.



Work in small groups (or if you're at home, imagine you are directing four actors in the film version of your story) to role play the scene in which the boat is untied. What would the four characters say to each other? How would they react to each other? Body language? Facial expressions?

Quickly note down what they say on some scrap paper.

Now transfer your dialogue to the worksheet - don't worry about speech punctuation yet, just include capitals, full stops, commas and any thing else that belongs in the sentences.

Next, use the boxes under each speech to write down what the character might be doing or look like, to give clues as to their emotions and personalities.

Remember - show, not tell: how do you show the sort of person Gary is? How will your reader know the other two are scared? What about Evelyn's emotions?

L.O. Choose dialogue carefully to show the personality of interesting characters.

The worksheet contains five sets of speech bubbles. Each set has a top bubble with a tail pointing to the right, followed by a rectangular box below it. The boxes are intended for writing down what the character might be doing or look like, to give clues as to their emotions and personalities.

You might now have something like this:

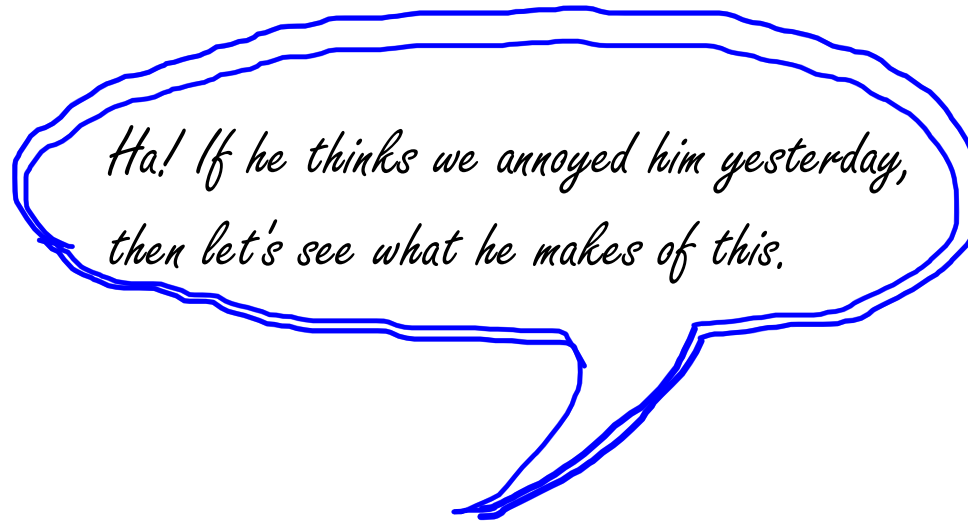
*Ha! If he thinks we annoyed him yesterday,
then let's see what he makes of this.*

Thin lips smirked, as he began to untie the knot in the old rope.

But what about punctuation?

You may remember how to punctuate speech, but it is quite tricky, so here are a few reminders:

One way to think of speech, is within a speech bubble, like this double one.



But if we rub most of the bubble out, it leaves speech marks:

*// Hha! If he thinks we annoyed him yesterday,
then let's see what he makes of this. //*

Speech marks **must enclose all** of a person's spoken sentences that they say each time they talk. Here, you can see that even though Gary says a short exclamation before his main sentence, he **only needs one set of speech marks** (unless his speech is interrupted by narrative). [This is rule number 1.](#)

Rule number 2: All punctuation must be correct, but there must be a full stop at the end of the dialogue section.

If the last spoken sentence ends in a comma (not a question/exclamation mark), then this is incorrect. The following is an example of this.

'If he thinks we annoyed him yesterday, then let's see what he makes of this' uttered Gary. His thin lips smirked, as he began to untie the old rope that moored the Virginia to the towpath.

Rule number 3: If a character's speech is interrupted by a dialogue verb or extra details, then the speech either side of the interruption must have

lower case letter, as it is not the start of the spoken sentence here

I really don't think that this is a good idea

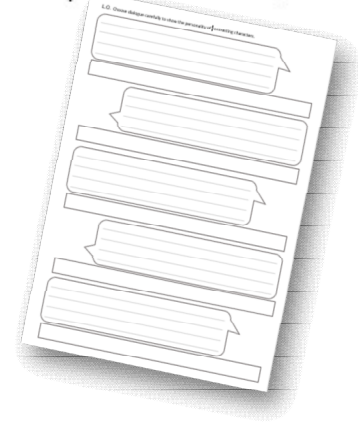
two commas to embed the dialogue clause

L.O. Use speech to develop characters' personalities

5. Return to the barge - Gary's idea to untie it and the other's reactions to this - Gary's response

6. Boys' actions to get Evelyn's attention, as the boat begins to drift

Time to write - use the next two sections of your planning sheet and your dialogue ideas from today.



The very next day, they were back.

"Ha! If he thinks we annoyed him yesterday, then let's see what he makes of this," muttered Gary. His thin lips smirked, as he began to untie the old rope that moored the Virginia to the towpath.

