

Day 1

Teach

Watch the videos on this website and read through the information:

<https://www.bbc.co.uk/bitesize/articles/ztvp2v4>

Practice

Activity 1

You may need paper and a pen or pencil for some of these activities.

Copy and complete the table below. You need to think of four more adjectives (describing words) for each of the characters

Top tip: Thinking about what the characters say and do will help.

Matilda	Miss Trunchbull
1. Brave	1. Mean
2.	2.
3.	3.
4.	4.
5.	5.

Choose five of your points and explain how you know that by referring to what happened in the story. Use the word 'because'.

For example: I know that Matilda is brave because she stands up to Miss Trunchbull when she shouts at her.

Activity 2

Imagine you are writing a story set in a school, like in *Matilda*.

You're going to create a **character** who would be in that story. It could be anyone - the head teacher, a teacher, a student, a coach, a caretaker.

Jot down some notes under the following headings to build a profile for your character.

- My character's name
- My character's personality
- My character's job
- How my character behaves
- How my character speaks
- How my character reacts to others
- My character's strength / weakness
- How others would describe my character

If you like, you could also draw your character in the centre of a sheet of paper and add labels to describe their appearance.

Activity 3

Read this character description of a school caretaker called Mr Simmons.

He is a kind and happy person who likes to help others. This is shown through his actions.

Mr Simmons is the caretaker at Dillon Road Primary School. He is a small man, with white-grey hair and bright brown eyes. He wears round spectacles and the same blue overalls every day. He has been at Dillon Road for as long as anybody can remember.

Mr Simmons can often be found with his old yellow bucket and mop cleaning the corridors. When the children run in from play time, leaving

shoe marks and muddy footprints behind them, Mr Simmons will tut, roll his eyes and clean up the mess. Although he's always hard at work, if he ever sees anyone who looks sad or upset, he'll pull funny faces to make them smile.

At the end of the day, he cleans the classrooms and leaves happy messages on the whiteboards for the children and teachers to find in the morning. If ever he finds a missing jumper, a lost toy or some hidden sweets (which are strictly forbidden) he always finds out who they belong to (and won't tell you off!).



Write your own **character description** using the character profile you filled out in Activity 2.

You should write between five and ten sentences.

Top tip!

Try to include:

- What your character looks like.
- What their job or role is.
- What their personality is like.
- Their actions - what they do in the school.

Day 2

Teach

Work through the information on this website, watching the videos:

<https://www.bbc.co.uk/bitesize/articles/z6w2wnb>

Practice

Activity 1

Read the opening paragraph of this space story.

Slowly, the rocket turned in the cold, dark sky. It glittered in the starlight like a silver shark. Its portholes were blank, fishy eyes. Below, the planet waited silently; a huge, sleeping giant.

How many **metaphors**, **similes**, **adjectives** and **adverbs** did you spot?

Count them up. You can check your answers using this **answer sheet**.

Activity 2

Watch the video on the page linked above and listen to the setting description from *You're a Bad Man, Mr Gum!* by Andy Stanton. In the description we hear all about Mr Gum's house.

When you've listened to Joanna read the extract once, open the **video transcript** below the video and read it again yourself.

Focus on spotting the **descriptive techniques**.

Copy out the table below and fill it in to show your findings.

English Emergency Plan

Descriptive technique	How many?	The words used
Metaphors		
Similes		
Adjectives		
Adverbs		

You can check your answers using this [answer sheet](#).