



Spelling	<p>Taught in a separate session, one focus weekly (separate document)</p> <p>NC Objectives: Revision of the following patterns: words with 'sh' spelt 'ch', words with 'g' spelt 'gue', words with 'k' spelt 'que'</p> <p>Activities: Revision of the different rules, identifying spelling errors and correcting them / word searches / crosswords / online games</p> <p>Scaffolding/Support: See separate document</p>
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Teacher Input:	Activities:	Scaffolding and Support:	Notes: (e.g. retrieval practice, S & L, marking focus)																								
<p>Session: 1</p> <p>NC Objective: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>LC: Can I identify the features of a play script?</p>	<p>Identifying and annotating the features of a play script</p> <p>Look at the extract from the play script (The Next Big Step) and read with the children. Ask them to identify the features of the play script and what effect they have on the audience. Feedback to class and build a class toolkit. Model how to annotate the play script and ask the children to complete their annotation using the class toolkit</p> <p>Plenary: Show another extract and see if children can identify features of that extract</p> <div style="display: flex; align-items: center;"> <div style="width: 30%;"> <ul style="list-style-type: none"> <li style="background-color: #4a69bd; color: white; padding: 2px;">use act or scene numbers? <li style="background-color: #4caf50; color: white; padding: 2px;">include a cast list of characters? <li style="background-color: #00bcd4; color: white; padding: 2px;">give a short description of each scene's setting? <li style="background-color: #e91e63; color: white; padding: 2px;">use a narrator to briefly set the scene for the audience? <li style="background-color: #4a69bd; color: white; padding: 2px;">write the speaker's name on the left followed by a colon? <li style="background-color: #4caf50; color: white; padding: 2px;">write dialogue without inverted commas? <li style="background-color: #00bcd4; color: white; padding: 2px;">put stage directions in brackets? <li style="background-color: #e91e63; color: white; padding: 2px;">use the present tense? <li style="background-color: #4a69bd; color: white; padding: 2px;">start a new line for each speaker? </div> <div style="width: 30%; text-align: center;"> </div> <div style="width: 35%;"> <table border="1" style="font-size: 8px; border-collapse: collapse;"> <thead> <tr> <th>Steps to Success</th> <th>Pupil Check</th> <th>Peer Check</th> </tr> </thead> <tbody> <tr><td>Use of stage directions</td><td></td><td></td></tr> <tr><td>Use of brackets</td><td></td><td></td></tr> <tr><td>Use of narrator</td><td></td><td></td></tr> <tr><td>Cast list and scene titles</td><td></td><td></td></tr> <tr><td>Present tense</td><td></td><td></td></tr> <tr><td>New line new speaker</td><td></td><td></td></tr> <tr><td>Name and colon in the margin</td><td></td><td></td></tr> </tbody> </table> </div> </div>	Steps to Success	Pupil Check	Peer Check	Use of stage directions			Use of brackets			Use of narrator			Cast list and scene titles			Present tense			New line new speaker			Name and colon in the margin			<p>Support</p> <p>Chn to work in mixed ability pairs to support LA readers and chn with a poor vocabulary.</p> <p>Support</p> <p>Adults to roam in this session, ensuring all chn are making appropriate notes and supporting any groups of chn to identify the features.</p>	
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<p>Session: 2</p> <p>NC Objective: noting and developing initial ideas, drawing on reading and research where necessary</p> <p>LC: Can I plan a scene for a play script?</p>	<p>Planning a scene for a play script</p> <p>Explain that we are going to record an end of year production for the children which they are going to write, direct and act in. It will be based on their memories of their time at Kingslea. Read through various sections of 'Next Big Step' and discuss which memories are being recorded in each section. Have a discussion about which memories of their time that they would like to include and create a class list. This may include similar memories to the 'Next Big Step' or different ones. (Children could be given free choice of they could be directed by the teacher to write a play script of a particular memory.)</p> <p>Children to spend time planning a particular memory deciding on the main events, the characters involved, where the scene is set etc.</p>	<p>Support</p> <p>Children working as a class to discuss appropriate memories and the details to include.</p> <p>Direct children towards a particular memory and assist with the note taking</p>																									
<p>Session: 3 - 4</p> <p>NC Objective: draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>LC: Can I write a play script?</p>	<p>Writing about their chosen memory</p> <p>Children to refer their planning from the last session and to the check list to write their own scene based on their chosen memory.</p> <p>Children may need assistance to write the scene setting paragraph and the stage directions. Look back at parts of the 'Next Big Step' and then model for the children before they begin writing. Emphasize the importance of the stage directions to tell the actor how to act their lines, which emotions etc and how to move around the stage.</p>	<p>Support</p> <p>Support the children with ensuring that all speech is direct speech and it is written in the first person.</p>	<p>Chn are aiming to complete a scene which is approximately 2 pages in length (missing every other line).</p>																								

<p>Session: 5</p> <p>NC Objectives: proofread for spelling and punctuation errors evaluate by assessing the effectiveness of their own writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proofread for spelling and punctuation errors</p> <p>LC: Can I assess my writing against the checklist? Can I make appropriate changes to my writing?</p>	<p><u>Assessing writing against the checklist</u> Remind chn how they need to identify the checklist in their writing. Discuss each aspect of the checklist that the chn need to identify in their writing.</p> <p><u>Editing session</u> Give children time to edit their writing and to include the features that are on their checklist which they haven't yet used</p> <p>Teacher to decide which of the play scripts written by the class are going to be acted out and to divide the class into small groups with the correct number of 'actors' in each group.</p>	<p>Chn to identify which aspects of the checklist they have used in their writing.</p> <p>Chn to edit their playscript to ensure that all features are included.</p>	<p><u>Support</u> Direct chn to use the appropriate checklist – there are 2.</p> <p>Adults to roam in this session to ensure that chn are editing using the features on the checklist.</p>	
<p>Session: 6</p> <p>NC Objective: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>LC: Can I act out a play script?</p>	<p><u>Rehearsing their play script in a small group</u> Roles will be cast in this session Chn will familiarise themselves with their part and understand what their role involves. Groups will take time to rehearse the scenes with the director taking a role (if they choose) and amending/adding to the script as the scene develops.</p>	<p>Chn to act out their own or someone else's scene</p>	<p><u>Support</u> Adults to support with direction and overall presentation of the sketches - focusing on delivery of speech, body language and facial expression.</p>	