

Writing

**LO: To write in paragraphs paying attention to sequence and links
(making sure your paragraphs flow well from one to the next)**

YOUR TASK:

You are going to be writing a **character description**.

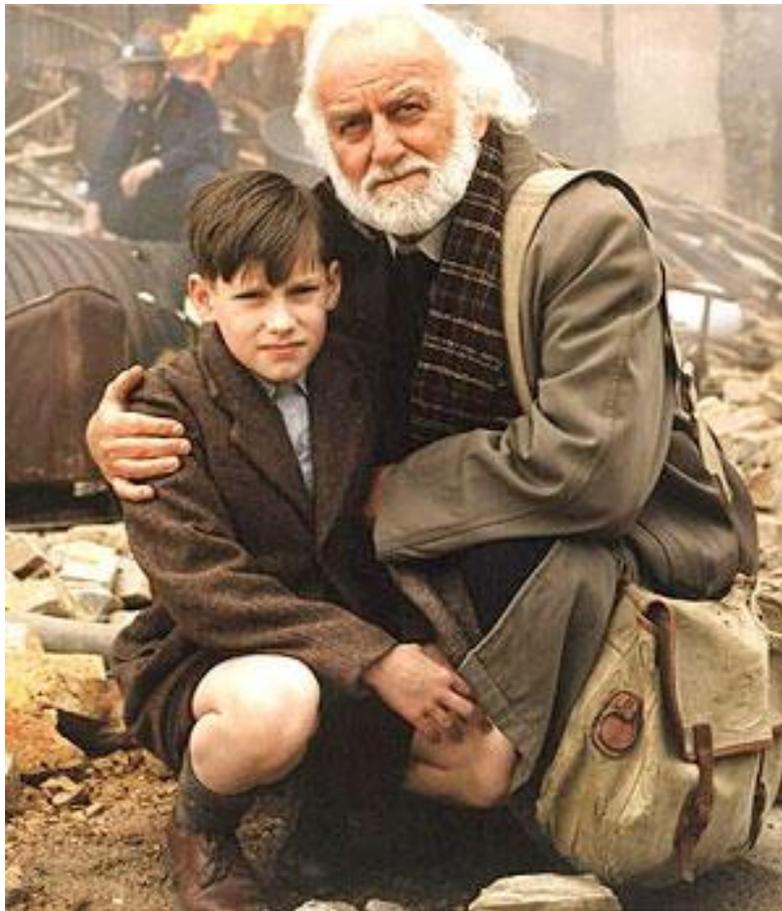
You can write a description of Mr Tom from Willie's point of view.

OR

You can write a description of Willie from Mr Tom's point of view.

OR

As always, pursue your own interesting perspective to describe Willie or Mr Tom.



I would **recommend** making some **notes** of key **features**, **clothing**, **mannerisms** and their **personality** before you get started. Think about describing both their **external** and **internal** qualities.

Remember: Character descriptions can be very effective pieces of writing. Try to structure them in a way that shows the character **unfold before the persons eyes** rather than it being in blunt sections. It should flow together and create a **rich and vivid picture and understanding of the character as a whole**.

There is also an opportunity to gain an **emotive response** from your reader as Willie is an evacuee and Tom is a widower who are living in an uncertain time.

Things you may want to consider:

- **A range of complex, compound and simple sentences** – this will allow you to build an effective piece of writing. Some areas will need complex sentences to build up the details as you layer your different areas of description. Shorter sentences can be used to highlight striking features or significant personal qualities.
- **A range of punctuation** – in this piece of writing you could focus on dashes, colons, semi-colons and parenthesis (brackets). All of which are useful when inserting additional information.

Colon

1. Introduce a list.

There are three friends in the book: Harry, Ron and Hermione.

Remember to bring these items:

- a water pistol
- a unicycle
- a pogo stick
- roller skates.

A colon at the end of the introductory sentence.

Full stop at the end

Colon

2. Introduce examples or explanations.

It gives a little more information about what comes before it.

The bird eats lots of snacks: he needs lots of energy for flying.

Brackets

Separate additional detail or information

I spoke to Eliza (**her sister is a doctor**) about your strange symptoms.

I gave the bear a banana (**all I had left**).

Full stop on outside



The word or phrase inside the brackets, commas or dash is called a parenthesis.

Dash

Show a break in a sentence.
Separate two clauses.

The fire spread quickly and the trees were engulfed – I was scared.

Remember:

- It is stronger than a comma
- It is longer than a hyphen

Semi-colon

1. Introduce list (separating longer phrases in a list).

The children need to bring with them: a hot-water bottle if the weather is cold; a cup, a plate and a bowl; a knife, a fork and a spoon.

Links TWO main clauses

Semi-colon

2. Replace a full stop.

It links two complete sentences and turns them into one sentence. The two sentences are closely linked in meaning.

It shows a **LONGER** pause than a comma

The girl has never been so terrified; she backed away, but there was nowhere to hide.

The film was brilliant; I had a great time.

- You should also **ensure** that you include aspects of their: **physical appearance** (their clothing, height, other **external** features); their **mannerisms** (do they have any habits or a certain way of carrying out tasks); their **character/personality** (are they kind, thoughtful, etc); and what they may be **thinking** or **feeling**.
- As a challenge you could consider **linking** physical features with thoughts and feelings, for example:
 - *In his piercing eyes you could see the pain of loss and the tears ready to fall in sorrow for all that he had lost.*

- You may also want to consider **mimicking** the **dialect** your character may be using through the use of abbreviations, deliberate spelling alterations and apostrophes.



Tom describing Willie

'Es a small lil' scrap of meat in't he? Poor lil' lamb looks terrified, like I was a wolf or some't. First time I clapped eyes on 'im I thought to myself, Thomas Oakley, you'll 'ave your ole 'ans full 'ere you will. But it's funny how things change...

Durin' tha' first day I realised 'e weren't quite so "wild" as the local folk had made out. 'E were a timid thing, quite shy - even afraid - I wouldn't mind sayin'. 'E stood like a stiff breeze 'ud blow 'im over if you knows what I mean.

Examples of dialect

- wi' – with git – get
- d'you – do you ent – haven't/aren't
- s'pose – suppose 'igh – high
- fer – for goin' – going
- 'un – one o' – of
- yer – your jest – just
- ole – old ave - have

- Draw a **contrast** between any **positive** and negative **attributes**. For example:
 - *Despite his short and fractious temper, Mr Tom was a caring soul.*
- And finally, if you are **uncertain of where to start** you may find it helpful to **start** either at the **head or feet** and work your way **down** or **up** respectively, this way your paragraphs will naturally separate, but still link, as you move through the different parts of the body.

Sentence Structure and Punctuation	Text and Organisation	Composition and effect	Spelling
Complex sentence: • Connectives - however, due to, despite, subsequently, consequently. • Subordinate clause Capital letters for names and places? () brackets () ??? Question marks ??? !!! Exclamation marks !!! Colon :::: Semi colon ;;; Hyphen ---- Ellipsis Apostrophes - can't, didn't, haven't	Link paragraphs Ordered text with introduction AND conclusion.	Address the audience Adjectives Adverbs Alliteration Similes Metaphors Rhetorical questions.	
	✓ A dash ✓ A hyphen ✓ A sentence with an adverbial (e.g. Before dinner, I...)		

Suggested Structure and Planning Sheet

This is a set of ideas to help guide you, **if you have other ideas please pursue them**, this is not a strict number of paragraphs.

Paragraph 1 – Choose from either:

A 3rd person introduction – What has happened so far?

It is 1939, war is imminent. William Beech, a scruffy boy of eight, has been sent as an evacuee from South-East London to the west country village of Little Wierwold. Tom Oakley on the other hand, is an obnoxious widower who seems the sort of gruff individual who never talks to anyone unless absolutely necessary. Tom soon develops a soft spot for the timid evacuee as Willie begins to flourish in his care.

OR

A 1st person from your character's point of view on the first impression/initial appearance

As soon as I 'ere clapped eyes on the little scrap I knew he'd 'ad a lack of love from his so called mother...

FOR EXAMPLE:

Written in the PRESENT TENSE

Fear and chaos are descending across London: it is 1939 and war is imminent. In order to flee the hustle and bustle, city children are being dispersed like seeds into the safety of the countryside. One of Little Weirwold's most concealed and reclusive inhabitants (Mr Thomas Oakley) is obliged to go to great lengths to ensure the well-being of his young new acquaintance, Willie Beech. An unexpected bond grows between the two shattered hearts, as together they help to ease the painful memories of their past...

Paragraph 2- Retelling your first impressions of their appearance

Written in the PAST TENSE

Describing Willie

A small scrap of a child, no older than six or seven, was staring me down on me doorstep with 'is troubled emerald eyes. A mop of soil-coloured hair perched like a bird's nest upon his pallid brow, whilst 'is clothes could have been mistaken for rags, barely holding onto 'is limp body. A cloud of anxiety and apprehension surrounded 'im and I was quick to realise the suspicious bruises that adorned 'is pale, delicate skin; 'e was clearly quite troubled.

Describing Tom

Deep lines of wisdom engraved their way across the forehead of this cumbersome stranger. I couldn't bring myself to make eye contact with him as then he'd soon realise how bad I really was. His deep voice echoed within my ears filling me terror: I was not used to hearing a male voice. Within moments, my nostrils were met with the faint scent of tobacco that drifted from his brown leather jacket. The jacket mirrored the texture of Tom's weathered skin and complimented the dark khaki trousers that clung to his lower body.

Paragraph 3 - Retelling your first impressions mannerisms

Written in the PAST TENSE

Willie

Upon entering me house, this bothered young soul had still not muttered a word. Me instincts told me that this wasn't just because he was shy; there 'ad to be more to it. 'e perched himself right on the edge of me chair and became fixated on the roaring blaze of the fire. When I picked up the poker, he flinched and his face drained of its remaining blood. Surely he didn't think I was going to hurt 'im did he?

Tom

Despite Tom's dominant presence and large demeanour, there was a hint of kindness and warmth that extended from within him. As the hours went by, I began to feel more at ease with this friendly giant and even saw a hint of a smile form underneath his dark, bushy moustache. For the first time in my life, I felt as though I was safe- away from the battles of my early years.

Paragraph 4 - What does the future hold?

Written in the FUTURE TENSE

Willie

I hope that as the weeks pass, I can explore the secrets that belong to Willie. 'e seems like a sweet lad but 'e sure aint been treated proper' and needs someone to take 'im under their wing. Whilst I didn't have myself down as a particularly caring man, I think I might be getting to know another side of me.

Tom

The more I grow familiar with Mr Tom, the more certain I become that we are not too dissimilar for I believe he too holds a colourful past. Whilst I don't know how long I'll be living with Mr Tom for, I'd love nothing more than to form a close bond with him- to finally have someone who cares about me.