



Goodnight Mr Tom

Wednesday 12th January 2022

LO: To use dialogue to enhance characterisation.



Mister Tom: Large, gruff country man speaks as he finds and is used to being alone.



Billeting officer: A harassed, educated middle-aged woman trying to work efficiently.



Willie Beech: A tired, frightened evacuee from a poor area of London.



Mrs Hartridge: A young, fresh-faced teacher with a kind manner.

Look at the pictures.
Which characters in our
class reading book do you
think they represent?

Mr. Tom



Mister Tom: Large, gruff country man speaks as he finds and is used to being alone.

Willie



Willie Beech: A tired, frightened evacuee from a poor area of London.



Billeting officer: A harassed, educated middle-aged women trying to work efficiently.



Mrs Hartridge: A young, fresh-faced teacher with a kind manner.

Miss Thorne, the billeting officer

Mrs. Hartridge, the school teacher



“With a declaration of war imminent,” XXX briskly replied, “it is imperative that evacuees are found a suitable position.”

“It’s lovely to have so many new little faces in the village - regular wild bunch I’ve heard!” XXX trilled with a smile that lit the whole face.

“S’pose ‘e’s best ‘ere wi’ me. He ent goin’ no place now as e’s settled ‘ere.” XXX snorted impatiently.

“Thanks Miss...Missus. I’ll do my best to be good.” XXX said timidly in barely more than a whisper.

Look at the examples of speech. Can you match the speech to the speaker?

Which vocabulary choices helped you to decide?

Which characters used contractions and colloquial language (informal language/phrases)?

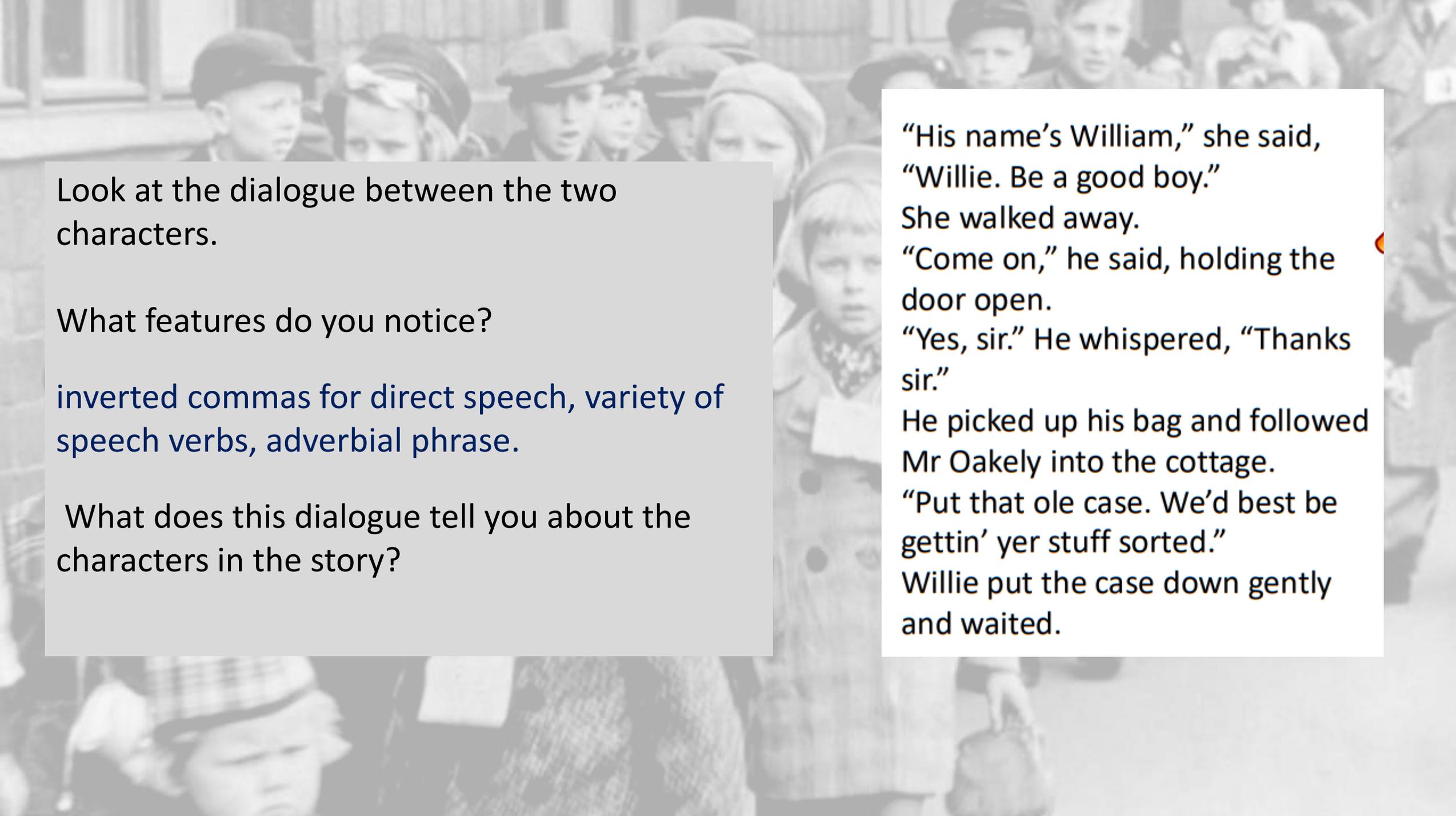
Who uses verb forms correctly/incorrectly?

What does this show?

What clues does the reporting clause give?

Who uses precise, formal vocabulary?

What does that reflect?



Look at the dialogue between the two characters.

What features do you notice?

inverted commas for direct speech, variety of speech verbs, adverbial phrase.

What does this dialogue tell you about the characters in the story?

“His name’s William,” she said,
“Willie. Be a good boy.”

She walked away.

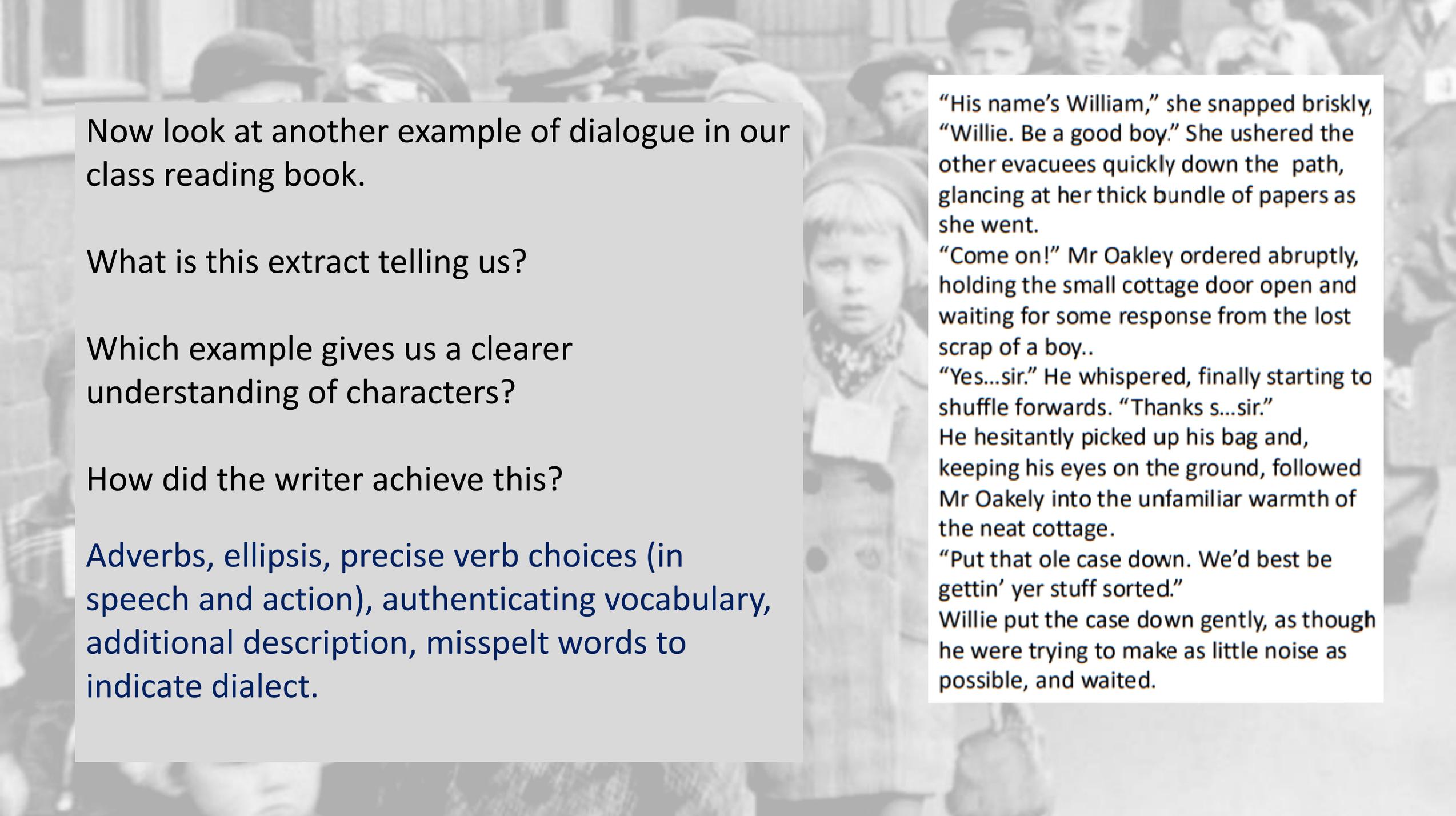
“Come on,” he said, holding the
door open.

“Yes, sir.” He whispered, “Thanks
sir.”

He picked up his bag and followed
Mr Oakely into the cottage.

“Put that ole case. We’d best be
gettin’ yer stuff sorted.”

Willie put the case down gently
and waited.



Now look at another example of dialogue in our class reading book.

What is this extract telling us?

Which example gives us a clearer understanding of characters?

How did the writer achieve this?

Adverbs, ellipsis, precise verb choices (in speech and action), authenticating vocabulary, additional description, misspelt words to indicate dialect.

“His name’s William,” she snapped briskly, “Willie. Be a good boy.” She ushered the other evacuees quickly down the path, glancing at her thick bundle of papers as she went.

“Come on!” Mr Oakley ordered abruptly, holding the small cottage door open and waiting for some response from the lost scrap of a boy..

“Yes...sir.” He whispered, finally starting to shuffle forwards. “Thanks s...sir.”

He hesitantly picked up his bag and, keeping his eyes on the ground, followed Mr Oakely into the unfamiliar warmth of the neat cottage.

“Put that ole case down. We’d best be gettin’ yer stuff sorted.”

Willie put the case down gently, as though he were trying to make as little noise as possible, and waited.

Look at these speech bubbles.

How could these be written as direct speech that reflects the two characters?

Let's do this together!

We can just use the speech as it is written but add punctuation and suitable reporting clauses.

Can you think of vocabulary from text and thesauruses to create authentic characterisation? Have a go!

I feel hungry.

Where shall I put these things?

We will be fine together.



Your task today is to write a conversation between Mr Tom and Willie after he arrives at the house. Please don't worry too much about accuracy! We will be focusing more on you using correct punctuation and vocabulary to represent each character.

Don't forget to include:

- **Inverted commas** ""
- A **capital letter** to introduce speech
- A **piece of punctuation** at the end of what is being said
- A **reporting clause** to tell the reader who is speaking

For example: "Please can you take this boy off my hands, I have plenty of others to distribute around this village!" said the billeting officer, hastily.

You can also use the word bank provided to help you 😊

Good luck!

Challenge! Can you use authentic vocabulary to represent the characters?