

THE BOY I AM · BY K.L. KETTLE

CRAFT SPOTLIGHT 4 – THE FINALE

The closing page, up close · English · GCSE AO2 · KS3–KS4

CONTAINS THE ENDING — this one quotes the final page. Use it **after** your class or group has finished the book, as a craft capstone. For no-spoiler options, use Spotlights 1–3 (the opening, the garden, writing to "you").

A name is a story that gets passed down and twisted by time. This has to be the start of more than one story, so it needs more than one name.

I'll be a boy. Just that.

A boy that started something. A boy that went to Madam Glassey and insisted he pay off the debt of as many in the dorms that he could.

They can ignore one boy.

Not a hundred, more maybe.

Freedom for as many of us as possible. There's more power in that than anything.

I'm going not just to live, I'm going to fight. We all are.

From *The Boy I Am* by K.L. Kettle, final chapter.

WHAT THE WRITING IS DOING five moves worth naming with a class

"I'll be a boy. Just that."

After long, winding sentences about names and stories, two blunt ones. The full stop on "Just that." lands the choice like a verdict. **AO2 · sentence forms**

"They can ignore one boy. / Not a hundred, more maybe."

The idea scales up across the line break. The white space does the arguing; the reader completes the maths. **AO2 · structure & the line break**

"Freedom for as many of us as possible."

"us", not "me". The book's whole argument — freedom only counts if it's shared — sits inside one pronoun.

AO2 · word choice / theme

"I'm going... to fight. We all are."

The final turn from "I" to "we". A whole novel of being alone resolves into a collective in three words — the theme delivered as grammar. **AO2 · pronoun shift as climax**

Step back — the shape of it: long → short, one → many, "I" → "we" — the passage *enacts* what it argues, a private decision becoming a shared cause. **AO2 · WHOLE-TEXT STRUCTURE**

Reading like a writer — your turn

Take the ending of your own piece. Make two changes: cut the final long sentence in half so a short one lands the point, and turn the last "I" into "we". Read both aloud — what does each do?

For librarians & reading groups. Deciding whether to shadow, stock or recommend it? This — not the worksheet — is the writing. *The Boy I Am* is Carnegie-nominated; kits & author visits at klkettle.com.