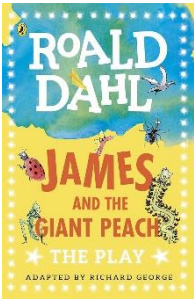
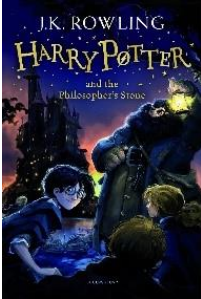
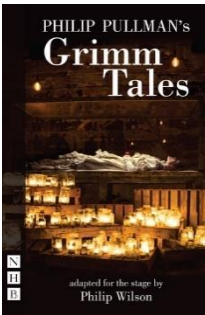
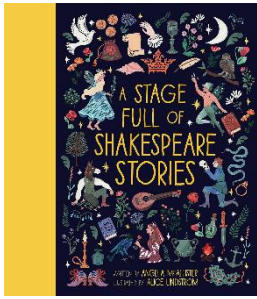


Play scripts

Year 3	Year 4	Year 5	Year 6
			

Text Structure			
Year 3	Year 4	Year 5	Year 6
<p>Introduction: Scene Title and introduction of the main setting.</p> <p>Main Body: different scenes with different characters.</p> <p>Character dialogue shown by: name: _____</p> <p>Includes: opening, build up, problem, resolution and ending.</p> <p>A final line which concludes the story.</p>	<p>Scene title and introduction of the main setting. by: Different scenes with different characters</p> <p>Character dialogue shown by: name: _____</p> <p>Stage directions written in brackets, to include adverbs and in present tense</p> <p>Sound effects/reactions of other characters written in brackets.</p> <p>Script Includes: opening, build up, problem, resolution and ending.</p> <p>A final line which concludes the story</p>	<p>Scene Title and Introduction of the main setting.</p> <p>Different scenes with different characters.</p> <p>Character dialogue shown by: name: _____</p> <p>Stage directions (to be followed) written in brackets.</p> <p>Sound effects/reactions of other characters written in brackets.</p> <p>Script Includes: opening, build up, problem, resolution and ending.</p> <p>A final line which concludes the story.</p> <p>Ellipsis used to show pauses in speech.</p>	<p>Scene Title and introduction of the main setting</p> <p>Different scenes with different characters</p> <p>Character dialogue shown by: name: _____</p> <p>Stage directions (to be followed) written in brackets.</p> <p>Sound effects/reactions of other characters written in brackets.</p> <p>Script Includes: opening, build up, problem, resolution and ending.</p> <p>A final line which concludes the story.</p>

Sentence			
Year 3	Year 4	Year 5	Year 6
<p>Know vowels and consonants.</p> <p>Know that If a word starts with a vowel, then choose 'an' as the article and if it starts with a consonant then choose 'a' as the article.</p> <p>Know that articles are a type of determiner.</p> <p>Express time, place and cause by using conjunctions e.g. when, because, before, after, while, so.</p> <p>Express time, place and cause by using adverbs e.g. then, next, soon, therefore.</p> <p>Express time, place and cause by using prepositions e.g. before, after, during, in, because of.</p>	<p>Know the difference between a plural –s and a possessive –s.</p> <p>Know that the Standard English of 'we was' is 'we were'; apply this knowledge to other verb forms.</p> <p>Modifying adjectives, nouns and preposition phrases can create expanded noun phrases.</p> <p>Adverbials need to be punctuated with a comma.</p> <p>Main clause makes sense on its own.</p> <p>Subordinate clause begins with a subordinating conjunction.</p> <p>Avoid repetition and create cohesion by replacing nouns with pronouns.</p> <p>Apostrophes can be used to mark plural possession.</p>	<p>Create the future perfect form, use 'will have' with a past participle, e.g. I will have achieved my goal of becoming emperor!</p> <p>Know how to use perfect form of verbs to mark relationships in time., e.g. present perfect- when the lion has eaten its prey...</p> <p>Past perfect- when the lion had eaten its prey.</p> <p>Adverbs can show degrees of possibility e.g. surely, certainly, possibly, maybe, clearly.</p> <p>Modal verbs can show degrees of possibility, e.g. might, should, will, must, shan't.</p> <p>Cohesion across a text helps the reader to follow the text.</p> <p>Adverbials of time, place and number can link ideas (across the dialogue) between characters.</p> <p>Commas clarify meaning and help make a text clearer.</p> <p>Vary sentence structure by starting my sentences with a subordinate clause and demarcate it accurately with a comma.</p>	<p>Words are related by meaning as synonyms and antonyms e.g. big, large, little.</p> <p>Different nouns, verbs, adjectives, adverbs, subjects, objects, determiners, conjunction, preposition are classes of words.</p> <p>Words such as 'request' and 'enter' are formal vocabulary.</p> <p>when writing using a formal tone, grammatical structures may differ less formal tones, e.g. 'He's your friend, isn't he?' 'He is your acquaintance, is he not?</p> <p>Subjunctive form is often used in formal language.</p> <p>Past perfect progressive form shows an action that started in the past continued up to another time in the past, e.g. 'the children had been singing until they went out to play...'</p> <p>A wide range of cohesive devices can be used across the text, e.g. repetition of a word or phrase, adverbials such as: on the other hand, in contrast, as a consequence and ellipsis, semi-colon, a colon and a dash can mark a boundary between independent clauses.</p> <p>Use a hyphen to avoid ambiguity.</p> <p>Maintain the appropriate style and formality for the purpose of the text.</p>

Word Classes			
Year 3	Year 4	Year 5	Year 6
<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and manner.</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>

Useful Vocabulary			
Year 3	Year 4	Year 5	Year 6
Preposition	Proper noun	Modal verb	Synonyms
Conjunction	Common noun	Adverb of possibility	Antonyms
Word family	Abstract noun,	Dash	Formal
Prefix	Determiner	Cohesion	Informal
Clause	Possessive pro noun	Ambiguity	Subjunctive
Subordinate clause	Adverbial	Simple present	Passive voice
Article	Fronted adverbial	Simple past	Cohesive devices
Determiner	Subordinate clause	Auxiliary verb	Ellipsis
Consonant	Main clause	Past participle	Presentation devices
Consonant letter		Present perfect form	Semi-colon
Vowel		Past perfect form	Colon
Vowel letter		Future perfect form	Dash
Verb		Formal, informal	Hyphens
Simple present		Subjunctive	Formal
Simple past			Informal
			Subjunctive

Punctuation			
Year 3	Year 4	Year 5	Year 6
<p>As well as all punctuation markers from Years 1 and 2</p> <p>Character dialogue shown by: name: _____</p> <p>Simple stage directions written in brackets.</p> <p>Questions end with a question mark and start with a questioning opener (who, what, when, where, why, how, should, could, can, are, may, do, will, if)</p> <p>Exclamation sentences contain a verb and end with an exclamation mark.</p>	<p>As well as all punctuation markers from Years 1, 2 and 3</p> <p>Character dialogue shown by: name: _____</p> <p>Simple stage directions written in brackets.</p> <p>Apostrophes mark plural possession e.g. the lions' den.</p> <p>Fronted adverbial punctuated with a comma.</p>	<p>As well as all punctuation markers from other year groups</p> <p>Character dialogue shown by: name: _____</p> <p>Stage directions (to be followed) written in brackets.</p> <p>Sound effects/reactions of other characters written in brackets.</p> <p>Ellipsis used to show pauses in speech.</p> <p>Commas clarify meaning and help make a text clearer.</p> <p>Vary sentence structure by starting my sentences with a subordinate clause and demarcate it accurately with a comma.</p>	<p>As well as all punctuation markers from other year groups</p> <p>A semi-colon, a colon and a dash can mark a boundary between independent clauses.</p> <p>Hyphens are used to avoid ambiguity.</p> <p>Character dialogue shown by: name: _____</p> <p>Stage directions (to be followed) written in brackets.</p> <p>Sound effects/reactions of other characters written in brackets.</p> <p>Ellipsis used to show pauses in speech.</p>