

GRANDAD AND THE LAUNDRY BASKET Y4

PNS Objectives for Y4

Offer reasons & evidence for their views, considering alternative opinions.

Respond appropriately to the contributions of others in the light of differing viewpoints.

Take different roles in groups & use the language appropriate to them, including the roles of leader, reporter, scribe & mentor.

Create roles showing how behaviour can be interpreted from different viewpoints.

Develop scripts based on improvisation.

Comment constructively on plays & performances, discussing effects & how they are achieved.

Identify & summarise evidence from a text to support a hypothesis.

Deduce characters' reasons for behaviour from their actions & explain how ideas are developed in non-fiction texts.

Interrogate texts to deepen & clarify understanding & response.

Use settings and characterisation to engage readers' interest.

Show imagination through the language used to create emphasis, humour, atmosphere or suspense.

Clarify meaning & point of view by using varied sentence structure (phrases, clauses & adverbials).

PNS text types guidance

Narrative: dilemma stories
Narrative: dialogue

<http://nationalstrategies.standards.dcsf.gov.uk/search/primary/results/nav:45985>

Strand 9 progression statement

Children develop the style of their independent writing. They make increasingly informed choices to suit purpose and reader. They apply their growing knowledge of structural and presentational features to enhance meaning.

<http://nationalstrategies.standards.dcsf.gov.uk/node/98579>

THIS UNIT OF WORK LINKS WITH PNS Y4 UNIT 4 (STORIES WHICH RAISE ISSUES AND DILEMMAS) AND UNIT 5 (PLAYS)

Familiarisation with text type

- Watch DVD of story (Grandad and the laundry basket), up to 24.05 (where mum and dad are putting the laundry basket into the 4 x 4).
- Discuss the story so far with a talk partner, identifying elements related to issues and dilemmas, i.e. the issue of what should be done with Grandad; Billy's dilemma of what to do linked to his parents' reactions to the situation and their decision to get rid of Grandad.
- Ask factual and imagination questions (see list).

Familiarisation with medium of storytelling

- Note use of facial expression, gesture, use of voice, variation of pace and volume, use of pauses. Play part of the DVD with no sound. Use facial expressions and gestures to help you identify individual characters, and key parts of the story.
- Use simple facial notation to show expression (see resource sheet) – link with emotions, use mirrors to explore facial expressions and work with partners – partners to guess expressions.

Capturing ideas – oral rehearsal

- From the point at which the story has been paused (see above), predict possible outcomes. In pairs or small groups, improvise the ending you have predicted.
- Watch the rest of the DVD and compare your ending with that in the story..
- Drama/ICT - freeze-frame and thought-track key moments in the story then take digital photographs of children in role, showing a variety of facial expressions, appropriate to the story. Children use these to add captions using ICT.
- PSHE – talk about ways in which elderly people are treated. How would you like to be treated when you are old? What would you most dislike? Share and discuss poem, The Little Boy and the Old Man by Shel Silverstein.
- ART – draw portraits of one or more of the key characters, choosing a facial expression that shows their personality, or how they mostly feel in the story.

- Watch story again and retell in pairs – teacher briefly demonstrates with child/ TA.
- Create a comic-strip of one part of the story, with speech bubbles for the characters.

In pairs, groups of children recreate the following scenarios: (teacher/pupil demonstration if necessary)

- Improvise a scene between mum and dad where they are planning their next foreign holiday. The phone rings, as in the story, with the news that they have to look after Grandad. Continue the conversation after Dad puts the phone down.
- Improvise a scene between Grandad and Billy, where Grandad is telling Billy stories about his time in the war, or when he was a young boy, or how he feels about coming to live with the family. Make sure Billy asks some questions, so the dialogue is not too one-sided.
- Improvise a scene at the end of the story, where the family (including Grandad) are enjoying a meal together.

Teacher demonstration - shared writing

Ask pairs of children to perform their improvisations, then choose one to demonstrate how to turn it into a simple play script. Include the use of stage directions, linked to previous work on facial expressions and tone of voice. Edit to ensure appropriate language choices, paying particular attention to using language that fits each character, that suitable adjectives and adverbs are used, and that there is variation in sentence length for greatest impact.

Teacher scribing – guided and supported writing

- Children are to continue writing the scene in pairs.
- As a class, agree success criteria, which can be referred to by children as they write and later when they re-read and edit – TA scribes for some; teacher with focus group(s), rest of class in pairs, supported as necessary.
- After first draft, pairs rehearse, and then perform their play scripts. Rest of class evaluate against success criteria.

Independent writing

Children now continue writing the play script independently, having first had the opportunity to edit and re-draft what they have written so far with a partner. When complete, swap scripts with original partner, and check against previously agreed success criteria. Children may write more than one scene. Opportunity should be given for the plays to be read, rehearsed, performed and evaluated. This could include being performed for others in school, as part of an assembly, or filmed for sharing on the school VLE.



Learning outcomes

Children can give reasons for their opinions.
Children can use precise language to explain what they think.
Children can make judgments & decisions informed by reasons or evidence.
Children can generate & extend ideas.
Children can predict outcomes & anticipate consequences.

Suggested pupil writing targets

Use adjectives and adverbs selectively to add detail, choosing the most appropriate. (AF1, AF2, AF7)

Develop a character in more detail in narrative writing. (AF1, AF2)

Use adjectives and adverbs to create variety and add interest for the reader. (AF1, AF2, AF7)

Edit and improve word choices, considering the audience and purpose. (AF1, AF2, AF7)

<http://nationalstrategies.standards.dcsf.gov.uk/node/110239>

Learning outcome

Children can improvise dialogue between key characters and use this as the basis for writing own short play scripts.

Intended outcome

To write a short play script based on dialogue between key characters in the story.