

## Points of view

# Wash your words

**Objective** Choose words for clarity and effect (AF2/7)

**Context** Describing characters in fiction

### Prior learning

It is expected that students will have been creating their own fictional characters, and will have a good grasp of the concept of a character. Some familiarity with adjectives (and noun and adjectival phrases).

### Activity

Choose a familiar character – such as Harry Potter. Gather suggestions for adjectives and adjectival phrases that describe him or her in the context of the story. (Get suggestions for voice, mannerisms, personality, etc as well as looks.) Write each acceptable suggestion on a card or sticky note. Clip these words on a ‘washing line’ (or stick them along a wall).

Work with students to order the adjectives and adjectival phrases in terms of accuracy and effectiveness along the “washing line”. Encourage students to move or challenge the position of words, always giving their reasons in the context of what is known about the character and their actions.

Ask students (possibly in pairs) to choose a character for themselves. (They can choose a character from film, TV or written fiction.) Tell students to generate and then order their own descriptive words about their character, justifying their decisions for the order of words and phrases.

### Questions

What do you want the reader to think about your character? How do you want them to feel? Why is it important to choose words carefully? Have you achieved the exact meaning you intended to? Are you sure about where you have placed this word? Why have you put it there?

### Variation/extension

Generate a set of words and phrases giving other characters’ perspective of the chosen character. Write about the character to give a quite different impression of them, e.g. Harry Potter as sly or unkind.

### Success criteria

#### Level 3

Use simple, mostly apt words. Choose some words for effect.

#### Level 4

Try to use apt, less everyday words. Choose some words carefully.

#### Level 5

Sometimes use less familiar words. Choose words for particular effects.

#### Resources

Cards  
(or sticky notes)  
Marker pens  
Washing line  
slung between  
two chairs  
Pegs

#### Vocabulary/ concepts

Character  
Language of  
comparison  
Adjectives  
Adjectival phrases  
Noun phrases  
Similes  
Language of  
justification  
Clarity  
Accuracy  
Effect

## Sentences and punctuation

# A long sentence

**Objective** To vary sentence length and structure (AF 5/6)

**Context** Constructing a sentence out of its components

### Prior learning

Some familiarity with basic punctuation marks and clauses.

### Activity

Give student pairs the three clauses below to put into a sensible order:

*even though they can be noisy places*

*because they are convenient*

*many people like burger restaurants*

The learning point is that the main clause does not have to come first.

Print the table on the next page onto card and cut it into individual cell cards. Give a set of the cards to each student pair and get them to build one sentence, using **as many of the cells as possible**.

### Key questions/prompts

If we put it in that order what effect does it have? What does it draw attention to?

Can you find a use for this card? Where could it go?

Are you sure that makes sense? Would it be better to leave something out?

### Variation/extension

Put each cell on its own sheet of A4 and give each sheet to a different student.

Now get the students to hold up their sheets in front of them and move them around until they are in an order that makes sense. This involves the whole class.

### Success criteria

#### Level 3

Vary sentence openings in simple ways. Begin to use complex sentences.

#### Level 4

Sometimes vary length, structure or subject of sentences. Use commas in lists and sometimes to mark clauses.

#### Level 5

Vary sentence length, structure and subject for clarity and emphasis. Use a full range of sentence punctuation accurately. Use commas accurately to mark clauses in straightforward complex sentences.

### Resources

'Burger sentence' on next page

**Note:** The 'burger sentence' components can be re-constructed into:

*Although they are full of fat and salt – or perhaps because of that – most people seem to like burgers enough to buy them regularly, and this makes burger restaurant chains – such as Mcdonalds, Burger King and Wimpy – extremely rich.*

### Vocabulary/ concepts

Comma  
Dash  
Structure  
Order  
Clause

**Sentences and punctuation**

# A long sentence

**The burger sentence**

Wimpy

or perhaps because of that

most people like burgers

and

this makes burger restaurant chains

extremely rich

such as Mcdonalds

enough to buy them regularly

seem to

although they are full of fat and salt

and

Burger King

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