

Skills Progression of Playwriting

EYFS	KS1	Year 3/4	Year 5/6
N/A	<ul style="list-style-type: none"> Present tense Adjectives Verbs Character's name and colon before they speak. New speaker, new line (no speech marks). Brief description of setting at the beginning of scene. 	<p>As for KS1 plus:</p> <ul style="list-style-type: none"> An understanding that plays are divided into sections called scenes Stage directions – written in brackets Sound effects/reactions of actors – written in brackets within sentences Powerful verbs and adverbs An understanding that characters arriving and leaving are described as entrances and exits. 	<p>As for Year 3/4 plus:</p> <ul style="list-style-type: none"> Use bold/italic writing to show how something is spoken Use of ellipses to show pauses in speech Character/scene list Stage directions – written in italics Children can recognise the use of a script in a range of broadcast material and can identify the broad purposes of that material.
	Suggested Layout:	Suggested Layout:	Suggested Layout:
	<p><u>Introduction</u> Scene title</p> <p><u>Main Body</u> A single scene with different characters talking. Beginning, middle and end of story included.</p> <p><u>Conclusion</u> Final line which concludes the play.</p>	<p><u>Introduction</u> Scene title and description of setting.</p> <p><u>Main Body</u> Different scenes with different characters and stage directions. Opening, build up, problem and cliff-hanger included.</p> <p><u>Conclusion</u> Final line which concludes the play in a suspenseful manner.</p>	<p><u>Introduction</u> Scene title and description of setting.</p> <p><u>Main Body</u> Different scenes with different characters and stage directions. Characters speak in detail and have stage directions to follow. Opening, build up, problem, resolution and ending included.</p> <p><u>Conclusion</u> Final line which concludes the play in a thought-provoking manner.</p>

Purpose of playwriting: to deliver a story in a manner that encourages action; embodiment of sights, sounds, and movements; and the excitement of live, three dimensional effects for an audience.

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 1	<ul style="list-style-type: none"> - Listen and discuss a range of plays - Link to own experiences - Discuss word meanings - Discuss significance of context - Participate in discussions 	<ul style="list-style-type: none"> - Draw on background knowledge and vocabulary provided - Check text makes sense, correcting inaccurate reading - Infer and predict on the basis of what is said and done and has been read so far - Explain understanding 	<p>Write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils. - Write sequences of accurate sentences to form a variety of descriptions based on real or fictional characters & settings. - Read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> - Leaving spaces - Joining words and clauses using 'and' - Capital letters for names of people, places, days of week and the I 	<p>Using role play to create a play script in small groups.</p> <p>Using a traditional or well-loved tale and adapting it into a play script.</p>

From Year 2 onwards (once a child has passed the phonics screening), the Destination Reader scheme is to be followed for reading and the 2-week process is to be followed for writing. Possible links for DR lessons are highlighted in red

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 2	<ul style="list-style-type: none"> - Listen to, discuss and express views about a range of plays. - Recognise simple recurring literary language in stories and play scripts. - Discuss and clarify the meanings of words, linking new meanings to known vocabulary - Discuss their favourite words and phrases - Participate in discussion about plays that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> - Draw on what they already know (making links) or on background information and vocabulary provided by the teacher. - Check that the text makes sense to them as they read and correct inaccurate reading. - Make inferences on the basis of what is being said and done. - Answer and ask questions - Explain and discuss their understanding of plays, both those that they listen to and those that they read for themselves. - Make predictions based on what they can infer, focussing on character, setting and mood. 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing exciting and engaging character dialogue <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, line by line <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - sharing/evaluating their writing with the teacher and other pupils. - revising to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - editing to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. - reading aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> - Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive) - Sentences with different forms: statement, question, exclamation, command. - Expanded noun phrases to describe and specify [for example, the blue butterfly]. - Use the present and past tenses correctly and consistently including the progressive form. - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). 	<p>Using role play to create a play script in small groups.</p> <p>Create a play script based on a key text.</p> <p>Create a short script for a radio drama.</p>

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 3/4	<ul style="list-style-type: none"> - Listen to and discuss a wide range of play scripts. - Engage with plays that are structured in different ways and that cover a variety of genres. - Identify themes and conventions in a range of plays from our literary heritage, and plays from other cultures and traditions. - Discuss words and phrases that would capture the audience's interest and imagination <ul style="list-style-type: none"> - Recognise some different forms of dramatic devices (e.g. aside and suspense) - Participate in discussion about themes expressed within plays that are read to them and those they can read for themselves, taking turns and listening to what others say. building on their own and others' ideas and challenging views courteously. 	<ul style="list-style-type: none"> - Draw on what they already know (making links) or on background information and vocabulary provided by the teacher. - Check that the text makes sense to them, discussing their understanding and clarifying the meaning of words in context. - Ask and answer questions to improve their understanding of a text. - Draw inferences and justify inferences with evidence. - Identify main ideas drawn from more than one paragraph (verse) and summarising these. - Evaluate how language, structure, and presentation contribute to meaning. - Make predictions based on what they can infer, focussing on character, setting and mood. 	<p>Plan writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing lines orally, progressively building a varied and rich vocabulary and an increasing range of line structures - organising scenes around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> - Use a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (unless it is repetition for effect) - Conjunctions, adverbs and prepositions to express time and cause - Indicate possession by using the possessive apostrophe with plural nouns - Expanded noun phrases 	<ul style="list-style-type: none"> Create a play script based on a key text. Create a play based on a real or imagined scenario. Create an episode based on a pre-existing series. Create a mini-series in which each group is responsible for a different episode. Create a script for a radio drama. Create a scripted Vlog.

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 5/6	<ul style="list-style-type: none"> - Continue to read and discuss an increasingly wide range of plays and scripts. - Read plays that are structured in different ways and for a range of purposes with varying dramatic devices for comparison - Increase familiarity with a range of plays, from our literary heritage, and plays from other cultures and traditions. - Identify and discuss themes and conventions in and across a range of plays. - Make comparisons within and across different plays - Participate in discussions about a variety of plays that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. 	<ul style="list-style-type: none"> - Check that the language used to form lines makes sense to them, discussing their understanding and clarifying the meaning of words in context - Ask questions to improve understanding - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Identify and evaluate how language, structure and presentation contribute to meaning. - Make predictions based on what they can infer, focussing on character, setting and mood. - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. - Provide reasoned justifications for views. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Proof-read for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<ul style="list-style-type: none"> - Use expanded noun phrases to convey complicated information concisely. - Use modal verbs or adverbs to indicate degrees of possibility. - Use accurate layout devices. <p>Indicate grammatical and other features (as appropriate) by:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses 	<p>Create a play script based on a key text.</p> <p>Perform a scripted scene making use of dramatic conventions.</p> <p>Create a play based on a real or imagined scenario.</p> <p>Create a script for a radio drama.</p> <p>Create a scripted Vlog.</p> <p>Children can work together to deliver a polished performance of a script and can evaluate their own performance.</p> <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</p>

Dramatic Devices

Allegory	This is a story, poem or other written work that can be interpreted to have a secondary meaning.
Allusion	A reference to something or someone in history.
Aside	A speech made by an actor directly to the audience, but seemingly to himself or herself. It is always a true reflection of the character's thoughts. Its function is to reveal character.
Connotations	an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.
Dramatic Irony	Occurs when the audience knows a secret, but the characters in a play or work of fiction do not. Therefore, the words or actions of a character carry a special meaning for the audience but are understood differently by the character.
Extended Metaphor	a metaphor that unfolds across multiple lines or even paragraphs of a text, making use of multiple interrelated metaphors within an overarching one.
Fate	A "cosmic" force over which human beings have no control.
Foil	A character in a play that offsets the main character or other characters by comparison or by ruining a plan.
Foreshadowing	A hint or warning of things to come, making specific events in the plot seem more probable as they unfold.
Hubris/Tragic Flaw	The shortcoming in the hero that brings about their downfall.
Monologue	
Nemesis	Is applied to the justice which comes about when an evil act brings about its own punishment and poetic justice prevails.
Paradox	A device used to attract the reader's attention. It is a statement that seems contradictory or absurd, but well-founded and true at the same time.
Pathetic Fallacy	This is when a writer deliberately creates a natural environment that matches the mood or situation of the character.
Pathos	When the reader feels pity, tenderness or sorrow for a character.
Repetition	This is repeating words, phrases, lines, or stanza. It is used to emphasise a feeling or idea, create rhythm, and/or develop a sense of urgency.
Situational Irony	When one character laughs at the misfortune of another character while, unbeknownst to them, they are experiencing the same misfortune.
Soliloquy	A speech given by a character in a play when the speaker is alone. This is presented to inform the audience or reader of what is happening in the mind of a character and to give information about the action of the play
Suspense	A state of uncertainty, anticipation, and curiosity as to the outcome of a story or play.
Symbolism	A device that uses symbols, be they words, people, marks, locations, or abstract ideas to represent something beyond the literal meaning.
Tragedy	A type of drama of human conflict which ends in defeat and suffering. Often the main character (dignified, noble) has a tragic flaw (weakness of character, wrong judgement) that leads to his or her destruction. Sometimes the conflict is with forces beyond the control of the character – fate, evil in the world.