



this stage of the novel and list these. In *Fruit and Nutcase*, for example, who is Cat? Does Mandy have any other friends?

- 5 Looking at key passages in the novel, revisit the character as the story unfolds, using the text to answer earlier questions and raise new ones. This part of the activity would work well with the whole class feeding into a discussion. The first passage may need to be identified for the children but they could then contribute to the selection of passages that help in this character focus. They will need to revisit the text for this purpose, which will involve them in personally re-reading passages and identifying some for inclusion in the discussion.
- 6 Discuss how some questions are answered through the novel and how others are left unanswered and possible reasons for this.
- 7 As a whole class, using the shared text and the questions raised, retell parts of the story, developing the characterisation by enhancing the author's presentation with the children's additions.

Moving on

- Using another story that the children know, they could work in small groups or pairs to select a character and develop the descriptions of him or her from the text. This could be done orally at first, with one partner requesting information, for example, *Tell me more about Mandy. Is it true that Tracey can't hurt her?* This would be carried out with the support of brainstorming or notes made, and then retold to other groups. The test of whether or not the character is convincing would be in the power of the language used by the children in this retelling, whether or not further questions still exist in their

audience's mind, and whether these questions detract from the power of the story or add to it by, for example, making a character particularly intriguing. With more experienced readers and writers, explore whether or not the more questions the author leaves readers with, the more powerful the characterisation becomes. These new texts could then be further developed in guided writing sessions, particularly focusing on looking for synonyms in descriptive language.

- To further support children's use of language in characterisation, a known story character could be chosen to be hot-seated. Enrich this by having more than one child role-play the character at different points in the story. In this way, character development and viewpoint could be considered, with children's questions (and answers) reflecting their increased experience of the character, knowledge of the story so far and the need (and ability) to construct a fully rounded picture of the individual.