**English for week commencing Monday 22nd June and Monday 29th June**

**Reading**

Continue to read daily please. Remember this can be reading to yourself, sharing a story, or being read to.

In school the children are having time to read to themselves, we are sharing class texts, and we are continuing to read The Lion, The Witch and the Wardrobe as a class reader.

If you are running short of reading material at home, remember there is a trolley outside the school entrance with lots of books no longer needed in school on it, please do help yourselves.

**Spellings W/C 22.6.20**

|  |  |  |  |
| --- | --- | --- | --- |
| **A** | **B** | **C** | **D** |
| lead  leaf  leak  lean | leader  league  least  leave  lighter  limit  liquid  litter | eclipse  economy  ecology  echoes  eclectic  example  exactly  examine  excel  except | evaporate  evasion  evidence  evolution  eventful  eventually  evermore  everyday  evacuation  evening  evaluate  evergreen |

Here are your spelling words for this week.

In school we will give these words out on Wednesday 24th June.

We will have a test with last week’s words on the same day.

**Spellings W/C 29.6.20**

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| --- | --- | --- | --- |
| **A** | **B** | **C** | **D** |
| jail  jacket  jeans  jelly | jackdaw  jagged  jangle  January  jealous  jaunt  jetty  jinx | January  jostle  journal  jubilant  judder  judge  jumble  justice  juicy  juvenile | January  jackknife  janitor  jaundice  javelin  jealousy  jeopardy  jettison  jocular  jubilee  journalist  judgement |

Here are your spelling words for this week.

In school we will give these words out on Wednesday 1st July.

Some groups have ‘January’, remember this needs a capital letter!

We will have a test with last week’s words on the same day.

**Main Task**

**LO: To plan and write a playscript**

By now you should be at least coming to the end of your story, though we realise everybody is working at their own pace. In school some children have completely finished, some are purple polishing, and some are still writing the ending.

When your story is fully written, and you have purple polished it, then it is time to think about transforming it into a playscript.

**First:**

To begin with, I would like you to look at the examples of playscripts that we will share on Google Classroom, you may recognise some of them! We would like you to notice how this type of writing is laid out and to establish what the features of playscript writing are.

Can you…

* Find a play title?
* Find a character list?
* Find information about what act or scene it is?
* Find information about which characters should be on stage?
* Find any information about props or scenery?
* See who is speaking when?
* Find stage direction for the actors to follow?
* Tell how this is similar, and how it is different from writing a story?

**Second:**

When you are familiar with how playscripts are written, you will need to study the story you have written and begin to break it into sections. These sections will become scenes in the play. Remember a scene changes when the setting changes, or when part of the story comes to an end.

Complete a written overview of your play; explaining each scene, together with a brief outline of what will happen in each scene.

**Third:**

Now you need to write you cast list. Will you have a narrator or not? They can be useful to explain to the audience what is happening.

Complete a piece of writing listing each character in your play, starting with the main characters. Describe each character and what their role in the story is. Decide who in our class will play this character. For example:

Robin Hood – Freddie Tilley

Robin Hood is an outlaw, and the enemy of the Sheriff of Nottingham. He is a good person who robs the rich to help the poor. He is the leader of the merry men.

**Fourth:**

Start writing your script!

This really is the main task and will take some time - you will need to practice/alter/edit and improve as you go to ensure perfection, there may be more than one draft! It will help to know what other people think of your script as you write it, they can help you with the editing and improving.

Remember your audience have not read your story so your characters and/or narrator will have to explain everything to them.

Keep the example scripts close to you to help you.

**This is what to do:**

* Number and introduce each scene as you go

for example:

Scene Two – The Sheriff’s Castle. The sheriff and his wicked guards are plotting the downfall of Robin.

* Down the left hand side write the character name, put a colon (:) after their name, then write what they say. Remember you do NOT need speech punctuation in a playscript.

For example:

Robin Hood: Come quickly Friar Tuck, we are under attack!

* Where needed include stage direction for a character, this tells them how to speak or how to act. If you look at the examples you will see it stands out from the main line, perhaps by being typed in itallics, or contained within brackets.

For example:

Robin Hood: *(Hurrying across the stage and speaking urgently):* Come quickly Friar Tuck, we are under attack!

* Continue through each scene, as above, until you complete the play!
* Make sure every aspect of your story is told by the actors, either by what they say or how they act. Remember the audience will not have read your story.
* If you are in year 5 or 6, complete a piece of writing explaining how you have edited and improved your playscript from the first draft.

|  |  |
| --- | --- |
| **Y3 and 4 skills** | **Y5 and 6 skills** |
| Playscript layout  Named main characters  Broken into scenes  Some stage direction  Entire story told  Main aspects of story clear to audience | Playscript layout  All characters named and described  Broken into appropriate and described scenes  Stage direction clear, and used to aid performance  Props and scenery planned, described and used to effect  Details and all events of story retold through script  Clearly edited and improved (written explanation of how if necessary) |

**Fifth**

If you finish the script completely then you can move onto these more artistic tasks:

* Coloured drawings of the stage for each scene, together with props and scenery
* Design a programme for your play. Include a front cover, an outline of what the play is about, and a cast list.