

KS3 English -Shakespeare - Adventure themed narrative

In this unit pupils will experience and explore works of literature written by Shakespeare. They will develop an understanding of Shakespeare's plays and plots. They will develop an understanding of Shakespeare's plays both practically and actively. They will develop an understanding of the context in which the plays were written and their relevance today.

Students will use this knowledge to develop appropriate skills to identify descriptive language and dialogue in their reading, watching and listening and produce texts that describe and entertain.

Keywords

Describe, structure, layout, language, imagery, metaphor, simile, rhythm, rhyme, tone, intonation, description, repetition, sound play, onomatopoeia, alliteration, assonance.

Suggested Texts:

Shakespeare's plays :

- The Tempest
- Romeo and Juliet

Plays by Shakespeare's contemporaries and influences e.g. Ben Jonson, Christopher (Kit) Marlowe, Edmund Spenser

Unit Learning Objectives:

Students should use **speaking and listening skills** to explore Elizabethan language and its meaning; to experience and explore Elizabethan theatre and plots (e.g. insults, actors); to perform to an audience and to explore the use of rhythm, rhyme and iambic pentameter.

Students should use **reading skills** to explore and identify features of a Shakespeare plot; to identify use of dialogue and characterisation; to engage in detailed language studies; and to identify and sequence key events

Students should use **writing skills** to create and shape their own texts; to write texts linked to a play; to organise information following the structure of an adventure story; and to develop understanding of spelling, punctuation and grammar.

Cross curricular links:

History, Geography, Science, Drama

RRS Articles: This unit of work is linked to **Articles 14** of the UN Convention on the Rights of the Child.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-3	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	Cold Task / Have a Go Task Use an interesting stimulus/ starting point with minimal teaching and students to write a story based on an island Immersion - explore a range of Shakespeare plays, different settings and characters, build up word bank of useful words. Explore structure of Shakespeare play. Introduce model text of The Tempest- story map and learn text. Role play scenes from model text Box up model text Use Narrative Therapy & Colourful Semantics to learn model text
Wks 4-5	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	Students identify and arrange key features of a Shakespeare play Students explore and rewrite character descriptions and settings Students explore structure of a narrative - opening, build up, problem, resolution, ending Students begin to create new characters, settings and events Use word bank and structure of original text Use mind map to generate and record different ideas. Box up original text and amend / innovate key elements Use Narrative Therapy & Colourful Semantics to revise model text
Wks 6-7	Invention / Independent application	Students create original texts as independently as possible	Students use structure of a Shakespeare play Students create new characters, settings and plot to create a new narrative Use word bank and structure of original text Use mind map to generate and record different ideas. Students plan, review, edit and revise their writing. Use Narrative Therapy & Colourful Semantics to create new text Hot Task / Show us what you have learnt - An independent task on a similar type of writing

	B2 Progression Step P4-6	B2 Progression Step P7-8	B2 NC Step 1	B2 NC Step 2	B2 NC Step 3
Key Learning Theme: Adventure themed narrative					
<p><u>Subject specific knowledge</u></p> <p><u>Speaking and Listening</u></p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately.</p>	<p>Students know key ideas and concepts used to communicate a story.</p> <p>Students know the key element in questions about a story or experiences e.g. 'What is X saying?'</p> <p>Students know and understand requests and instructions containing at least two key words, signs or symbols.</p> <p>Students know how to initiate and maintain short and simple conversations about a story.</p> <p>Students know and understand how to take turns and to listen to others in conversations and in role play.</p>	<p>Students know up to four key words, signs or symbols to communicate a message.</p> <p>Students know and understand that events and experiences happen in the present, past and future.</p> <p>Students know and understand the importance of turn-taking, listening to /watching others and how to speak/ act in role play with confidence.</p> <p>Students know and identify conjunctions that communicate cause to link ideas e.g. because & so.</p> <p>Students know how to form regular plurals.</p>	<p>Students know the vocabulary needed to retell a fictional story / part of a fictional story in their own words.</p> <p>Students know the vocabulary needed to talk about a character or setting.</p> <p>Students know and understand how to gain, maintain and monitor the interest of the listener when retelling a story.</p> <p>Students know how to add detail to extend their ideas</p>	<p>Students know a range of rhyming words.</p> <p>Students know how to complete the last line of a rhyming couplet.</p> <p>Students know and identify the main characters and settings of stories.</p> <p>Students know and understand that stories have a beginning and an end point.</p>	<p>Students know the main themes of fictional stories and what makes them interesting.</p> <p>Students know and identify some of the differences between written and spoken English and are beginning to be aware when Standard English is used.</p> <p>Students are aware that they can use more colloquial language in dialogue.</p>
<p><u>Subject specific skills</u></p> <p><u>Speaking and listening</u></p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately.</p>	<p>Students are able to combine two key ideas and concepts. They are able to combine single words, signs or symbols to communicate meaning and create desired impact on listeners.</p> <p>Students are able to respond appropriately to questions about a story or experiences e.g. 'What is X saying?', 'What are they doing?'</p> <p>Students are able to follow requests and instructions containing at least two key words, signs or symbols.</p> <p>Students are able to initiate and maintain short and</p>	<p>Students listen, attend to and follow simple elements of a story for short stretches of time.</p> <p>Students attend to and respond to questions from adults and their peers about experiences, narratives and stories.</p> <p>Students communicate ideas about present, past and future events and experiences, using simple phrases and statements.</p> <p>Students are able to link ideas using conjunctions that communicate cause e.g. because & so.</p>	<p>Students select a range of vocabulary to retell a fictional story / part of a fictional story in their own words.</p> <p>Students select a range of vocabulary to talk about a character or setting.</p> <p>Students talk about matters of immediate interest relating to a fictional story.</p> <p>Students convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or narratives to provide some detail e.g. about characters or setting.</p>	<p>Students are able to use an expanding vocabulary.</p> <p>Students enhance detail when retelling a story.</p> <p>Students vary volume or change tone to maintain engagement of the audience when retelling a story.</p> <p>Students develop and explain ideas, using a more extensive vocabulary and begin to adapt style based on narrative.</p> <p>Students begin to show confidence in talking and listening, discussing preferences, characters and settings.</p>	<p>Students discuss the main themes of fictional stories and what makes them interesting.</p> <p>Students develop ideas through discussion with a group, responding to what they have read/heard with others and listening to the opinions of others.</p> <p>Students listen and respond by communicating ideas, expressing themselves confidently.</p> <p>Students use relevant comments and questions to show they have listened to or read a story carefully.</p>

	<p>simple conversations about stories and experiences.</p> <p>Students are able to take turns and to listen to others in conversations about a story or experiences.</p>	<p>Students use regular plurals correctly.</p> <p>Students take part in role play with confidence.</p> <p>Students are able to link up to four key words, signs or symbols to communicate a message in a group or one-to-one.</p> <p>Students are able to select and use specific vocabulary to convey desired meaning to the listener.</p> <p>Students are able to take turns, listen and watch others and speak/ act in role play with confidence.</p>	<p>Students listen to and follow what others say and usually respond appropriately.</p> <p>Students effectively convey meaning by gaining, maintaining and monitoring the interest of the listener.</p> <p>Students speak clearly and audibly to convey meaning to a range of listeners.</p> <p>Students include relevant detail to extend their ideas.</p>	<p>Students sustain listening to a longer story and show supportive body language when listening and look from speaker to speaker.</p> <p>Students work constructively with others and responds to a peer's contribution in discussing or planning an adventure story.</p> <p>Students adjust the style of their speech to communicate the dialogue between characters in a story.</p>	<p>Students begin to adapt what they are communicating to the needs of the listener, varying the use of vocabulary and level of detail.</p> <p>Students use Standard English when reading or retelling the narrative of a story.</p> <p>Students can use more colloquial language in dialogue.</p> <p>Students face the camera or audience, keep head raised, use facial expressions and appropriate gestures when sharing a story with others.</p> <p>Students take an active role in role play.</p>
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<p><u>Suggested teaching activities</u> <u>How should I teach this?</u></p> <p>Spoken language/ speaking and listening.</p> <p>How to communicate ideas effectively. How to respond to others appropriately.</p>	<ul style="list-style-type: none"> • Watch film clips of Shakespeare plays (discuss, answer questions) • Record / role play key scenes/ parts of the story • Create stills and add dialogue / script lines • Hot seat characters • Film It - create own Shakespeare style film • Learn short rhyming couplets by heart • Talk for Writing (story map, key actions, rehearse) • Re-create an Elizabethan theatre • Practising reading aloud from a script or a story to highlight: • rhyme, structure, word picture, similes & metaphors, alliteration, assonance
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	B2 Progression Step P4-6	B2 Progression Step P7-8	B2 NC Step 1	B2 NC Step 2	B2 NC Step 3
Key Learning Theme: Reading Adventure themed narrative					
<p>Subject specific knowledge</p> <p>What do pupils need to know?</p> <p>Reading</p> <p>How to infer. How to understand how language is used. How to understand how structure is used How to compare.</p>	<p>Students know and identify a few words, symbols or pictures familiar to them in a fiction text presented to them in a familiar way.</p> <p>Students are familiar with objects and their pictorial or symbolic representations.</p> <p>Students know how to express their curiosity about stories at a simple level.</p> <p>Students know a small number of words or symbols linked to the vocabulary of adventure stories.</p> <p>Pupils know letters and short words related to a story.</p>	<p>Students know and predict key elements of a narrative e.g. when the adult stops reading, students fill in the missing word.</p> <p>Students know the difference between print or symbols & pictures in a fiction text.</p> <p>Students know and understand the conventions of reading e.g that texts flow from left to right and from top to bottom</p> <p>Students know and understand that words, symbols and pictures convey meaning within a fiction story.</p> <p>Students know 50% of the letters of the alphabet by shape, name or sound.</p> <p>Students know what comes next in familiar word patterns, sentences and text structures.</p>	<p>Students know where a story happens and know key information from the story.</p> <p>Students recognise and know familiar words in narratives or playscripts.</p> <p>With some support, students are able to identify graphemes and their corresponding phoneme.</p> <p>With some support, students begin to know some common exception words.</p> <p>Students know the vocabulary needed to express what they like when reading a narrative.</p> <p>Students begin to know simple punctuation such as full stops and other forms of punctuation in a text.</p>	<p>Students know and understand why characters act in certain ways.</p> <p>Students know and understand that the emotions, the actions of others, and motives explain the actions of characters.</p> <p>Students are familiar with a range of punctuation e.g. full stops, commas, question and exclamation marks, inverted commas etc</p> <p>Students recognise if words rhyme.</p> <p>Students identify new vocabulary.</p> <p>Students know that they can use a dictionary to check spelling or meaning of a word.</p> <p>Students know the position of a letter in alphabet i.e. beginning, middle or end.</p> <p>Students understand how words are organised in a dictionary.</p>	<p>Students know key themes and features of a fiction text.</p> <p>Students know the name some conventions of narrative writing.</p> <p>Students are familiar with the basic plots of simple stories.</p> <p>Students know when the text isn't making sense</p> <p>Students know that words are listed in a dictionary in alphabetical order</p> <p>Students know different types of punctuation used in fiction texts, including dialogue.</p>
<p>Subject specific skills</p> <p>What do pupils need to be able to do?</p> <p>Reading</p> <p>How to infer.</p>	<p>Students use a few familiar words, symbols or pictures to derive meaning from an adventure story.</p> <p>Students match objects to their pictorial or symbolic representations.</p> <p>Students ask and answer basic two key word questions about a story.</p>	<p>Students join in a discussion about a fiction story.</p> <p>Students sequence 3 pictures and use them to re-tell a familiar story.</p> <p>Students show an interest in the activity of reading a fiction story using some text with pictures and symbols.</p>	<p>Students recognise familiar words used in fiction texts and plays.</p> <p>Students re-tell story to a peer.</p> <p>Students express their response to fictional stories by identifying aspects that they like.</p>	<p>Students explain the actions of characters and compare to other characters.</p> <p>Students give a reason why they think something has happened in the story.</p> <p>Students are able to identify words that rhyme.</p>	<p>Students identify some key features of a fiction text.</p> <p>Students read, discuss and give their own views on the characters, setting and plot of a story.</p> <p>Students draw inferences on what they have read/ heard.</p>

<p>How to understand how language is used. How to understand how structure is used How to compare.</p>	<p>Student select and recognise/ read a small number of words or symbols linked to the vocabulary in a familiar story.</p> <p>Students match letters and short words related to a story.</p>	<p>Students apply the conventions of reading, following the text left to right, top to bottom and page following page.</p> <p>Students recognise or read an increasing repertoire of familiar words or symbols within a fiction text.</p> <p>Students display interest in extracting information from a fiction text.</p> <p>Students are able to predict elements of a fiction text e.g. when the reader pauses, students fill in the missing word.</p> <p>Students extract information from words, symbols and pictures convey meaning within a narrative</p>	<p>Students express an opinion on the different characters in a story.</p> <p>With some support, students are able to use their phonic knowledge to read words and establish meaning when reading aloud.</p> <p>With some support, students are able to use their knowledge of common exception words to read words and establish meaning when reading aloud.</p> <p>Students select the vocabulary needed to express what they like when reading a persuasive text.</p> <p>Students begin to show awareness of how different forms of punctuation are used in reading.</p>	<p>Students' reading of texts shows understanding and is generally accurate.</p> <p>Students listen to and read a range of fiction texts.</p> <p>Students correctly identify how texts are organised, e.g. use of capitals and font, paragraphs, full stops, commas, question and exclamation marks, inverted commas, key words etc</p> <p>Students reread a text when attempting to understand new vocabulary</p> <p>Students use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning</p> <p>Students use knowledge of alphabet to open dictionary in an appropriate place.</p> <p>Students read simple prefixes or suffixes without overt sounding.</p>	<p>Students read fiction texts with fluency and accuracy.</p> <p>Students respond to character descriptions and show preferences.</p> <p>Students make predictions about what might happen.</p> <p>Students compare books / stories sharing a similar theme.</p> <p>Students identify the treatment of different characters in a text</p> <p>Students identify specific vocabulary within a text that captures the reader's / listener's interest.</p> <p>Students identify the letters in a word sequentially and find the meaning of an unknown word using a dictionary.</p> <p>Students confidently use knowledge of phonic structure.</p> <p>Students use knowledge of root words, suffixes and prefixes to attempt new/longer words.</p>
<p><u>Suggested teaching activities</u> <u>How should I teach this?</u> Reading How to infer. How to understand how language is used. How to understand how structure is used. How to compare.</p>	<ul style="list-style-type: none"> • Read extracts / simplified excerpts and answer comprehension questions (written and verbal) <ul style="list-style-type: none"> ➢ Identify key information / key words ➢ Make inferences and deductions • Identify key language features of a Shakespearean play script <ul style="list-style-type: none"> ➢ Rhyme, structure, word picture, similes & metaphors, alliterative, assonance, colloquial / Elizabethan language • Identify and explore play script structure • <u>Guided reading sessions using play scripts and adventure stories</u> <ul style="list-style-type: none"> ➢ Discussing the text ➢ Responding to the text verbally ➢ Comprehension activities, e.g. questions, storyboarding, key points & words/ phrases ➢ Activities to unpick language and structure 				

		B2 Progression Step P4-6	B2 Progression Step P7-8	B2 NC Step 1	B2 NC Step 2	B2 NC Step 3
Key Learning Theme: Writing Adventure themed narratives						
<p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p> <p><u>Writing</u></p> <p>How to plan a persuasive text. What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p>Students know marks or symbols associated with familiar spoken words, actions, images or events relating to stories.</p> <p>Students know how to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy writing patterns.</p> <p>Students know and identify marks, letters, symbols and photographs to use in a story.</p>	<p>Students know that stories have a beginning, middle and end.</p> <p>Students know to group letters and leaves spaces in their writing to form separate words.</p> <p>Students demonstrate understanding of how a story is arranged on the page, sequencing information from left to right and top to bottom and captions underneath pictures</p>	<p>Students are able to identify simple words and phrases to communicate meaning.</p> <p>Students begin know how full stops are used in writing.</p> <p>Students know how to clearly shape and correctly orientate letters.</p>	<p>Students know alternative words to enhance their descriptive writing.</p> <p>Students know how to read through their work to check for appropriate punctuation and vocabulary choices when drafting and writing.</p> <p>Students know when to use capital letters in their writing.</p> <p>Students know how to spell high frequency words that do not conform phonetically.</p> <p>Students know where to place a possessive apostrophe in regular and irregular plurals.</p>	<p>Students are familiar with the style and layout of narratives.</p> <p>Students are aware of the terms of grammar - subordinate clause, direct speech/inverted commas, preposition, conjunction, possessive pronoun, determiner, adverbial, vowel consonant</p> <p>Students understand the language of punctuation.</p> <p>Students know how to spell high frequency words and know those that do not conform to normal patterns.</p> <p>Students know how to write in a joined up style and whether to use a diagonal; or horizontal join to a letter.</p>	
<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p> <p>How to plan a persuasive text. What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p>Students produce marks or symbols associated with familiar spoken words, actions, images or events relating to a story.</p> <p>Students are able to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy shapes and straight line writing patterns.</p> <p>Students select and use meaningful marks, letters,</p>	<p>Students are able to identify the beginning, middle and end sections of an adventure story.</p> <p>Students place pictures in the correct order to retell the story.</p> <p>Students display knowledge of how a fiction narrative is arranged on the page, e.g. by writing or producing letter sequences going left to right and top to bottom.</p>	<p>Students use simple words and phrases to communicate meaning.</p> <p>Students place the elements of a story in the correct order.</p> <p>Students add simple adjectives to writing to enhance detail.</p> <p>Students make contributions to class or group discussions when planning a story.</p>	<p>Students are able to read through their work to check for appropriate punctuation and vocabulary choices when drafting and writing using a success criteria.</p> <p>Students develop their ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops.</p> <p>Students build the simple profile of a character.</p>	<p>Students use the main features of narratives appropriately.</p> <p>Students sequence sentences, extend ideas logically and choose words for variety and interest.</p> <p>Students are beginning to structure their writing into paragraphs.</p> <p>Students correctly use the basic grammatical structure of sentences.</p>	

	<p>symbols and photographs to produce a story.</p>	<p>Students group letters and leaves spaces in their writing to form separate words.</p> <p>Students select and link symbols and one or two simple key words to correctly retell a story from memory</p> <p>Students write or produce letter or symbol sequences moving from left to right and make accurate use of upper and lower case letters.</p>	<p>Students clearly shape and correctly orientate letters.</p> <p>Students begin to show awareness of how full stops are used in their writing.</p>	<p>Students communicate meaning in their writing, using appropriate and interesting vocabulary.</p> <p>Students use descriptive words and phrases to impact the reader.</p> <p>Students use capital letters correctly.</p> <p>Students use question marks and exclamation marks correctly in dialogue.</p> <p>Students use class word bank to check spelling and spell words consistently in their piece of descriptive writing.</p> <p>Students usually spell correctly, simple, monosyllabic words and where there are inaccuracies the alternative is phonetically plausible.</p> <p>Students write their ascenders and descenders clearly and consistently.</p>	<p>Students use a range of punctuation and grammatical devices s: eg fronted adverbials, conjunctions, adverbs and prepositions to express time and cause.</p> <p>Students usually spell words accurately, including common, polysyllabic words.</p> <p>Students accurately use punctuation to mark sentences e.g. full stops, capital letters and question marks.</p> <p>Students begin to structure writing into paragraphs.</p> <p>Students write in a mainly joined up style joining letters correctly and legibly.</p>
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<p>Writing How to plan for a persuasive text. What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<ul style="list-style-type: none"> ➤ Talk for Writing ➤ rewriting a story using 'box it up' structure ➤ writing own story using 'box it up' structure ➤ Writing activities ➤ Vocabulary building ➤ Rhyming words ➤ Re-write Shakespeare's language as modern English ➤ Write own play script ➤ Write instructions (e.g. how to cast a spell) ➤ Create storyboards ➤ Write similes and metaphors
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Online resources
<https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-sensational-shakespeare-all-plays>
<https://www.bbc.co.uk/cbbc/watch/sensational-shakespeare-song>

<https://www.bbc.co.uk/iplayer/episode/b09xjby9/cbeebies-presents-shakespeare-the-tempest>

Evidencing Work

Photographic & video evidence

Talk for writing worksheets

Phonics worksheets

Guiding reading records