

Last lesson we identified features of a characterisation toolbox.

Characterisation toolbox

	Self	Teacher
Contrasting characters		
Relevant dialogue with accurate punctuation (limited use of adverbials)		
A range of reporting verbs (chuckled, bellowed, stuttered)		
Actions of the character		
Inner thoughts of the character		
Appearance of the character		
Background information about the character		

What examples can you remember for each feature?

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

Direct is when the writer specifically tells you the that a character has a certain personality.

LO: To collect characterisation example

To day we will look at another example of characterisation and from it collect ideas we might use in our own writing.



What can we infer from these pictures about each character?



Now watch the video

- How can we describe each characters personality?
- How do you know? (directly told, dialogue, actions, expressions, inner thoughts, appearance).

These are two sections of the text from the book 'Matilda' by Roald Dahl.

The girl was glued to the spot, terror-struck, pop-eyed, quivering, knowing for certain that the Day of Judgment had come for her at last.

Miss Trunchbull had now reached the victim and stood towering over her. "I want those filthy pigtails off before you come back to school tomorrow!" she barked. "Chop 'em off and throw 'em in the dustbin, you understand?"



Amanda, paralysed with fright, managed to stutter, "My m-m-mummy likes them. She p-p-plaits them for me every morning."

"Your mummy's a twit!" the Trunchbull bellowed. She pointed a finger the size of a salami at the child's head and shouted, "You look like a rat with a tail coming out of its head!"

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

"I don't give a tinker's toot what your mummy thinks!" the Trunchbull yelled, and with that she lunged forward and grabbed hold of Amanda's pigtails in her right fist and lifted the girl clear off the ground. Then she started swinging her round and round her head, faster and faster and screaming blue murder and the Trunchbull was yelling, "I'll give you pigtails, you little



"Bruce Bogtrotter!" the Trunchbull barked suddenly. "Where is Bruce Bogtrotter?"

A hand shot up among the seated children.

"Come up here!" the Trunchbull shouted. "And look smart about it!"

An eleven-year-old boy stood up and waddled briskly forward. He climbed up on to the platform.

"Stand over there!" the Trunchbull ordered, pointing. The boy stood to one side. He looked nervous. He knew very well he wasn't up there to be presented with a prize. He was watching the Headmistress with an exceedingly wary eye and he kept edging farther and farther away from her with little shuffles of his feet, rather as a rat might edge away from a terrier that is watching it from across the room. His face had turned grey with fearful apprehension. His stockings hung about his ankles.

"This clot," boomed the Headmistress, pointing the riding-crop at him like a rapier, "this blackhead, this foul carbuncle, this poisonous pustule that you see before you is none other than a disgusting criminal, a denizen of the underworld, a member of the Mafia!"

"Who, me?" Bruce Bogtrotter said, looking genuinely puzzled.

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Read the first section. What examples of characterisation has the author used?

Direct	Terror-struck
Indirect	
Appearance	Pop-eyed A finger the size of a salami
Actions /Reactions	The girl was glued to the spot
Speech	"I want those filthy pigtails off before you come to school tomorrow!" she barked.
Inner thoughts	Know for certain that the Day of Judgement had come.

Read both texts and collect examples of each characterisation tool on your work sheet.

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LO: To identify examples of characterization

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Indirect	
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