

L.O. Identify the features that develop characterisation.

How did you get on with yesterday's story mapping? Did you remember much of the text?

Today, we are going to look at how an author brings their characters to life - actions, looks and speech.

Read through 'A New Beginning' on the next page and try to find words, phrases or sentences that help the reader understand the nature of the characters.

Try to think about what **effect** on the reader each feature has. How do they help us understand what sort of people they are? How can we tell their emotions?

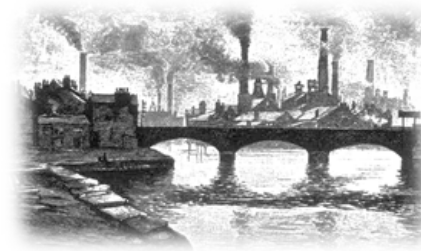
A New Beginning

It seemed as if Jim had only just gone to sleep when he was kicked awake again. Grimy Nick, yawning and coughing, pulled him to his feet.

“Move!” he shouted. “Tide’s turning!”

Jim staggered up. A fluttering of excitement lit up like a small candle flame inside him. It was time for them to move downstream.

Nick stood with his long oar dipping into the water and guided the Lily out, and along with her came a flock of barges and sailing boats. The watermen shouted abuse at each other, all racing to find work first. To Jim the Lily was like a water bird edging her quiet way along the brown river. Even Nick’s swearing and whistling didn’t take away from him the excitement he was feeling.



He looked back and saw the city, with its black pall of smoke hung over it, and he saw the arms of the bridges looping across it, and the slow traffic of sailing boats like dark swans. He heard the sheesh! of water against the sides of the Lily, and the steady plash! plash! of Nick’s long oar and above him, the heckling of gulls. Nothing, not all the misery of the last year, not the pain of the last two days, not his fear of Grimy Nick and Snipe, could take away from him the thrill of the journey. It felt like a new beginning.

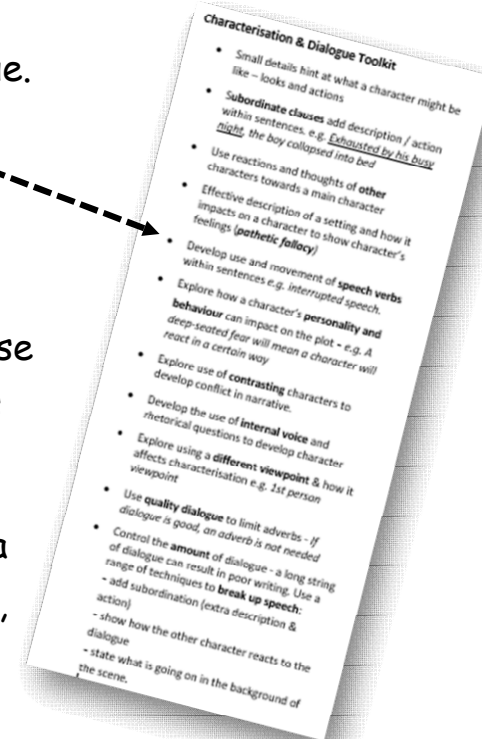
Extract taken from ‘Street Child’ (Berlie Doherty)

Now look at this writer's toolkit for characterisation and dialogue.
There's a copy to download under the website timetable.

How many features did you manage to identify before?

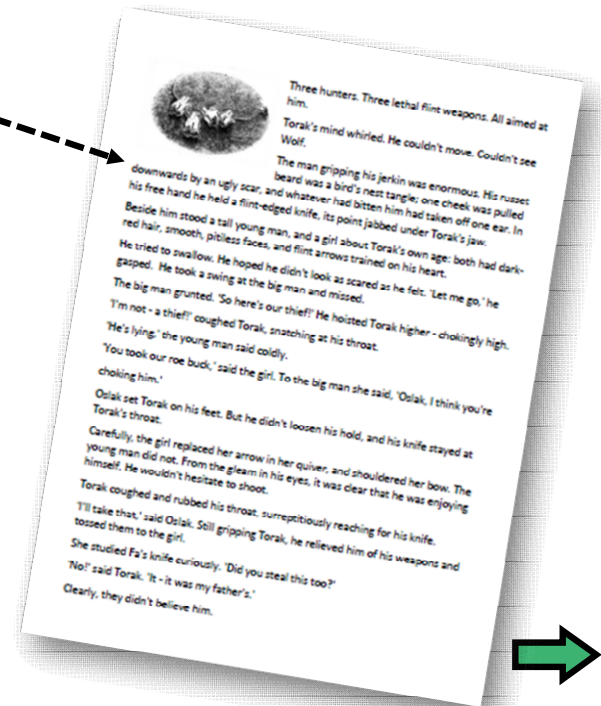
If you have printed the toolkit and model text, then you can use the toolkit as a key: colour-code **four** or more bullet points and use each of the four colours to underline examples of words/phrases that illustrate those tools in the 'A New Beginning Text'.

If you don't have a printer, then just copy the key phrase from a tool onto paper (e.g. the fourth point could be 'Pathetic Fallacy'), and write a couple of examples out from the model text underneath it.



Next, look at the **writer's toolkit for characterisation** again, and find examples in this text (it's taken from *Wolf Brother*) which you can download from the school's home learning website. When you find sentence/phrase/paragraph that illustrates ones of the tools, copy it into your book, with a heading to say which 'tool' it represents. If you find more than one example, write them under the same heading.

E.g. Small details hint at what a character might be like:
One cheek was pulled down by an ugly scar / he hoisted Torak higher - chokingly high



A final task - turn back to your opening cold-write piece (Oliver and Mr Bumble), and search through it to find any tools that **you** used.

Did you use descriptive details to show the differences between the characters?

Did you use any speech that showed how either character was feeling?

Did your setting reflect the mood of Oliver and the other orphans?

You can underline any examples that you used to mark your own work!