

We have been exploring characterisation in writing.

What techniques can an author use to show a character's personality and mood?

- direct characterisation
- dialogue
- actions/reactions
- expression
- inner thoughts
- appearance
- provide information about their background

Last lesson we collected examples of characterisation from Matilda.

| | |
|----------------------|--|
| Direct | |
| Indirect | |
| Dialogue | "Coat Charles!" his mother barked, "Get it. Now. It's time for your walk. And Victoria my lovely, please come along." "Doo! wong come on the slide?" chirped a voice. |
| Actions/ Reaction | (The mother) marched Charlie along the path to the park. Charlie slowly turned his head and looked at the girl with a blank expression. |
| Inner thoughts | (Charlie) thought the dogs were having a great time. He wished he was. |
| Appearance | Her gold earrings glistened in the sunlight and the multicoloured scarf was like a bed of summer flowers. |

What examples can you remember?

| | |
|---------------------|--|
| Direct | <p>Terror-struck</p> <p>He looked nervous</p> |
| Indirect | |
| Appearance | <p>Pop-eyed</p> <p>A finger the size of a salami</p> <p>His face had turned grey with fearful apprehension.</p> |
| Actions / Reactions | <p>Glued to the spot, quivering</p> <p>Had now reached the victim, stood towering over her</p> <p>Amanda, paralysed with fright</p> <p>She pointed a finger the size of a salami at the child's head</p> <p>shaking like blancmange</p> <p>she lunged forward and grabbed hold of Amanda's pigtails in her right fist and lifted the girl clear off the ground.</p> <p>she started swinging her round and round her head, faster and faster</p> <p>Amanda was screaming blue murder</p> <p>Waddled briskly</p> <p>He was watching the Headmistress with an exceedingly wary eye</p> <p>he kept edging farther and farther away from her with little shuffles of his feet</p> |
| Speech | <p>"I want these filthy pigtails off" she barked. "Chop grr off =="</p> <p>... managed to stutter. "My m-m-mummy likes them."</p> <p>"Your mummy's a twit!" the Trunchbull bellowed.</p> <p>"My m-m-mummy thinks I look lovely, Miss T-T-Trunchbull," Amanda stuttered</p> <p>"Come up here!" the Trunchbull shouted. "And look smart about it!"</p> <p>"This clot," boomed the Headmistress</p> <p>, "this blackhead, this foul carbuncle, this poisonous pustule that you see before you <u>is</u> none other than a disgusting criminal, a denizen of the underworld, a member of the Mafia!"</p> |
| Inner thoughts | <p>Knowing for certain that the Day of Judgement had come ==</p> <p>He knew very well he wasn't up there to be presented with a prize.</p> |

LO: To write dialogue as direct speech with accurate punctuation

Amanda stuttered, "My m-m-mummy likes them. She p-p-plaits them for me every morning."

"Your mummy's a twit!" the Trunchbull bellowed.

"Coat Charles!" his mother barked, "Get it. Now. It's time for your walk. And Victoria my lovely, please come along."

What is the same and different about these three examples of dialogue?

Example 1

Amanda stuttered, "My m-m-mummy likes them. She p-p-plaits them for me every morning."

REPORTING CLAUSE + **SPEECH**

Amanda stuttered, "My m-m-mummy likes them. She p-p-plaits them for me every morning."

Comma after the reporting clause

Speech marks around the spoken words

Punctuation (! - ? - .) at the end of the speech (within the speech marks)

Example 1 check

Sam said, "You'll never guess what I've just seen."

Louise asked, "What's that?"

Replied Sam, "Our teacher has a broomstick and a black pointy hat in the back of her car. I think she's a witch!"

Example 2

"Your mummy's a twit!" the Trunchbull bellowed.

SPEECH + REPORTING CLAUSE

"Your mummy's a twit!" the Trunchbull bellowed.

Speech marks around the spoken words

Punctuation (! - ? - ,) at the end of the speech (within the speech marks) - **No full stop**

Full stop after the reporting clause

Example 2 check

"You'll never guess what I've just seen," said Sam.

"What's that?" asked Louise.

"Our teacher has a broomstick and a black pointy hat in the back of her car. I think she's a witch!" replied Sam.

Example 3

"Coat Charles!" his mother barked, "Get it. Now. It's time for your walk. And Victoria my lovely, please come along."

SPEECH + REPORTING CLAUSE + SPEECH

"Coat Charles!" his mother barked, "Get it. Now. It's time for your walk. And Victoria my lovely, please come along."

Speech marks around the spoken words

Punctuation (! - ? - ,) at the end of the first speech (within the speech marks) - No full stop

Full stop or comma after the reporting clause before the second piece of speech

Example 3 check

"You'll never guess what I've just seen," said Sam.

"Never!"

"No guesses mate!" Louise replied, "Just tell me!"

"Okay," he grumbled. "Our teacher has a broomstick and a black pointy hat in the back of her car. I think she's a witch."

I want those filthy pigtails off before you come back to school tomorrow!



How could you write this as direct speech?

What will you include in the speech marks?

What reporting (said) verb could you use?

Which method of direct speech will you use (1, 2 or 3?)

What punctuation do you need?

Example 1

Trunchbull screamed, "I want those filthy pigtails off before you come back to school tomorrow!"

Example 2

"I want those filthy pigtails off before you come back to school tomorrow!" Trunchbull screamed.

Example 3

"I want those filthy pigtails off," Trunchbull screamed, "before you come back to school tomorrow!"

My m-m-mummy thinks I look lovely, Miss T-T-Trunchbull.



How could you write this as direct speech?

What will you include in the speech marks?

What reporting (said) verb could you use?

Which method of direct speech will you use (1, 2 or 3?)

What punctuation do you need?

Example 1

Amanda stuttered, "My m-m-mummy thinks I look lovely, Miss T-T-Trunchbull."

Example 2

"My m-m-mummy thinks I look lovely, Miss T-T-Trunchbull," Amanda stuttered.

Example 3

"My m-m-mummy," Amanda stuttered, "thinks I look lovely, Miss T-T-Trunchbull."

Bruce Bogtrotter. I hear you like a certain cake.

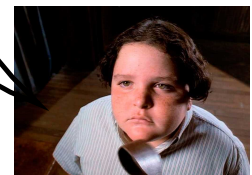


No, not really.

I'm thinking of a particular
kind of cake that belonged
to ME!



It's hard for me to
remember a specific
cake.



LO: To write dialogue as direct speech with accurate punctuation

Using the dialogue between Miss Trunchbull and Brucebogtrotter. Write direct speech for their conversation.

Start a new line for each new speaker.

Try to use all three types of direct speech that we have learnt about.