



## Writing: Year 5 – Summer 2 Week 4 Support

	Lesson 1 Activity	Lesson 2 Activity	Lesson 3 Activity	Lesson 4 Activity	Lesson 5 Activity
<b>Writing</b>	<p><b>Explore and understand playscripts</b></p> <p>Find a timer. Record how long it takes you to read Extract 1. Now time how long it takes you to read the highlighted dialogue in Extract 2. Novels and playscripts have different purposes and outputs and so they are written in different ways.</p> <p>Look at example play scripts</p> <ul style="list-style-type: none"> <li>- Shakespeare</li> <li>- HP &amp; cursed child</li> </ul> <p>Writing on the scripts, Identify and label the following features:</p> <ul style="list-style-type: none"> <li>- Scene headings</li> <li>- Action</li> <li>- Character Name</li> <li>- Dialogue</li> <li>- Parenthesis</li> <li>- Transitions</li> </ul> <p>Use the table (Resource 1A) to compare novels and scripts.</p> <p>Read <a href="#">Chapters 26 &amp; 27.</a></p>	<p><b>Understand how to turn narrative into playscript</b></p> <p>Read <a href="#">Chapters 28 &amp; 29.</a></p> <p>Mark the text to show:</p> <ul style="list-style-type: none"> <li>- speech</li> <li>- action</li> <li>- setting</li> </ul> <p>you might do this with highlighters or using a key.</p> <p>Look at the example scripts from yesterday. Why do you think...</p> <ol style="list-style-type: none"> <li>1. Location comes first in a script?</li> <li>2. Actions and expressions are in square brackets?</li> </ol> <p>Turn the text in <a href="#">chapter 29</a> into a script using the examples to help you.</p> <p><i>*Remember*</i> You can't hear thoughts – so these need to be said out loud or shared through actions.</p>	<p><b>Evaluate playscripts and identify a text for a playscript.</b></p> <p>Evaluate the script in Resource 3A using the rubric 3B.</p> <p>Now evaluate your script from yesterday using the rubric. Evaluate and write what you could have improved on your script.</p> <p>Using <a href="#">the chapters given from BITGB</a>, choose a chapter that you'd like to make into a script. Remember - It is not number of pages that will decide the length of a script, but the amount of speech. Look through your chosen chapter and highlight the different parts.</p> <p>If the location changes in the chapter, you need to change scene.</p> <p>Complete the scene titles and information for the scene (characters/actions). Don't move on to the dialogue yet.</p>	<p><b>Write and revise your own playscript</b></p> <p>Complete your script using the dialogue from the chapter that you have chosen.</p> <p>Read through your script and evaluate your script using the rubric. Then use ARMS and CUPS to improve your script.</p> <p><b>If you wish</b>, you can record your script. This might be using paper figures as actors (you can do different voices!) or it might real people acting.</p> <p>If you do record your scene, you can upload it to seesaw.</p>	<p><b>Write and revise your own radio-play</b></p> <p>Plays can be in theatres, on tv, or in the cinema. But sometimes plays are on the radio. These are different because you cannot see the actors. This means that you have to demonstrate action and emotion through voice and sound effects. This means you really have to think about what needs to be communicated.</p> <p>Look at these examples of scripts. Resource 5A is a play script and Resource 5B is a radio script. Using your play script, re-write it as a radio script. Don't start from scratch – you have all the work there. You just make adjustments. Make sure you write a new script – don't just write over your playscript.</p> <p><b>If you wish</b>, you can record your radio play and upload it to seesaw.</p>
<b>Resourc</b>	<p>Extract 1&amp; 2</p> <p>Examples 1 &amp; 2</p> <p>Resource 1A</p>		<p>Resource 3A</p> <p>Resource 3B</p>		<p>Resource 5A</p> <p>Resource 5B</p>





**Reading: Year 5 – Summer 2 Week 4**

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Reading</b>	Whole class	<a href="#">Alice in Wonderland Chapter 1</a>	<a href="#">Alice in Wonderland Chapter 2</a>	<a href="#">Alice in Wonderland Chapter 3</a>	<a href="#">Alice in Wonderland Chapter 4</a>	<a href="#">Alice in Wonderland Chapter 5</a>
	Independent	* <a href="#">The Village that almost vanished</a>	* <a href="#">The Village that almost vanished</a>	* <a href="#">The Village that almost vanished</a>	* <a href="#">The Village that almost vanished</a>	* <a href="#">The Village that almost vanished</a>
	*	* <a href="#">Windsurfing Winner (Jake Maddox)</a>	* <a href="#">Windsurfing Winner (Jake Maddox)</a>	* <a href="#">Windsurfing Winner (Jake Maddox)</a>	* <a href="#">Windsurfing Winner (Jake Maddox)</a>	* <a href="#">Windsurfing Winner (Jake Maddox)</a>
	*	* <a href="#">The case of the missing arctic fox</a>	* <a href="#">The case of the missing arctic fox</a>	* <a href="#">The case of the missing arctic fox</a>	* <a href="#">The case of the missing arctic fox</a>	* <a href="#">The case of the missing arctic fox</a>
<b>Spelling</b>		Practice these words this week using the spelling strategies below: measure, treasure, creature, adventure, television, division, revision Challenge: Choose more words from the <a href="#">spelling list</a> below to practice spelling.				

See below for: Resource Day 2A, Resource Day 3A, Resource Day 5A and Spelling Resources.



— CHAPTER ONE —

## *The Worst Birthday*

Not for the first time, an argument had broken out over breakfast at number four, Privet Drive. Mr Vernon Dursley had been woken in the early hours of the morning by a loud, hooting noise from his nephew Harry's room.

'Third time this week!' he roared across the table. 'If you can't control that owl, it'll have to go!'

Harry tried, yet again, to explain.

'She's bored,' he said. 'She's used to flying around outside. If I could just let her out at night ...'

'Do I look stupid?' snarled Uncle Vernon, a bit of fried egg dangling from his bushy moustache. 'I know what'll happen if that owl's let out.'

He exchanged dark looks with his wife, Petunia.

Harry tried to argue back but his words were drowned by a long, loud belch from the Dursleys' son, Dudley.

## Extract 2 – Harry Potter Scene 1

1 EXT. PRIVET DRIVE - DAY 1

WIDE HELICOPTER SHOT. Privet Drive. CAMERA CRANES DOWN, DOWN, OVER the rooftops, FINDS the SECOND FLOOR WINDOW of NUMBER 4. HARRY POTTER sits in the window.

2 OMITTED 2

3 INT. HARRY'S BEDROOM - DAY 3

Harry pages through a SCRAPBOOK, stops on a MOVING PHOTO of Ron and Hermione. SQUAWK! Harry jumps. HEDWIG pecks at the LOCK slung through her cage door, then glowers at Harry.

HARRY

I can't, Hedwig. I'm not allowed to use magic outside of school. Besides, if Uncle Vernon --

At the sound of the name, HEDWIG SQUAWKS again, LOUDER.

Har-ry Pot-ter!

HARRY

Now you've done it.

4 INT. KITCHEN - DAY 4

While AUNT PETUNIA puts the finishing touches to a PODDING of WHIPPED CREAM and SUGARED VIOLETS, UNCLE VERNON struggles with DUDLEY'S BOW TIE, all the while glowering at Harry.

UNCLE VERNON

I warned you. If you can't control that bloody bird, it'll have to go.

HARRY

She's bored. If I could just let her out for an hour or two --

UNCLE VERNON

And have you sending secret messages to your freaky little friends? No, sir.

(CONTINUED)

## Example 1: Shakespeare

### *A Midsummer Night's Dream*

#### *Act I, Scene 1*

#### *Athens. The palace of THESEUS.*

*[Enter THESEUS, HIPPOLYTA, PHILOSTRATE, and Attendants]*

- **Theseus.** Now, fair Hippolyta, our nuptial hour  
Draws on apace, four happy days bring in  
Another moon: but, O, methinks, how slow  
This old moon wanes! she lingers my desires,  
Like to a step-dame or a dowager  
Long withering out a young man revenue.
- **Hippolyta.** Four days will quickly steep themselves in night;  
Four nights will quickly dream away the time;  
And then the moon, like to a silver bow  
New-bent in heaven, shall behold the night  
Of our solemnities.
- **Theseus.** Go, Philostrate,  
Stir up the Athenian youth to merriments;  
Awake the pert and nimble spirit of mirth;  
Turn melancholy forth to funerals;  
The pale companion is not for our pomp.  
*[Exit PHILOSTRATE]*  
Hippolyta, I woo'd thee with my sword,  
And won thy love, doing thee injuries;  
But I will wed thee in another key,  
With pomp, with triumph and with revelling.

*[Enter EGEUS, HERMIA, LYSANDER, and DEMETRIUS]*

- **Egeus.** Happy be Theseus, our renowned duke!
- **Theseus.** Thanks, good Egeus: what's the news with thee?

[Empty box]

[Empty box]

[Empty box]

5 [Empty box]

[Empty box]

10

15

20

[Empty box]

25

## Example 2: Harry Potter and the Cursed Child

**Part One**

**Act One - Scene One**

**KINGS CROSS**

*A busy and crowded station, full of people trying to go somewhere. Amongst the hustle and bustle, two large cases rattle on top of two laden trolleys. They are being pushed by two boys, JAMES POTTER and ALBUS POTTER. Their mother, GINNY, follows after. A 37-year-old man, Harry, has his daughter LILY on his shoulders.*

**ALBUS**

Dad. He keeps saying it.

**HARRY**

James, give it a rest.

**JAMES**

I only said he might be in Slytherine. And he might, so... (Off his dad's glare) fine.

**ALBUS** (looking up at his mum)

You'll write to me, won't you?

**GINNY**

Every day if you want us to.

**ALBUS**

No. Not every day. James says most people only get letters from home about once a month. I don't want to...

**HARRY**

We write your brother three times a week last year.

**ALBUS**

What? James!

*Albus looks accusingly at James, who grins back*

**GINNY**

Yes. You may not want to believe everything he tells you about Hogwarts. He likes a laugh, your brother.

**JAMES**

Can we go now please?

*Albus looks at his dad, and then his mum.*

**GINNY**

All you have to do is walk straight at the wall between platforms nine and 10.

**LILY**

I'm so excited.

**HARRY**

Don't stop and don't be scared your crash into it, that's very important. Best to do it at a run if you're nervous.

**ALBUS**

I'm ready.

*Harry and Lily put their hands on Albus's trolley – Ginny joins James's trolley – and together, the family run hard into the barrier.*

## Resource 1A – Comparison

<b>Novel</b>	<b>Script</b>
How is it organised? What is the layout. You can either do a list or you can write in full sentences.	

### Word bank

chronological dialogue mixed separated scene  
stage-directions inverted commas headings action  
character name reporting tags parenthesis transitions



## Resource 3A – Example Script to Evaluate

[Bradley mumbles to himself]

Bradley: she'll tell the whole class, only one person got a hundred percent –  
Bradley. What if I lose on the way to school? What if Jeff and his friend steal it?  
What if I did it wrong? I'm pretty sure she said page 43 maybe it was 62.

Bradley searches through his books

Bradley: she never said it was arithmetic homework! She only said it was a page  
number! Oh no! She could have meant any book - even history or language.

*Bradley lays down on his bed and starts to cry.*

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What could be improved? Use the rubric to help you think about what could be improved.

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## Resource 3B - Rubric

	<b>Not good</b>	<b>Good</b>	<b>Great</b>
<b>Scene</b>	The scene is not labelled	The scene is labelled	The scene is labelled clearly and boldly
<b>Location</b>	No location included	The location is labelled	The location is labelled clearly and in CAPS
<b>Character Name &amp; Dialogue</b>	Not included	Character name clearly labelled and dialogue separated	Character name clearly labelled in CAPS and dialogue separated with new line or colon
<b>Stage Directions</b>	No stage directions included	Stage directions included without parenthesis	Stage directions included in parenthesis
<b>Transitions</b>	No transitions included	Transition included at the start of the scene to set out what is happening	Transition included at the start and end of scene to set out what is happening and what will happen next

## Resource 5A

### *Boy in the girls Bathroom: The Movie*

#### *Chapter 29 – Scene 1*

#### **BRADLEY'S BEDROOM**

*Bradley is lying in bed. He is fidgeting because he is excited. He puts a piece of paper into his note book and drops it into his bag and returns to bed.*

#### **BRADLEY**

Mrs Ebbel will be so surprised. She'll tell the whole class, only one person got a hundred percent – Bradley.

*[Bradley thrusts arms in the air like a football cheer but then his face changes to worry and concern.]*

#### **BRADLEY**

What if I lose on the way to school? What if Jeff and his friend steal it?

*[Bradley gets up to check if his work is still in the book. He looks relieved and returns to bed.]*

#### **BRADLEY**

What if I did it wrong? I'm pretty sure she said page 43 maybe it was 62.

*[Bradley grabbed and hugs his pillow and looks puzzled. Then he sits upright quickly]*

#### **BRADLEY**

She never said it was arithmetic! She only said the page number – not what book! She could have meant history or language or ANY other book.

*[Bradley jumps out of bed and searches through his books in a panic. He doesn't know what to look for. He stops, his head droops, and he heads back to bed. He grabs his pillow and starts to cry.]*

## Resource 5B

### *Boy in the girls Bathroom: **The Radio Show***

#### *Chapter 29 – Scene 1*

#### **BRADLEY'S BEDROOM**

*Bradley is lying in bed. He is fidgeting because he is excited. He puts a piece of paper into his note book and drops it into his bag and returns to bed.*

[Bradley makes a loud yawn and you hear the sound of a squeaky bed and covers ruffling]

#### **BRADLEY**

**YAWN.** Mrs Ebbel will be so surprised. She'll tell the whole class, only one person got a hundred percent – Bradley. **YEAAAAAAAH.**

*[Bradley thrusts arms in the air like a football cheer but then his face changes to worry and concern.]*

#### **BRADLEY**

**Oh no!** What if I lose on the way to school? What if Jeff and his friend steal it?

**Let me just check... phew. It's still there.**

*[Bradley gets up to check if his work is still in the book. He looks relieved and returns to bed.]*

#### **BRADLEY**

**Oh double no!** What if I did it wrong? I'm pretty sure she said page 43 maybe it was 62.

*[Bradley grabbed and hugs his pillow and looks puzzled. Then he sits upright quickly]*

[A noise of the bed squeaking and feet hitting the floor]

#### **BRADLEY**

She never said it was arithmetic! She only said the page number – not what book! She could have meant history or language or ANY other book.

*[Bradley jumps out of bed and searches through his books in a panic. Noises of footsteps on a hard floor then ruffling of papers. He doesn't know what to look for]*

#### **BRADLEY**

I don't even know what to look for! **Arrgh!**

*[He stops, his head droops, and he heads back to bed. He grabs his pillow and starts to cry.]*

[Noises of footsteps on a hard floor then the same squeaking of the bed. You hear Bradley start to cry]