

## Year 3 Summer 1:

English		
Key Learning		
Unit	Playscripts	Non-chronological Reports
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Play script based on a film.</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological report.</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Use intonation, tone and volume when reading aloud.</li> <li>Take note of punctuation when reading aloud.</li> <li>Listen to and discuss plays.</li> <li>Regularly listen to whole novels read aloud by the teacher.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Sequence and discuss the main events in stories.</li> <li>Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Discuss their understanding of the text</li> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text</li> <li>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups</i></li> </ul>	<ul style="list-style-type: none"> <li>Use suffixes to understand meanings e.g. <i>-ous</i>.</li> <li>Listen to and discuss non-fiction.</li> <li>Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Discuss their understanding of the text.</li> <li>Explain the meaning of unfamiliar words by using the context.</li> <li>Raise questions during the reading process to deepen understanding.</li> <li>Discuss the purpose of paragraphs.</li> <li>Identify a key idea in a paragraph.</li> <li>Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>Quickly appraise a text to evaluate usefulness.</li> <li>Navigate texts in print and on screen.</li> <li>Develop and agree on rules for effective discussion.</li> <li>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups</i>.</li> </ul>

## Year 3 Summer 1:

### English

#### Key Learning (contd.)

<p><b>Key Learning Writing</b></p>	<ul style="list-style-type: none"> <li>▪ Explore and identify main and subordinate clauses in complex sentences.</li> <li>▪ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>.</li> <li>▪ Read and analyse plays in order to plan and write their own versions.</li> <li>▪ Identify and discuss the purpose, audience, language and structures of playscripts.</li> <li>▪ Discuss and record ideas for planning.</li> <li>▪ Create and developing characters for narrative.</li> <li>▪ Creating and develop plots based on a model.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>synonyms for said</i> appropriate to text type.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>▪ Discuss and propose changes with partners and in small groups.</li> <li>▪ Improve writing in the light of evaluation.</li> <li>▪ Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore and identify main and subordinate clauses in complex sentences.</li> <li>▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>since, until, before, after</i>.</li> <li>▪ Read and analyse non-fiction in order to plan and write own versions.</li> <li>▪ Identify and discuss the purpose, audience, language and structures of non-fiction for writing.</li> <li>▪ Discuss and record ideas for planning.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>technical language</i> appropriate to text type.</li> <li>▪ Group related material into paragraphs.</li> <li>▪ Use headings and sub headings to organise information.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>▪ Discuss and propose changes with partners and in small groups.</li> <li>▪ Improve writing in the light of evaluation.</li> </ul>
<p><b>Suggested Texts</b></p>	<p><b>Playscripts</b></p> <ul style="list-style-type: none"> <li>▪ Play Time by Julia Donaldson (The Three Billy Goats Gruff; The Boy Who Cried Wolf; Turtle Tug; The Magic Twig).</li> <li>▪ Stage Start 20 Plays for Children by Julie Meighan.</li> <li>▪ Further range plays for children according to reading level.</li> </ul> <p><b>Films</b></p> <ul style="list-style-type: none"> <li>▪ Dum Spiro on Vimeo (<a href="#">here</a>).</li> <li>▪ Gladiators – Cartoon Series on YouTube (<a href="#">here</a>).</li> </ul> <p><b>Novel</b></p> <ul style="list-style-type: none"> <li>▪ Romans on the Rampage by Jeremy Strong.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Romans in Britain - The Study Book by CGP Books.</li> <li>▪ What the Romans did for us by Alison Hawes.</li> <li>▪ 100 Facts Roman Britain by Philip Steele.</li> <li>▪ The Usborne Time Traveller – Rome and Romans by Heather Amery.</li> <li>▪ Who Were the Romans? by Phil Roxbee Cox.</li> </ul> <p><b>Film Clips</b></p> <ul style="list-style-type: none"> <li>▪ The Roman Empire - a selection of clips from the BBC Bitesize website (<a href="#">here</a>).</li> <li>▪ Children in Roman Britain on the BBC Bitesize website (<a href="#">here</a>).</li> <li>▪ A Day in The Life of a 10 Year Old in Roman Britain on the BBC Hands on History website (<a href="#">here</a>).</li> </ul>

## Year 3 Summer 1:

### English

#### Playscripts – Creative Learning Opportunities and Outcomes

##### Creating interest

- View a live or recorded performance e.g. travelling theatre group; stories told via movement and dance, such as these clips with no narration on the BBC Bitesize website ([here](#)); or short films without any dialogue such as Dum Spiro on Vimeo ([here](#)).
- Invite oral responses from the children using a focus grid with simple speaking frames such as:

I liked the way the character(s) ...	I enjoyed the ... because ...
I didn't like ... because ...	Other comments:

- Model giving oral responses with reasons e.g. *I liked the way the characters used their voices loudly and quietly; I enjoyed the way the ... entered and made me jump!*
- Provide a short writing opportunity for children to complete, e.g. *a performance review including likes, dislikes, star ratings on characters and recommendations.*

##### Learning outcomes

- Children will be able to listen and view a performance, and provide opinions with reasons.
- Children will be able to provide responses in writing.

##### Reading

**Grammar:** Warm ups throughout the reading phase - explore and identify main and subordinate clauses in complex sentences.

##### Reading and responding

- Read a class novel alongside the unit which can be used during the gathering content phase e.g. *Romans on the Rampage* by Jeremy Strong.
- Through shared reading, explore a section of a playscript, modelling the use of expression and intonation, and taking account of stage directions e.g. *Playtime* by Julia Donaldson.
- Discuss understanding of the script by using a focus box to structure thinking e.g.

<b>Characters</b>	What do you know?	
<b>Setting</b>	What do you know?	
<b>Events</b>	What do you know?	

- Explore the way in which play scripts are read aloud and how this is different from reading aloud stories. To do this, read a further section including the stage directions in a 'boring' voice, asking children to evaluate your performance. Ensure that they understand that stage directions should not be read aloud and that different people read the words of different characters.

##### Learning outcomes

- Children will be able to identify main and subordinate clauses in a sentence.
- Children will be able to discuss the characters and events in a script.
- Children will be able to identify effective use of intonation and expression when reading aloud.
- Children will be able to prepare scripts to read aloud.
- Children will be able to read and perform a script.
- Children will be able to give and receive feedback.
- Children will be able to respond to feedback to make improvements.
- Children will be able to use drama techniques to explore character actions and feelings.

## Year 3 Summer 1:

### English

#### Playscripts – Creative Learning Opportunities and Outcomes (contd.)

- Model highlighting a section of script for each character and stage directions in different colours. Discuss how colours should alter according to character(s), narration, and stage directions.
- Provide example scripts for each group of children. Ask them to highlight each character's lines, stage directions and narration in different colours before they read the script aloud in a group.
- After the initial reading, which should focus on decoding, provide further time for children to rehearse the script in their group with emphasis on intonation and expression.
- Introduce a drama technique of sculpt and sculptor. Using a piece of dialogue and stage directions, model how to create a character position using body language, facial expression and how the dialogue will be spoken. Children are then allocated a section of script in pairs to explore sculpt and sculptor.
- Following the drama development and further rehearsal of scripts, each group performs their script to another group or the whole class.
- Model providing clear feedback for improvement before children develop feedback for each group. As a short writing opportunity, provide the children with a feedback form to capture positive aspects and next steps.
- Allocate further time for the group to act on advice and perform again. Consider the use of ICT to record.
- Evaluate the final performances, recorded or performed. Discuss progress following the initial feedback, referring to the feedback forms.

#### Reading and analysing

- Model the analysis of text features of play scripts, and create a checklist for use in writing phase.
- Children use a familiar script, which has been already explored, to test out the features of play scripts using the whole class checklist. Highlight the features found in different colours.

#### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – select, generate and effectively use adverbs e.g. *suddenly, silently, soon, eventually.*

- Set up the class as a Director's Studio with the teacher as 'Chief Executive Film Director'. Put the children into role as film directors in training. Provide them with clipboards and a film review writing frame e.g. *What do you think about the characters, events and dialogue?*
- View a film clip such as Dum Spiro on Vimeo ([here](#)).
- Explain that as film directors in training, the dialogue needs to be developed, and that is the role the children will take.
- View the film again, scene by scene.
- Model chunking the selected film into scenes e.g. *capture each scene using screen grab techniques to provide a visual prompt – a storyboard scene planner:*

- Children will be able to perform for an audience.
- Children will be able to evaluate their own and others' performances.
- Children will be able to identify key features of play scripts.

#### Learning outcomes

- Children will be able to select, generate and effectively use adverbs.
- Children will be able to identify key events and storyboard the main points.
- Children will be able to use drama techniques to explore characters and events.
- Children will be able to develop dialogue.
- Children will be able to write dialogue using colons.

## Year 3 Summer 1:

### English

#### Playscripts – Creative Learning Opportunities and Outcomes (contd.)

Storyboard Scene Planner (images of each event)	Further details and stage directions	Dialogue opportunities
1. Roman soldier is asked to deliver a message.	Soldier enters HQ timidly. Caesar gives message to soldier.	Caesar: Go and take this message to the Barbarians. Soldier: Certainly sire. I will do my best.
2. He sets off on the mission.	Soldier sets off with the message.	
3. He meets a bear who won't let him through the forest.	Soldier approaches the bear.	Bear: (angrily) Clear off!
4. He tries different ways to get through the forest.		
5. The soldier succeeds in delivering the message.		Chief: Now return with this message.

- Select key scenes to develop in further detail e.g. Scene 1, 2 and 3.
  - Model noting the key events in the film linked to each section of the storyboard scene planner.
  - Model developing dialogue for characters for selected scenes from the film using drama techniques e.g. *role play and first lines drama* (teacher provides each character's first line then children continue with the role play as an improvisation).
  - Model writing one or two interchanges of dialogue using the character name followed by a colon. Children develop and write their own dialogue in pairs.
  - Explore using drama techniques to add stage directions to the dialogue created. Focus on adverbs for how characters are reacting in brackets e.g. *(smiling)* or *(with a grin on his face)*.
  - An innovation could be developed from the storyboard planner above e.g. Soldier meets a different character and the character prevents him travelling through/across or above a different setting before he delivers the message.
- or
- A chapter or section from the class novel (e.g. *Romans on the Rampage* by Jeremy Strong) could be used as content for new scenes.
  - Create a storyboard planner for new content and develop ideas using drama techniques already explored.

#### Writing

- Referring to the plot structure, innovated plot structure created, or section from the class novel, use shared writing techniques to model a section at a time with the children. Focus on skills – adverbs for how characters react and creating complex sentences within the introduction to the scene.

#### Learning outcomes

- Children will be able to write a scene(s) including:
  - adverbs.

## Year 3 Summer 1:

### English

#### Playscripts – Creative Learning Opportunities and Outcomes (contd.)

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|---|--|
| <ul style="list-style-type: none"><li>▪ Model writing the opening and beginning of the scene with key skills and text type features.</li><li>▪ Continue to model each section daily.</li><li>▪ Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.</li><li>▪ Use AFL, marking and feedback to adjust shared writing focus daily.</li><li>▪ Include peer response for proofreading each part of the play script for spelling, grammar and punctuation. Emphasise that someone else will be reading and rehearsing from the script, therefore accuracy is essential.</li></ul> | <ul style="list-style-type: none"><li>- complex sentences with main and subordinate clauses.</li><li>- text type features of play scripts.</li></ul> |
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#### Outcome

- Play script based on a plot structure from a short film, or section of the class novel.

#### Presentation

- Performance of script to an audience, or recorded using ICT.

## Year 3 Summer 1:

### English

#### Non-chronological Reports – Creative Learning Opportunities and Outcomes

##### Creating interest

- View a short clip about Roman lifestyle e.g. A day in the life of a 10 year old in Roman Britain on the BBC Hands on History website (**here**).
- Model identifying aspects of Roman life from the clip e.g. living in a villa rather than a house.
- View further clips and challenge them to identify Roman ways of life. The BBC Bitesize website has some useful clips, including:
  - How did the Romans keep clean? (**here**).
  - How did the Romans go to the toilet? (**here**).
  - What did the Romans invent? (**here**).
- Introduce a QUAD grid – see below following viewing to collect notes about what we know so far, and raise questions for research.
- Model creating quality questions prior to children raising own questions and add to grid for working wall:

Question	Answer	Details

##### Learning outcomes

- Children will be able to identify details from an information film text.
- Children will be able to raise questions for research.

##### Reading

**Grammar:** Warm ups throughout the reading phase – explore and identify main and subordinate clauses in complex sentences in non-fiction texts.

##### Reading and responding

- When exploring the text through shared reading, model how suffixes are used to understand meanings e.g. *-ous*: *adventurous, famous, generous, numerous*.
- Through shared reading, explore and discuss a variety of texts e.g. *KS2 Discover & Learn: History - Romans in Britain* by CGP Books.
- Model 'close reading' to examine a few sentences at a time. Reveal the text sentence by sentence and discuss what has been found out e.g. *using the screen shade tool on the interactive whiteboard*.
- Provide 'ping pong talk' time to share facts with a partner after each section of reading, e.g. *Romans built roads*.
- After modelling, children continue this approach with further texts, differentiated according to reading ability.
- Model noting ideas read via a 'fast facts' approach. This involves jotting each fact reported to a partner on a sticky note or on a fact finders notes page.
- Refer back to QUAD grid and collate any answers to questions raised so far.
- Provide each group with their own QUAD grid with questions on a specific aspect e.g. *roads, sanitation, theatre*.

##### Learning outcomes

- Children will be able to explore main and subordinate clauses in complex sentences.
- Children will be able to explore the suffix *-ous* to understand meanings of words.
- Children will be able to listen to and discuss information.
- Children will be able to identify key facts and say orally.
- Children will be able to record key facts from reading.
- Children will be able to read and find information from specific questions asked.
- Children will be able to identify which texts are relevant for research, and which are not.
- Children will be able to participate in a group presentation.

## Year 3 Summer 1:

### English

#### Non-chronological Reports – Creative Learning Opportunities and Outcomes (contd.)

- Use a selection of texts, including reference books, during the reading phase, e.g. *hat the Romans did for us* by Alison Hawes; *100 Facts Roman Britain* by Phillip Steele; *The Usborne Time Traveller – Rome and Romans* by Heather Amery; *Who Were the Romans?* by Phil Roxbee Cox plus other texts from a library loan.
- Model using a key question and hunting for details in different reference books or extracts displayed on IWB – ensure that **not** all are relevant for the question to be answered. Find the answer to the question and model reading the section for full details – add to whole class QUAD grid.
- Discuss how to evaluate which texts are useful for specific research, and which are not.
- Show the children how to identify the key idea in a paragraph to aid understanding.
- Prepare sub headings and sections of text which match, and distribute to the children. Use 'stand up, pair up' for children to find a partner to match a sub heading with a relevant section of text. When completed, give the relevant information with sub headings to the group who are focusing on that aspect.
- Introduce a fictitious group presentation format e.g. *Fact Finders television or radio broadcast or a Did You Know? programme*.
- Explain that the children will work as a group to present their information on their specific aspect as a mini broadcast.
- Children prepare a group presentation on their specific aspect to summarise their findings. They should use notes collected from a range of sources. Provide a range of choices for how the presentation will be organised for broadcast e.g. *poster with fact boxes; mind map; facts read by each member of the group; images on IWB with facts spoken etc.*
- Emphasise the use of appropriate intonation, expression and clear presentation of facts. Develop success criteria for effective presentation of information with the children.
- Support groups as appropriate in developing their broadcast before performance to the class.
- Evaluate the broadcasts and provide feedback for each group.
- Children will be able to identify key ideas in a paragraph.
- Children will be able to identify the structure and layout of information texts.
- Children will be able to express preferences with justifications linked to text layout.

#### Reading and analysing

- Model evaluating how specific information is organised within a non-fiction text by boxing up (drawing rectangles or 'boxes' around sections of text) and labelling the sections e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*. Provide further information texts for children to analyse against the checklists of features.
- Discuss the purpose of paragraphs and model creating paragraph labels.
- Provide a range of paragraphs without headings for children to read in pairs and identify the main idea.
- Set up the class as a publisher's design studio where children have to examine a range of layouts in different non-fiction texts. Discuss likes and dislikes, giving justifications and complete a critique as a short writing opportunity. Display some on the working wall.



## Year 3 Summer 1:

### English

#### Non-chronological Reports – Creative Learning Opportunities and Outcomes (contd.)

##### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on conjunctions e.g. *although, while, if, so*.

- Select content as a focus for research e.g. *Roman children: how do we know? Schools: what did they learn about? Leisure time: what did they play with? Fascinating Roman facts*.
- Develop research by viewing information, such as the 'Children in Roman Britain' clip on the BBC Bitesize website (**here**) and provide differentiated texts for children to read.
- Repeat 'ping pong talk' and 'fast facts finder' from the reading phase and collect sticky notes.
- Place all sticky notes on the carpet for children to read and share information with a partner using 'You are a child in Roman times. You go to school and learn ...; You play with ...; You like ...' The Teachers TV clip 'Wordscape' (5:13 - 9:54) on YouTube (**here**) has an idea for this sharing of information with a partner.
- Model creating a planner for organising information e.g.

Questions	Points (for each idea)	Details (further notes)
Roman Children: How do we know?	<ul style="list-style-type: none"> <li>▪ Evidence from sources – books and films</li> </ul>	
Schools: What did they learn about?	<ul style="list-style-type: none"> <li>▪ Schools</li> <li>▪ Rich and poor children</li> <li>▪ Reading, writing, alphabet, maths</li> </ul>	
Leisure time: What did they play with?	<ul style="list-style-type: none"> <li>▪ Toys</li> <li>▪ Activities</li> <li>▪ Free time</li> </ul>	
Fascinating Roman facts	<ul style="list-style-type: none"> <li>▪ Any facts collected from reading and viewing</li> </ul>	

- Model placing some sticky notes into the grid before children allocate the remainder of the sticky notes.
- Review the planner as a class to ensure the notes are all suitably placed.

##### Writing

- Referring to the planner, use shared writing techniques to model a section at a time to show the development of a paragraph with sub headings. Focus on skills – use of complex sentences, conjunctions and text type features.
- Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- After completion, decide how the final outcome will be presented for publication. Refer to the layout analysis from the reading and analysing phase e.g. *a poster, a page in a class book or using ICT, with specific sections, headings, sub headings, illustrations, pictures etc.*

##### Learning outcomes

- Children will be able to identify and use conjunctions within sentences.
- Children will be able to research information from films and texts.
- Children will be able to identify key ideas and facts from reading.
- Children will be able to report information to others.
- Children will be able to create a planning structure.
- Children will be able to place key facts in relevant sections of a planner.

##### Learning outcomes

- Children will be able to create entries which include:
  - complex sentences.
  - use of conjunctions.
  - text type features.

## Year 3 Summer 1:

### English

#### Non-chronological Reports – Creative Learning Opportunities and Outcomes (contd.)

##### Outcome

- Information poster.

##### Presentation

- Present using ICT.