



# Holy Family Catholic Primary School

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Only our best is good enough!

<p><b>Text:</b> The Tempest by William Shakespeare</p>	<p><b>Outcomes:</b> Setting description, character descriptions /comparisons, diary entry, dialogue <b>Main Outcome:</b> Playscript</p>
<p><b>Overview and Outcomes:</b> This is a planning sequence using an abridged version of The Tempest by William Shakespeare. Although you may wish to expose children to a variety of different retellings of the story, it is also important that children have an opportunity to explore a playscript version of the text, and that that have an opportunity to see it being performed, either on film or, ideally, on stage. During this sequence, children have the chance to explore the themes, ideas and characters in the play, as well as writing opportunities, such as character descriptions and comparisons, scene/setting descriptions and diary entries. They also explore the conventions of writing playscripts, including (characterisation through) dialogue, stage directions and how to convey action, as well as some Shakespearean conventions, such as the iambic pentameter. The sequence culminates in children having the opportunity to write their own 'tempest' story to be read or performed.</p>	
<p><b>Coverage from National Curriculum 2014:</b> Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.</p>	
<p><b>Word Reading</b> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>	<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>-Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>- Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- Learning a wider range of poetry by ear</li> <li>- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>- Provide reasoned justifications for their views</li> </ul>
<p><b>Writing Transcription (Spelling and Handwriting)</b> Use further prefixes and suffixes and understand the guidance for adding them</p>	
<p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>-Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] (LKS2)</li> <li>- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (LKS2)</li> <li>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) (LKS2)</li> <li>- Fronted adverbials [for example, Later that day, I heard the bad news.] (LKS2)</li> <li>- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>- Brackets, dashes or commas to indicate parenthesis</li> <li>- How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6)</li> </ul>	



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## **Writing (Composition)**

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- Proof-reading for spelling and punctuation errors