



Writing a Build-Up

I can write an effective build-up.

I can use and punctuate direct speech correctly.



Remember to:

- create an atmosphere of mounting tension;
- share the thoughts and feelings of the characters;
- follow the rules for writing direct speech.

Words/sentences you may like to include:

irritated, frustrated, disagreed, argued, grumpy, annoyed, jealous, competitive, determined.

They stared at each other.

There was silence.

They waited for a sign.

Remus sighed.

Paragraph 1: The brothers go in search of somewhere to build a new city.

Paragraph 2: Romulus chooses Palatine Hill, but Remus prefers Aventine Hill.



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Paragraph 3: They agree to wait together for a sign from the gods.



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Write your build-up here:

Romulus and Remus

Story Writing 5: Writing a Build-Up

Exploring Character Dialogue

Ask the children to work in the same groups of four as in Story Writing Lesson 5, as they act out the key parts of the story as shown on the [Lesson Presentation](#) and the [Group Drama Prompt Sheet](#).

Remind the children how two members of the group will take on the role of the brothers while the other two will be directing the action.

When they say, “freeze”, the actors should hold a freeze-frame and when the children in charge of the action say, “action”, they should resume acting from the point they had reached.

While actors are in a freeze-frame, the children in charge of the action may pose questions to the children playing the parts of Romulus and Remus for them to answer in role.

Drama Work Group Prompts

I can write an effective build-up.

Exploring Character Dialogue

You will work in groups to explore Romulus and Remus' personalities by acting out the part in the story where they decide to refuse the crown and then to go in search of a place to build their own city.

You will work in groups of 4.

Group Member 1: Romulus

Group Member 2: Remus

Group Members 3 and 4: You are in charge of directing the action. You will tell the actors when to 'freeze' the action. You will pose questions to the actors and when you want the acting to start again, you will say, "Action!"

Key parts to act out:

- Romulus and Remus find a general area they both like.
- Remus prefers Aventine Hill and Romulus prefers Palatine Hill and they each try to persuade the other to change his mind.
- The brothers agree to wait for a sign from the gods.


















Here are some questions you might like to ask the actors at different moments in the action after you have called, "Freeze!"

1. How do you feel about your brother at this moment?
2. Why do you think you are right?
3. What was it that your brother said or did which made you feel ...?
4. How does your body language show how you feel at this moment?
5. How do you think this will all work out?
6. Do you regret not staying in Alba Longa and accepting the crown there?
7. Who do you think is the more dominant brother?

Story Writing: Writing a Build-Up

<p>Aim:</p> <p>Using and punctuating direct speech.</p> <p>I can write an effective build-up.</p> <p>I can use and punctuate direct speech correctly.</p>	<p>Prior Learning:</p> <p>Children will have already used the drama techniques used in this lesson in the previous Story Writing 4 session to explore the characters.</p>	<p>Resources:</p> <p>Lesson Pack</p> <p>Whiteboards</p>
<p>Success Criteria:</p> <p>I can use drama to develop dialogue between the characters.</p> <p>I can use short, snappy sentences to help raise tension.</p> <p>I can use direct speech to convey what characters are thinking and feeling.</p> <p>I can follow the rules for using direct speech.</p>	<p>Key/New Words:</p> <p>Build-up, characters, personality, relationships, tension, atmosphere, inverted commas, direct speech, dialogue, conjunctions.</p>	<p>Preparation:</p> <p>Adult Guidance – Romulus and Remus</p> <p>Group Drama Prompt Sheet – 1 per group</p> <p>Differentiated Writing a Build-Up Activity Sheets – 1 per child</p>

Learning Sequence

	<p>Inverted Commas: Using the Lesson Presentation, remind the children of where inverted commas are placed when writing direct speech. Ask pairs to spot the mistakes in the given sentences and to talk about where the inverted commas should be placed in these examples. <i>Can children identify the correct place to put inverted commas?</i></p>	
	<p>Exploring Character Dialogue: Explain that the children will be using the drama techniques used in the last session to explore the thoughts and feelings of the brothers during the build-up of this part of the story. Ask the children to work in groups of four as they act out the key parts of the story as shown on the Lesson Presentation and the Group Drama Prompt Sheet. Use the Adult Guidance – Romulus and Remus to help you do this. <i>Can children use drama to develop dialogue between the characters?</i></p>	
	<p>Recording Character Dialogue: Working on whiteboards, ask children to write some dialogue between Romulus and Remus inspired by their drama work. Use the Lesson Presentation to remind children about the rules for writing direct speech. <i>Can children use direct speech to convey what characters are thinking and feeling?</i></p>	
	<p>Assessing Your Dialogue: Ask pairs to look together at both of their pieces of dialogue on the whiteboards. They should check if the rules for writing direct speech have been followed. Ask the children to tell their partner if there are any words that they have used which they particularly like and explain their reasoning. <i>Can children follow the rules for using direct speech?</i></p>	
	<p>Creating an Atmosphere: Using the Lesson Presentation, show how the feelings of a character can be described at the same time as a character is carrying out an action. Ask partners to orally rehearse making some sentences, using the ideas on the Lesson Presentation. Take feedback on this. Explain that using short, snappy sentences can be an effective way of raising tension. Ask pairs to reflect on the examples shown on the Lesson Presentation and to discuss at what point in the action they might include these sentences. <i>Can children understand how short, snappy sentences can be used to raise tension?</i></p>	
	<p>Writing a Build-Up: Remind children of the things the children should include in a story build-up. The children then go on to write their own versions of the build-up. <i>Can children use direct speech to convey what characters are thinking and feeling?</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="235 1549 592 1780">  <p>Children write the build-up following guidance on what to include in each paragraph on the Writing a Build-Up Activity Sheets. They also have a word bank to support them.</p> </div> <div data-bbox="625 1549 982 1722">  <p>Children write the build-up following guidance on what to include in each paragraph on the Writing a Build-Up Activity Sheets.</p> </div> <div data-bbox="1015 1549 1372 1665">  <p>Children write their own version of the build-up on the Writing a Build-Up Activity Sheets.</p> </div> </div>	
	<p>Check It and Reflect! Ask the children to check through their work, underlining all the words spoken by any character in a coloured pencil. This should help them see quickly if they have put the inverted commas in the correct places. Ask them to use a different colour to underline one sentence in their writing that they feel was particularly effective. Ask them to share their reasons for choosing this sentence. <i>Can children check and reflect upon their own work?</i></p>	



English

Romulus and Remus



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Success Criteria

- I can use drama to develop dialogue between the characters.
- I can use short, snappy sentences to help raise tension.
- I can use direct speech to convey what characters are thinking and feeling.
- I can follow the rules for using direct speech.



Inverted Commas



We know that when we write direct speech, we put inverted commas around the words that are spoken.

“We should go and find a place to build our own city,” enthused Romulus.

Opening of the inverted commas at the beginning of the spoken words.

Closing of the inverted commas at the end of the spoken words.

This part is called the ‘reporting clause’ and tells you who said the speech.

These are the words spoken by Romulus so they all need to be enclosed by the inverted commas.



Inverted Commas



Each of the direct speech sentences that you are about to see has mistakes. Can you tell your partner where the inverted commas **should** be placed?

“This looks a good place” to build our new city, exclaimed Remus.

“Yes,” this hill looks the best place, added Romulus.

“This hill is far superior, shouted Remus.”



Exploring Character Dialogue



We are going to develop the drama techniques used in the last lesson to help us explore the thoughts and feelings of the brothers during the build-up of this part of the story.

The brothers set off to find somewhere to build their city. They cannot agree on the exact location for the city. They await a sign from the gods.

Dilemma

Something goes wrong.

Build-Up

Character does something.

Resolution

Problem gets sorted out.

Beginning

Introduce a character or setting.

The brothers are offered the crown of Alba Longa, but they refuse it as they want to found their own city.

Ending

How does the problem get solved?



Exploring Character Dialogue



You will work in groups to explore their relationship by acting out the part in the story where they find a place to build the new city. You will then go on to disagree upon which hill to build the city upon.

You will work in groups of 4.

Group Member 1: Romulus

Group Member 2: Remus

Group Members 3 and 4: You are in charge of directing the action. You will tell the actors when to 'freeze' the action. You will pose questions to the actors and when you want the acting to start again, you will say, "Action!"



Exploring Character Dialogue



Key parts to act out:

Romulus and Remus find a general area they both like.

The brothers agree to wait for a sign from the gods.

Remus prefers Aventine Hill and Romulus prefers Palatine Hill.



Recording Character Dialogue



You are going to record on your whiteboards some things that the brothers might have said to each other during the build-up of the story when they are trying to decide where to build the city. Your partner will be checking your work.

Here are some things you will need to remember when writing direct speech:

- All spoken words should be enclosed in inverted commas.
- Start a new line for a different speaker.
- There needs to be a punctuation mark of some sort before you close the inverted commas (*a question mark or exclamation mark if needed or a comma if it is not the end of the sentence, and you are going to go on to add a reporting clause*).



Assessing Your Dialogue



Now, look at your writing together with your partner. Check each of your pieces of work together to see if you have remembered to include all of these rules.

- All spoken words should be enclosed in inverted commas.
- Start a new line for a different speaker.
- There needs to be a punctuation mark of some sort before you close the inverted commas (*a question mark or exclamation mark if needed or a comma if it is not the end of the sentence, and you are going to go on to add a reporting clause*).



Tell your partner which words they have used that you particularly like.

Explain why.



Creating an Atmosphere



Dialogue between the brothers will form an important part of our build-up. However, we not only need to share the thoughts and feelings of the brothers with the reader, but also describe the action taking place. The reader needs to become aware of the mounting tension between the brothers and to understand that they are getting more and more irritated with each other.

One way to share a character's thoughts is to give the reader a clue how they are feeling by using an action the character is carrying out.

Here are some examples:

As Remus was marching defiantly over to Aventine Hill, he thought to himself how all their lives, his brother had always had his own way.

While lying in the cool grass waiting for a sign from the gods, Romulus glanced over at his brother and felt annoyed to see what an arrogant look he had on his face.



Creating an Atmosphere



Can you make some sentences like these which combine action and sharing thoughts/feelings using the ideas below? You will need to add in the names of the characters. Say your sentences aloud with your partner.

at his brother and felt annoyed to see what an arrogant look he had on his face.

Subordinating Conjunctions

While

When

Before

After

As

idly kicking stones on the pathway,
scouring the skies for a sign from the gods,
clenching his fists and screwing up his face,
getting up grumpily from the grassy ground,
folding his arms angrily,
huffing loudly,
clenching his fists,
going red in the face,

Thoughts/Feelings

...thought how irritating his brother could be at times.
...felt like screaming with frustration.
...wanted to shake his brother to make him see sense.
...felt like growling.
...felt like he was going to erupt with anger.



Creating an Atmosphere



Another way to get across the feeling of mounting tension between the brothers is to include some short, snappy sentences in our build-up.

Which of these short, snappy sentences do you think you would like to include in your build-up to help raise tension? At what point in the action would you include them? Share your thoughts with your partner.



Remus growled.
Nothing stirred.
They heard a sound.
Romulus sighed.
They stared at each other.
There was silence.
There was a bang.
It couldn't be!



They turned away from each other.



Writing a Build-Up



Think carefully about the drama activity we have completed and the things we have talked about to help create tension as you write your own version of the build-up. Remember to include dialogue and to follow the rules for writing direct speech.

Write from the point when the brothers go off to find somewhere to build their new city up until the point when the brothers agree to wait for a sign from the gods to solve the problem.

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Paragraph 1: The brothers go in search of somewhere to build a new city.

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Use words/sentences you may like to include:
frustrated, frustrated, dismayed, argued, grumpy, annoyed, jealous, competitive, determined.

They stared at each other.
There was silence.
They waited for a sign.
Ramus sighed.

Paragraph 1: The brothers go in search of somewhere to build a new city.



Check It and Reflect!



Underline all the words spoken by a character in a coloured pencil. Check that you have put inverted commas around all the spoken words in your build-up.

Underline in a different colour one sentence in your writing that you consider to be particularly effective in getting across the atmosphere of tension and irritation felt by the brothers.

Why do you think that sentence is so effective?



Aim

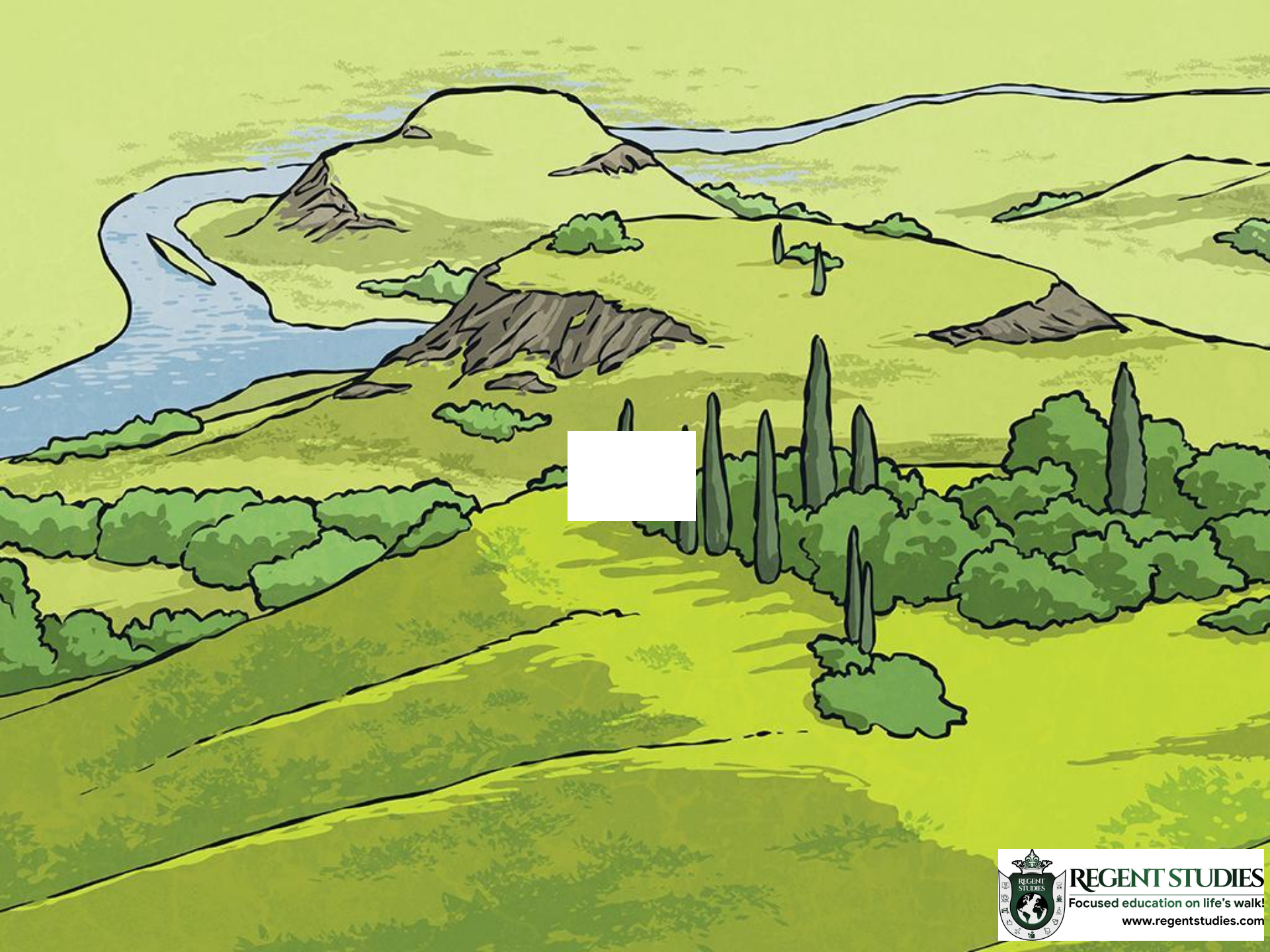


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Success Criteria

- I can use drama to develop dialogue between the characters.
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