

**Monday**

**L.I. I can create a character profile**



*A character profile is a description of a characters' appearance, personality and behaviour. An author provides this information to help the reader understand and know what the character is like – making the character 'real' to the reader.*

This week you will be writing a story relating to the character in this image. So, look carefully at the picture. As well as describing the character, look at the setting. Look at the background – the hills the sky – the town. What can you see is happening in the picture? Are there any other characters? The detail in the picture will help you decide what your character is like and what your character is doing there?

- What might the troll be thinking?
- Is the troll looking for something / someone?
- The troll has a rope around its waist. Why?
- Are the people running from the troll? Why?
- Where does the troll live? Does he have family?
- Is there a character who might not be running from the troll?
- Is the troll happy, sad, angry – or maybe confused?
- Why is he holding a boat? – Is the sea nearby?
- Does he have a name?



*You can discuss other questions with your family to help you decide what your character will be like.*

**Monday**



**L.I. I can create a character profile** – (Image taken from Pobble)

Write your description of your character. Include feelings and actions. Look at the examples. Can you spot expanded noun phrases, verbs, adverbs, prepositions? Think about how these descriptions, tell the reader what the character is like.

Vocabulary ideas:

**Adjectives:** brave, courageous, timid, fearless, cruel, crafty, cunning, polite, patient, kind, intelligent, crinkled, bulbous, piercing

**Prepositions:** above, beneath, ahead of, among, beside, between, along, beyond, across, around, in front of, over, towards

**Verbs:** stomped, grinned, trampled, toppled, dribbled, grasped, sighed, yelped, trudged, crept, wept, roamed, groaned, growled

huge, knobbly hands – gently **lifting** the roof

sad, curious eyes, **peering through** the roof of the ...

“Ouch! That **blue van swerved over** my toe,” **bawled** (name), the troll.



Year 3 English

**Tuesday**

**L.I. I can use an image to create a story**



Look back at the questions listed (and any you thought of), on Monday. Use these to help decide on the events that are going to happen in your story. Think about what you have decided your troll is like. Use this to write about **why** the character is in the town and **what** it is going to do next. Think about what might have happened before it came into the town.

Story starter example:

**Thump! He slammed his enormous, grass-covered foot into the middle of the road, sending shockwaves of dust in all directions.**

**With a loud grunt, the troll wrenched the entire, roof off a nearby home, as the owners gasped, open mouthed and petrified out of the downstairs windows. He didn't mean any harm, but he just couldn't help himself...**

As you write your story, think about the skills you practised in previous English lessons,. Here is a reminder of other writing features that you can include to add detail for your reader. Figurative language: -

**PERSONIFICATION** - (the thunderous cloud **crawled** towards the town)      **SIMILES** - (as quick as ants, the crowd scuttled along ...)

**METAPHORS** - (his legs were tree trunks, standing firmly ..) – is personification used here too?

And, just as in my example, on Monday, you can use **dialogue**.

**Enjoy writing, Year 3!**

Year 3 English

**Wednesday**

**L.I. I can proofread and edit my writing**



**Proofreading** is the process of looking through your work, finding mistakes and correcting them. It is a very important part of the writing. Most authors, even famous ones, check and rewrite their stories many times before they are happy to let someone else read them.

**Top proofreading tips:**

- Once your story is finished, read it to yourself.
- Walk as you read it and stop when you think you need punctuation or conjunctions.
- Check your spellings. **Practise using a dictionary.**
- Refer back to the features of writing lists. Did you use at least 3 of those features?

Remember, it is your story. Editing also means that you can add new sentences or take out some sentences.

*Rewrite your story and entertain your family, by reading aloud with expression.*



## PUNCTUATION

- Check for capital letters and full stops.
- Do you need any question marks?
- Don't forget to check for exclamation marks!
- Have you used commas in a listing sentence?
- If a character speaks, use inverted commas to show what they have said.



## GRAMMAR

- Have you missed out any words in your sentences?
- Have you got too many ands? Remember to use a range of conjunctions.
- Do all of your sentences make proper sense? What do you need to change so that they do?



## VOCABULARY

- Can you add or improve any adjectives to make your writing more detailed?
- Have you used powerful verbs?