

CURRICULUM LINKS



SCRIPT TO SCREEN



- [The Primary Framework](#)
- [Scotland 'Curriculum for Excellence' links](#)
- [Northern Ireland curriculum links](#)
- [Welsh curriculum links](#)
- [English curriculum links](#)

LINKS TO THE PRIMARY FRAMEWORK

The units from the Primary framework for Years 4, 5 and 6 which focus on script writing are listed below. The units of work can be used at any time during the academic year.

The overview of the unit and outcomes are listed. If you have taught the appropriate unit you would have addressed the appropriate objectives and knowledge to enable the children to develop the skills to complete Doctor Who's Challenge.

YEAR 4

Unit 5 – Plays (2-3 weeks)

Overview

Read and explore characteristics of play scripts related to one of more of previous narrative units. (Possibly play versions of known or previously studied narratives, comparing the two.)

Use extracts or scenes from a range of narratives covered in other units.

Explore characters, issues and dilemmas. Improvise dialogue between key characters and use this as the basis for writing own short play scripts, using features explored earlier.

Perform (possibly using ICT to record) and evaluate.

Objectives

1. Speaking

- Use and reflect on some ground rules for sustaining talk and interactions.

4. Drama

- Create roles showing how behaviour can be interpreted from different viewpoints.
- Develop scripts based on improvisation.
- Comment constructively on plays and performances, discussing effects and how they are achieved.

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7. Understanding and interpreting texts

- Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts.
- Explain how writers use figurative and expressive language to create images and atmosphere.

9. Creating and shaping texts

- Develop and refine ideas in writing using planning and problem-solving strategies.
- Show imagination through language used to create emphasis, humour, atmosphere or suspense.
- Choose and combine words, images and other features for particular effects.
- Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials).

12. Presentation

- Write consistently with neat, legible and joined handwriting.
- Use word-processing packages to present written work and continue to increase speed and accuracy in typing.

Outcome

To write and perform their own play script based on a story.

Assessment Focuses Addressed

Speaking and Listening

AF 1, 2, 3 and 4

Reading

AF 2, 3, 4, 5, 6 and 7

Writing

AF 1, 2, 3, 5, 6, 7 and 8

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YEAR 5

Unit 5 – Film narrative (3 weeks)

Overview

This is a narrative unit of work based on film which can be taught at any appropriate point during the year. The unit has three phases with oral and written outcomes and assessment opportunities for teachers and children at intervals throughout each phase.

- Watch and rewatch the film 'The Piano' by Aidan Gibbons. Use key points in the film to discuss features and themes. Explore approaches made by the film-maker to create moods, pace and viewpoint. Develop pupils' film metalanguage by identifying how colour, light, sound and camera angles have been used to tell the narrative. Use a reading journal to record opinions of the narrative.
- Work as part of a group to use drama strategies to explore characters in depth. Devise questions to ask the main characters and work in role to explore more complex emotional issues. Demonstrate growing understanding of characters to write a short conversation at a key point in the film using the conventions of speech punctuation. Use a reading journal to record inferences and demonstrate understanding of characters by writing in first person.
- Develop a storyboard for the narrative by capturing and importing key images into presentational software. Children write their own version of 'The Piano', organising writing into paragraphs, and create a multimodal presentation of this version to include images, voiceover, soundtrack and written text.

Objectives

1. Speaking

- Tell a story using notes designed to cue techniques, such as repetition, recap and humour.

4. Drama

- Reflect on how working in role helps to explore complex issues.

7. Understanding and interpreting texts

- Infer writers' perspectives from what is written and from what is implied.
- Compare different types of narrative and information texts and identify how they are structured.

8. Engaging with and responding to texts

- Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts.
- Compare how a common theme is presented in poetry, prose and other media.

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Outcome

During writing sessions manipulate narrative structure; reflect critically on own writing to edit and improve it (self-assessment, marking and feedback against agreed success criteria).

Assessment Focuses Addressed

Speaking and Listening

AF 1, 2, 3 and 4

Reading

AF 2, 3, 4, 5, 6 and 7

Writing

AF 1, 2, 3, 5, 6, 7 and 8

YEAR 5

Unit 6 – Dramatic Conventions (2-3 Weeks)

Overview

Demonstrate and illustrate the use of prepared scripts as the basis for a wide range of features on television, radio and other media. Consider these broadcasts, establishing and comparing purpose.

Children listen to or watch and analyse broadcast information to identify techniques and styles. Demonstrate the application of playwriting skills (developed in previous years) to the writing of other forms of script. Children write own scripts and perform/record them.

Objectives

1. Speaking

- Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.

2. Listening and responding

- Identify some aspects of talk that vary between formal and informal occasions.

3. Group discussion and interaction

- Plan and manage a group task over time using different levels of planning.
- Understand different ways to take the lead and support others in groups.

4. Drama

- Perform a scripted scene making use of dramatic conventions.
- Use and recognise the impact of theatrical effects in drama.

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7. Understanding and interpreting texts

- Compare different types of narrative and information texts and identify how they are structured.
- Explore how writers use language for comic and dramatic effects.

Outcome

Children write their own scripts and perform or record them.

Assessment Focuses Addressed

Speaking and Listening

AF 1, 2, 3 and 4

Reading

AF 2, 3, 4, 5, 6 and 7

Writing

AF 1, 2, 3, 5, 6, 7 and 8

YEAR 6

Reading narrative and play script texts (6 days)

Overview

- Read a short story or film that uses flashbacks as part of the narrative structure. Evaluate the text, commenting on the theme, mood and atmosphere. Note how the author/director of the film indicates shifts forwards or backwards in time. Examine how the text is structured. Note the length and pace of the paragraphs or episodes within the text and how cohesion is created across the narrative. Use the findings to create a plan to support the children's independent writing.
- Provide a range of stimuli to support the children to generate ideas for their own short story, for example music, images, drama or role play. The story could be a sequel to the original narrative read by the whole class. Demonstrate drawing the ideas together on the planning frame by adding notes about events, character reaction, mood and cohesive devices.
- Model writing a short story including flashbacks. Children work on their own narrative using a range of devices to indicate shifts in time whilst maintaining cohesion for the reader. The written narratives can be illustrated and used as the basis of a short film combining images and music to retell the events.

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Objectives

1. Speaking

- Use a range of oral techniques to present persuasive arguments and engaging narratives.

2. Listening and responding

- Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose.

6. Word structure and spelling

- Use a range of appropriate strategies to edit, proofread and correct spelling in own work, on paper and on screen.

7. Understanding and interpreting texts

- Understand underlying themes, causes and points of view.
- Understand how writers use different structures to create coherence and impact.

9. Creating and shaping texts

- Use different narrative techniques to engage and entertain the reader.
- Integrate words, images and sounds imaginatively for different purposes.

10. Text structure and organisation

Outcome

Use different narrative techniques to indicate the passage of time between past and present to engage a reader (paired response, marking and feedback against agreed success criteria).

Assessment Focuses Addressed

Speaking and Listening

AF 1, 2, 3 and 4

Reading

AF 2, 3, 4, 5, 6 and 7

Writing

AF 1, 2, 3, 5, 6, 7 and 8

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YEAR 6

Revision Unit 1 (2 weeks)

Overview

This unit is specifically designed to revisit and revise the reading and writing of fiction and play texts, and is probably best placed in the late spring or early summer of Year 6, prior to the National Curriculum tests.

Objectives

1. Speaking

- Use the techniques of dialogic talk to explore ideas, topics or issues.

3. Group discussion and interaction

- Understand and use a variety of ways to criticise constructively and respond to criticism.

6. Word structure and spelling

- Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen.

7. Understanding and interpreting texts

- Understand underlying themes, causes and points of view.
- Understand how writers use different structures to create coherence and impact.

8. Engaging with and responding to texts

- Compare how writers from different times and places present experiences and use language.

9. Creating and shaping texts

- Use different narrative techniques to engage and entertain the reader.
- Select words and language drawing on their knowledge of literary features and formal and informal writing.

10. Text structure and organisation

- Use varied structures to shape and organise texts coherently.
- Use paragraphs to achieve pace and emphasis.

11. Sentence structure and punctuation

- Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways.
- Use punctuation to clarify meaning in complex sentences.

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12. Presentation

- Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style.

Outcomes

Write an effective fiction or playscript text, making appropriate language, style and structural choices for a particular audience (marking and feedback against agreed success criteria).

Assessment Focuses Addressed

Speaking and Listening

AF 1, 2, 3 and 4

Reading

AF 2, 3, 4, 5, 6 and 7

Writing

AF 1, 2, 3, 5, 6, 7 and 8

LINKS TO THE SCOTTISH CURRICULUM

The Curriculum for Excellence

Expressive Arts – Drama

Through drama, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real and imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.

Languages – English and Literacy

Creating texts – applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a 1

I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. ENG 1-19a

I can:

- discuss structure, characterisation and/or setting
- recognise the relevance of the writer's theme and how this relates to my own and others' experiences
- discuss the writer's style and other features appropriate to genre ENG 2-19a

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Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Writing

- I can enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a
- Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. ENG 1-31a

LINKS TO THE NI CURRICULUM

English

Talking and Listening

- participate in a range of drama activities across the curriculum
- improvise a scene based on experience, imagination, literature, media and/or curricular topics
- describe and talk about real experiences and imaginary situations and about people, places, events and artefacts
- use appropriate quality of speech and voice, speaking audibly and varying register, according to the purpose and audience
- read aloud, inflecting appropriately, to express thoughts and feelings and emphasise the meaning of what they have read
- recognise and discuss features of spoken language, including formal and informal language, dialect and colloquial speech

Reading

- To consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention
- To begin to be aware of how different media present information, ideas and events in different ways

Writing

- participate in modelled, shared, guided and independent writing, including composing on-screen
- discuss various features of layout in texts and apply these, as appropriate, within their own writing
- experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect
- write for a variety of purposes and audiences, selecting, planning and using appropriate style and form
- use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally

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- express thoughts, feelings and opinions in imaginative and factual writing
- use a variety of stylistic features to create mood and effect
- understand the differences between spoken and written language
- develop increasing competence in the use of grammar and punctuation to create clarity of meaning

Drama

- develop their understanding of the world by engaging in a range of creative and imaginative role play situations
- explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feeling about issues, and by negotiating situations both in and out of role
- develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience
- develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience

LINKS TO THE WELSH CURRICULUM

English

Oracy

5. Develop their ability to use a range of sentence structures and vocabulary with precision, including terminology that allows them to discuss their work
7. Evaluate their own and others' talk and drama activities and develop understanding of how to improve, considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations

Reading

4. Recognise and understand the characteristics of different genres in terms of language, structure and presentation
5. Consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation and organisation of image and language, and be able to select evidence to support their views
7. Use the knowledge gained from reading to develop their understanding of the structure, vocabulary, grammar and punctuation of English, and of how these clarify meaning
8. Consider how texts change when they are adapted for different media and audiences

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Writing

1. Use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose
2. Use a range of sentence structures, linking them coherently and developing the ability to use paragraphs effectively
3. Use punctuation to clarify meaning including full stop, exclamation and question marks, comma, apostrophe, bullet points, speech marks
4. Choose and use appropriate vocabulary
5. Use the standard forms of English: nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses
6. Develop and use a variety of strategies to enable them to spell correctly
7. Use appropriate vocabulary and terminology to consider and evaluate their own work and that of others
8. Draft and improve their work, using ICT as appropriate, to:
 - plan
 - draft
 - revise
 - proof-read
 - prepare a final copy
9. Present writing appropriately:
 - developing legible handwriting
 - using appropriate features of layout and presentation, including ICT

LINKS TO THE ENGLISH CURRICULUM

English

Speaking

1. To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to:
 - a. use vocabulary and syntax that enables them to communicate more complex meanings
 - b. gain and maintain the interest and response of different audiences [for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects]
 - c. choose material that is relevant to the topic and to the listeners
 - d. show clear shape and organisation with an introduction and an ending
 - e. speak audibly and clearly, using spoken standard English in formal contexts
 - f. evaluate their speech and reflect on how it varies.

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Listening

2. To listen, understand and respond appropriately to others, pupils should be taught to:
- identify the gist of an account or key points in a discussion and evaluate what they hear
 - ask relevant questions to clarify, extend and follow up ideas
 - recall and re-present important features of an argument, talk, reading, radio or television programme, film
 - identify features of language used for a specific purpose [for example, to persuade, instruct or entertain]
 - respond to others appropriately, taking into account what they say.

Drama

4. To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to:
- create, adapt and sustain different roles, individually and in groups
 - use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script
 - use dramatic techniques to explore characters and issues [for example, hot seating, flashback]
 - evaluate how they and others have contributed to the overall effectiveness of performances.

Standard English

5. Pupils should be taught the grammatical constructions that are characteristic of spoken standard English and to apply this knowledge appropriately in a range of contexts.

Language variation

6. Pupils should be taught about how language varies:
- according to context and purpose [for example, choice of vocabulary in more formal situations]
 - between standard and dialect forms [for example, in drama, the effect of using standard or dialect forms]
 - between spoken and written forms [for example, the differences between transcribed speech, direct speech and reported speech].

Reading

2. Pupils should be taught to:
- use inference and deduction
 - look for meaning beyond the literal
 - make connections between different parts of a text [for example, how stories begin and end, what has been included and omitted in information writing]
 - use their knowledge of other texts they have read.

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Literature

4. To develop understanding and appreciation of literary texts, pupils should be taught to:
- recognise the choice, use and effect of figurative language, vocabulary and patterns of language
 - identify different ways of constructing sentences and their effects
 - identify how character and setting are created, and how plot, narrative structure and themes are developed
 - recognise the differences between author, narrator and character
 - evaluate ideas and themes that broaden perspectives and extend thinking
 - consider poetic forms and their effects
 - express preferences and support their views by reference to texts
 - respond imaginatively, drawing on the whole text and other reading
 - read stories, poems and plays aloud.

Writing

1. Pupils should be taught to:
- choose form and content to suit a particular purpose [for example, notes to read or organise thinking, plans for action, poetry for pleasure]
 - broaden their vocabulary and use it in inventive ways
 - use language and style that are appropriate to the reader
 - use and adapt the features of a form of writing, drawing on their reading
 - use features of layout, presentation and organisation effectively.

Planning and drafting

2. To develop their writing on paper and on screen, pupils should be taught to:
- plan – note and develop initial ideas
 - draft – develop ideas from the plan into structured written text
 - revise – change and improve the draft
 - proofread – check the draft for spelling and punctuation errors, omissions and repetitions
 - present – prepare a neat, correct and clear final copy
 - discuss and evaluate their own and others' writing.