

Word of the Week

Dictionary skills

compassionate
(*com-pas-sion-ate*)



She showed **compassion** by helping Jen with her learning.

Find out...

Word class

(noun, adjective, verb,
adverb)

A synonym

A word or phrase
that means exactly
or nearly the same
as another word or
phrase

An antonym

A word opposite in
meaning to another
(e.g. *bad* and *good*).

Prefix/Suffix

Prefix: a group of letters
that go before a word.
Suffix: a group of letters
that go at the end
of a word.

Definition: If you describe someone or something as compassionate, you mean that they feel or show pity, sympathy, and understanding for people who are suffering.

Answers - Word of the Week

Dictionary skills

compassionate
(*com-pas-sion-ate*)



She showed **compassion** by helping Jen with her learning.

Find out...

Word class
adjective

A synonym
caring
warm

An antonym
heartless

Prefix/Suffix
Prefix: un-
uncompassionate
Suffix: -ly
compassionately

Definition: If you describe someone or something as compassionate, you mean that they feel or show pity, sympathy, and understanding for people who are suffering.

Monday 25th January 2021

WALT practice ways to show suspense

S2S: I can

- describe what is happening to a character's body
- describe their actions
- use direct speech

Show-not-tell

This is a great tool to use not only for suspense but for characterisation.

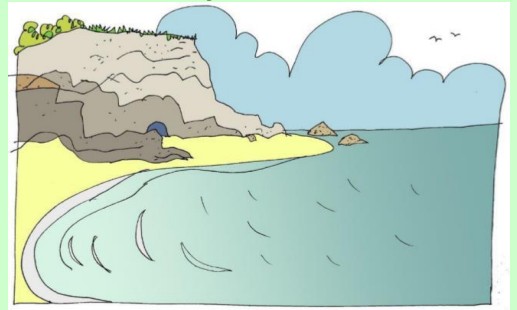
We don't just want to TELL the reader how the character is feeling.

We want to SHOW them by what is happening to their body, how they are talking, how they are moving or how they treat people.

Show-not-tell

In the extract below from the story Adventure at Sandy Cove, how is suspense shown by:

- What is happening to Rahul's body?
- The movements of Joe, Rahul and the dog?
- How Joe is talking?
- Through the description of the cave and the dog.



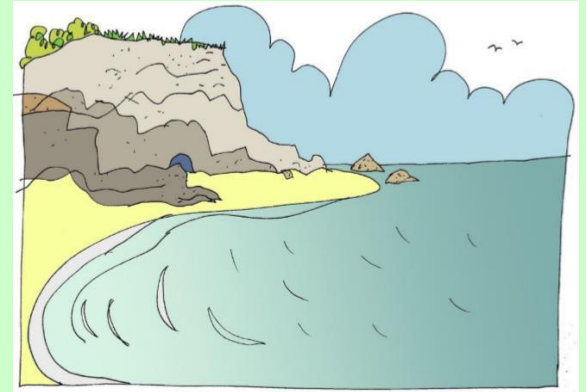
“Quick! Let’s hide in here,” said Joe, rushing into a cave. It was dark and damp inside and they could hear water dripping. They felt their way further in and crouched behind a rock. Rahul’s heart pounded like a bass guitar. All at once, the scruffy man appeared at the cave mouth. He shone a torch around. The light cast shadows on the cave wall. The children ducked down and kept as still as stone, but the dog could sense them. It padded closer and closer, growling menacingly. Rahul gripped Joe’s arm. They could see its white teeth, smell its damp hair and feel its hot meaty breath.

Answer: Show-not-tell

In the extract below from the story Adventure at Sandy Cove.

What **actions** are used to show:

- How the **old man** adds to the suspense?
- How the **dog** adds to the suspense?
- How does **Joe** and **Rahul**?



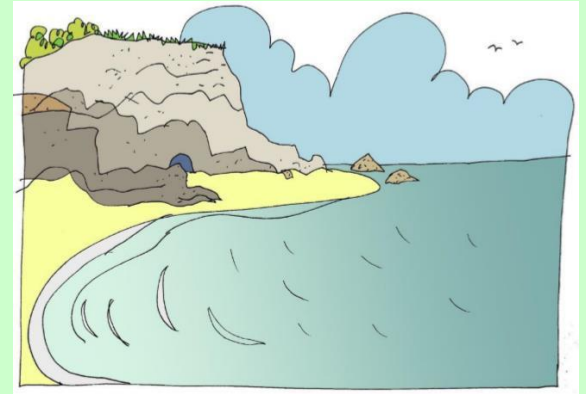
At that moment, a **scruffy** old man **shouted** at the boys. His **wolf-like** dog **barked menacingly**. Joe **snapped** the lid down, picked up the box and the two boys began to **scramble** over the rocks. They **slipped** and **struggled** towards the cliffs.

Show-not-tell

In the extract below from the story Adventure at Sandy Cove.

What **actions** are used to show:

- How the dog adds to the suspense?
- How does Joe and Rahul?

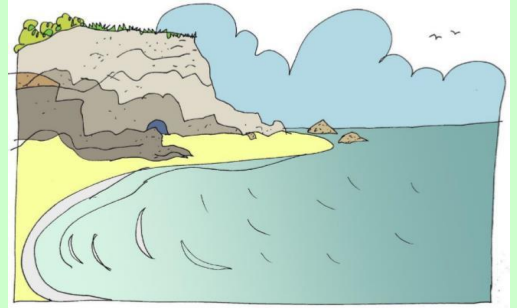


At that moment, a scruffy old man shouted at the boys. His wolf-like dog barked menacingly. Joe snapped the lid down, picked up the box and the two boys began to scramble over the rocks. They slipped and struggled towards the cliffs.

Answer: Show-not-tell

In the extract below from the story Adventure at Sandy Cove, how is suspense shown by:

- What is happening to **Rahul's body**?
- The movements of **Joe, Rahul** and the **dog**?
- How **Joe is talking**?
- Through the **description of the cave and the dog**.



“Quick! Let’s hide in here,” said Joe, **rushing** into a cave. It was **dark and damp inside and they could hear water dripping**. They felt their way further in and **crouched behind a rock**. **Rahul’s heart pounded like a bass guitar**. All at once, the scruffy man appeared at the cave mouth. He shone a torch around. The light cast shadows on the cave wall. The children **ducked down and kept as till as stone**, but the **dog could sense them**. It **padded closer and closer, growling menacingly**. **Rahul gripped Joe’s arm**. They could see its white teeth, smell its damp hair and feel its hot meaty breath.

Activity: Show-not-tell practice

Now it's your turn!

- ❖ I want you to change the telling emotions to showing. You could act out the emotions yourself or think of a time when you felt like that. What was happening to your body? Voice? Breathing?
- ❖ Try and write 3 ideas down under showing – you might be able to use this in your writing later on.

Remember: We don't just want to TELL the reader how the character is feeling. We want to SHOW them by:

- what is happening to their body;
- how they are talking;
- how they are moving; or
- how they treat people.

For example:

Telling

Joe was scared.

Showing

Joe froze.

The hair on the back
of his neck stood up.

Joe's heart raced.

Reflection



Monday 25th January 2021

WALT practice ways to show suspense

S2S: I can

- describe what is happening to a character's body
- describe their actions
- use direct speech

What is one thing you need to remember from today's learning?