

Y3 Playscripts – The Great Paper Caper

Prior Knowledge - Check that children can already:

- read with sufficient fluency to use punctuation to clarify meaning when reading aloud
- identify and explain their preferences across a range of texts they have read
- differentiate between examples of narrative stories and playscripts
- use speech marks to indicate direct speech when writing narrative

Experience – allow children to see a play being performed either at the theatre or at school. Give them chance to see the script and, if possible speak to the actors about performing a play.

Familiarisation and immersion in text

Choose a text children are familiar with which has a film adaptation e.g. *The Gruffalo* by Julia Donaldson. Read the text and predict what characters will be needed in the film version? How will the story stay the same? What changes will need to be made?

Assign groups to watch the film – Plot, Character, Setting, Dialogue. Ask each group to watch the film with a copy of the book, making note of the similarities/differences between the book and the film. Ask each group to feedback to their 'home' group (using the *Jigsaw* method).

Now listen to sections of the soundtrack of the film. Can the children work out which part of the story the soundtrack is from? How is the music adding to or creating atmosphere/feelings?

Make notes throughout the discussions to go onto the working wall to create a 'scriptwriters toolkit'. These will be referred to throughout the unit.

Read 'The Great Paper Caper' by Oliver Jeffers. Explore the text through Booktalk – e.g. *what did the children like about the book? What did the story remind them of? Does anything puzzle them? How do the illustrations and words work together to tell the story? How do the characters in the story change by the end?*

Phase outcomes: Children can discuss the way that characters are introduced and developed in a narrative through dialogue, description and action. Children can recognise the differences in book and film versions of the same story.

Capturing ideas Oral Presentation

Explore the characters in the story in more detail. What do the way they stand, speak and interact with one another tell us about their character? Demonstrate completing a 'Role on the wall' for one of the characters, searching through the book for 'What we know about him' on the inside of the outline, and 'What we think we know' on the outside. In groups, children complete a role on the wall for remaining characters.

Explore how Oliver Jeffers shows dialogue in the story. Compare with the traditional method in *The Gruffalo* with speech marks. What difference does this make to the reader? Using the page where they blame each other, role play what each character is saying to one another. Use forum theatre to develop the character through dialogue and acting, referring to role on the wall diagrams.

Refer to the courtroom scene. Notice the long sentence – why does the author choose to write like this?

Refer back to *Gruffalo* soundtrack – what kind of soundtrack would this scene have?

Assign roles and organise the classroom into a court room. Use forum theatre to role play the scene, focussing on what the characters would say and how they would say it. Record key phrases/moments on film for future reference.

Phase outcome: Children can use their knowledge of characterisation to represent characters through dialogue and actions in drama.

WRITING:

Model, scribe, support

INDEPENDENT

Model how the court room scene would look as a playscript. Teacher models description of the scene and begins the opening dialogue. Refer back to Scriptwriters toolkit as a way of converting a story to a play/film. Model the use of formal, courtroom vocabulary. Model how a script shows the actor how to say it as well as what to say.

Use teacher scribing to gather ideas for the dialogue between the judge, the bear and the crowd. Ensure children refer to the character and refer to the role on the wall diagrams. Use film footage from forum theatre to support ideas.

Use Supported composition – ask children to write the next lines of dialogue in pairs on whiteboard. Check for appropriate layout, use of vocabulary and stage directions.

Independently, children to complete the courtroom scene. This could be extended to include the paper plane competition and the resolution to the story.

Unit outcome: Children can apply what they know about the conventions of playscripts to orchestrate characterisation, setting and plot effectively with appropriate support to write a scene (s) for a play. This outcome could also be adapted to create a film/video file.