

Monday 21st June 2021

Can I plan my writing by  
considering how to develop  
characters?



Your adventure story is set in the Amazon jungle after a plane crash. Your main character must discover something on their journey.

# What makes a good hero / heroine?

- Most stories, particularly adventure stories have a hero/heroine, someone to lead the action. They should be likeable so the audience roots for them but enough humility so they are relatable. They need a human flaw in order for readers to connect to them. They often have a difficult past/childhood and become a hero when a traumatic event calls them to action. The hero must overcome a problem or defeat a villain usually with help from friends or advisors.

# Adjectives to describe a hero – are these useful?

- Patience
- Confidence
- Kindness
- Selflessness
- Humility
- Empathy

# Character profiles

Your story needs a hero/heroine. You can either invent a character or base the character on one of the characters from The Explorer. Think about the type of problem your character is going to face. This will help you decide your hero's character.

[How to invent a new character - BBC Bitesize](#)

- What is their name?
- Are they male or female?
- How old?
- Why are they in the jungle?
- Who are their family?
- What type of person are they? (brave, curious, timid )
- Are they a natural leader or do they grow into the role?

# Toby

Toby is 13 years old and the youngest son of an investment banker. He was on his way back to England when the crash occurred. His older brother's luxury house in San Paulo was the perfect place to practice his golf.

Toby had (up to this point) lived a life of comfort and wealth; attending the finest boarding school, eating rich, luxurious food and never wanting for anything – except attention.

After his mother died, when Toby was only three, his father left him in the care of nannies. Some were very kind, others not so. His brothers were already at boarding school so he grew up feeling isolated.

Whilst becoming self-efficient and independent were positive outcomes of Toby's experiences growing-up, he can, at times, be intolerant of others.

# Esme

Esme has a British mother and Brazilian father who met whilst her mother was on an archaeological dig for the British Museum. Her father works as a Maya ambassador, whose job it is to promote and protect the traditional way of life for Maya people.

Last year, when Esme was 11, her parents divorced and her mother returned to England to live.

When the crash occurred, Esme was travelling to visit her mother before school starts again.

Esme is thoughtful and cautious with both her words and actions. However, when something is important to her she can be brave and strong-willed.

# What I need to do today.

- Create at least one character profile (you can opt to do more).
- Create a paragraph of information answering all of the following questions.
- Are they male or female?
- How old? What is their name?
- Why are they in the jungle?
- Who are their family?
- What type of person are they? (brave, curious, timid )
- Are they a natural leader or do they grow into the role?
- Include relative clauses.

# What can I use if I am stuck?

- Make character profiles on Fred, Con, Lila or Max – you know them so well!
- Use the notes from Wednesday and Thursday last week to guide you.
- Answer all the questions from the previous slide.
- Think about what makes an interesting character in books you have read.

Wednesday 23rd June 2021

- LO: Can I plan a narrative?
- Audience: UKS2 children
- Purpose: to entertain
- Form: narrative adventure story

# What is the structure of a story?

- [How is a story structured? - BBC Bitesize](#)



Opening

Your opening introduces the characters and the setting.



## Build-Up

What is the build up to the problem? You need to get home – what stands in your way?  
Does your character need to learn something or find something?



Dilemma

How does the problem come to ahead?  
What does your character do when faced with their fears?



Resolution

Is the problem  
solved/overcome?  
If solved – how?  
If not – why?



Ending

- How is the character changed?
- What did they learn from the experience?

Thursday 24th June 2021

- **Lo: Can I write a story starter?**
- Come in silently and write the date an LO in your books!
  
- What do we write about in the opening?



What is an  
expanded  
noun phrase?  
Why are they  
useful?

- Darting over the dangerous roots, Toby ran as if his legs worked faster than his body. A fall here was the last thing he needed. The magnificent, green canopy blocked much of the light reaching the dark, dank jungle floor. Every so often, a space between the trees allowed enough light to trickle down permitting growth of colourful flowering plants which separated the endless green above. It was here in one of the clearings that Toby stopped, hunched over, leaning on his knees that is when he heard the sound.....

- Initially, Toby wasn't sure if the low moaning sound was human or animal. The hairs on the back of his neck stood straight and his racing heart beat as if it would burst out of his chest. He wasn't entirely convinced he would run even if faced with a fierce predator. Relief washed over him once he stood and realised the noise was coming from behind the bush in front of him. Certainly, the pink fleshy leg sticking out was indeed human, a small human, wrapped around another older girl.

Monday 28th June 2021

LO: Can I integrate dialogue to advance the  
action?

# What do I do if I am stuck?

- Start describing the setting.
- What you see, hear, smell, or feel?
- Use the adventure story word mat to help you start a sentence.
- Use the list of adjectives and prepositional phrases to create expanded noun phrases.
- Aim for one paragraph describing the setting and one paragraph introducing the characters.
- Use your character profile to introduce your character – what do they say? How do they react?

# What have you done so far?

- Made a character profile containing description and a back story for your character.
- Planned a story map.
- Wrote a story opener detailing the setting and the characters.
- Read through your opener does it tell me:
  - Who your main character is?
  - Who they are with?
  - A description of the setting.

# Have you used expanded noun phrases to aid description?

• Darting over the dangerous roots, Toby ran as if his legs worked faster than his body. A fall here was the last thing he needed. Above him, **the magnificent, green canopy** blocked much of the light reaching the dark, dank jungle floor. Every so often, a space between the trees allowed enough light to trickle down permitting growth of colourful flowering plants which separated the endless green above. It was here in one of the clearings that Toby stopped, hunched over, leaning on his knees that is when he heard the sound.....

- Blue – noun phrase (no prepositional phrase)

- Initially, Toby wasn't sure if the low moaning sound was human or animal. The hairs on the back of his neck stood straight and his racing heart beat as if it would burst out of his chest. He wasn't entirely convinced he would run even if faced with a fierce predator. Relief washed over him once he stood and realised **the groaning noise was coming from behind** the bush in front of him. Certainly, the pink fleshy leg sticking out was indeed human, a small human, wrapped around another older girl.

# What do I mean by dialogue?

- How can speech advance the action?

# What are the rules for adding direct speech?

New line for each speaker.

Start with speech marks or inverted commas (inverted commas is what we will be using from now on).

Capital letter to start speech.

Punctuation at the end of the spoken words always comes inside the final set of speech marks.

"I'm beginning to understand," she said.

How many synonyms can you think of for said?

Often speech between characters who know each other is informal.

# Help me to edit.

- "Hello" Toby called out. He was met by silence. "I'm Toby, I.. I think I was on the same plane you, it crashed, well...of course you know that, I mean are you hurt"? The small boy and girl stared at him through the same brown eyes. The girl straighten herself up, coughed as if to clear her throat, and replied "I am Esme and this is my little brother Rio, he's only five. we were in the plane but no we are not really hurt, just cuts and bruises. We should try to find water to clean our cuts and soothe that burn on your arm".

# By the end of today you will have.....

- A completed openers including noun phrases to describe settings and characters.
- The build up to your dilemma including speech which advances the action.
- If you are quick writer you may one dilemma, the solution and the build up to a second dilemma.

# What do I do if I am stuck?

- Look back at your plan – you have your dilemma written down.
- How can your characters reach your dilemma – do they need to travel somewhere? How do they get there? Do they need to meet someone?
- Role play a conversation the character has with someone, write it down in your story. The conversation should be about moving to the next stage of the journey.
- Check the working wall and help sheets for interesting words and correct grammar for speech.

# What are the rules for adding direct speech?

New line for each speaker.

Start with speech marks or inverted commas (inverted commas is what we will be using from now on).

Capital letter to start speech.

Punctuation at the end of the spoken words always comes inside the final set of speech marks.

"I'm beginning to understand," she said.

How many synonyms can you think of for said?

Often speech between characters who know each other is informal.

LO: Can I use cohesive  
devices?

Tuesday 29th June 2021

# What have you done so far?

- Made a character profile containing description and a back story for your character.
- Planned a story map.
- Wrote a story opener detailing the setting and the characters.
- Read through your opener does it tell me:
  - Who your main character is?
  - Who they are with?
  - A description of the setting.
- Integrated dialogue to advance the action.

Addition	Opposition	Reinforcing	Explaining	Listing	Indicating Result	Indicating Time
also	however	besides	for example	firstly	therefore	in the beginning
furthermore	nevertheless	anyway	in other words	first of all	consequently	just then
moreover	on the other hand	after all	to clarify	lastly	hence	meanwhile
still	in contrast		for instance	secondly	as a result	later

What is a cohesive device?

- Cohesive devices link ideas in writing to something that has gone before either in the sentence or earlier paragraphs. They keep a story linked together and makes it easier to read and follow.

Just then a clap of lighting lit up the sky and Rio started to cry. Esme pulled herself to her feet, she offered her hand to Rio. He took her hand, sniffing he wiped his nose on his sleeve.

"I think the river is this way," stated Esme, more confidently than she felt.

Toby followed, in any case he didn't have any other ideas. At least this way they were moving and he wasn't alone.

- As they wandered towards the river, Rio never stopped talking asking questions of Toby and commenting on everything he saw. Toby had found the constant chatter of the smaller boys at school annoying, but today the constant chitter chatter reassured him that he was not alone.

# By the end of the day you will have.....

- A completed openers including noun phrases to describe settings and characters.
- The build up to your dilemma including speech which advances the action.
- If you are quick writer you may one dilemma, the solution and the build up to a second dilemma.
- Today you discover your problem including some cohesive devices to link together your ideas.

# What will I do if I am stuck?

- Look back at your plan you have your solution there.
- Read your work so far. What is problem? What to they need to do before they solve the problem? How will your character solve the problem? Who helps them?

# Wednesday 30th June

- LO: Can I use cohesive devices?
- Continue your story from yesterday.
- Today you should be writing the solution and possibly your ending to your story.
- How does the experience change the character? What have they learnt?

# Monday 5th July 2021

- LO: Can I use cohesive devices?
- Continue your story from last week.
- Today you should be writing the solution and possibly your ending to your story.
- How does the experience change the character? What have they learnt?

# How to end an story.

- The ending of a story should not be rushed if your reader has taken the time to read your story they deserve a proper ending.
- What has your character learnt?
- How have they changed?
- By having these experiences do they do things differently than they did before?

# What to do if you are stuck?

- Read your plan – all your ideas were written there!
- Look back at your character portfolio, what were the character traits of your character – have they now changed?
- Is there something your character needed to learn? Have they achieved this?

# Tuesday 6th July

- LO: Can I edit and improve my writing?
- What do we check when editing?
- Capital letters at start of sentences and for proper nouns.
- Full stops, questions and exclamation marks at the end of sentences – ensuring correct choice.
- Brackets, dashes and commas for extra information
- Apostrophes for omission.

# When we improve we look back at our success criteria and check we have completed each step.

- Have you used?
- Noun phrases for description.
- Correctly punctuated speech that advances the action.
- Cohesive devices that link parts of sentences, paragraphs and across paragraphs.
- Highlight one section which you are going to improve, ask a friend to read it and re-write as a flap.

# Wednesday 7th July

- LO: Can I publish a final piece of writing?
- Publishing is in silence, an individual activity.