

Plot, character and setting

SECTION

4

Getting into role

Objective: To act out their own and well-known stories, using voices for characters.

What you need: Copies of *Amazing Grace* and dressing-up clothes suitable for teachers of both sexes.

Cross-curricular links: PSHE.

What to do

- After reading *Amazing Grace*, re-read the discussion between the teacher, Grace and her school friends about who should play Peter Pan. Why did Grace's friends say that she could not play Peter? How do the children think that Grace felt when her friends made their comments? How does the teacher solve the problem of too many children wanting to play Peter?
- Suggest that the children re-enact the scene in groups, with one child in each group playing the teacher. Invite the teacher from each group to

choose dressing-up clothes to put on.

- Explore the double page image of Grace and her friends responding to the teacher. Talk about the way they are sitting and their facial expressions. Encourage the groups to consider the dialogue they will use and the actions they will make in their re-enactments, for example, putting up their hands and taking turns to speak.
- Make comparisons between the re-enactments.

Differentiation

For older/more confident learners: Ask the children to take on the role of teacher and pose a problem for class discussion saying, for example, 'Some elderly people who live near the school are feeling lonely. What can we do to make them feel less lonely?'

For younger/less confident learners: Encourage the children to role-play school scenarios by providing suitable dressing-up clothes and props.

Beginning, middle and end

Objective: To read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words.

What you need: Copies of *Amazing Grace*, photocopiable page 16 (one large copy and one copy for every pair of children) and scissors.

What to do

- Display the large version of photocopiable page 16 on the board and read the sentences together. Encourage the children to use their phonic knowledge and skills to tackle challenging words such as 'pantomimes'. Support them if necessary with more difficult words such as 'theatre' and 'auditions'.
- Read the sentences to the class in the order they appear on the sheet and discuss this order. Ask: *Do they tell the story in the correct sequence? Which sentence might start/finish the story?*

- Continue the discussion by asking about sentences describing events in the middle of the story.
- Ask the children to work in twos and provide each pair with a copy of photocopiable page 16 and some scissors. Tell them to cut out the sentences and put them in their chosen order.
- Ask the children to read out their sequences to the class. Are they the same or different? Which sequence tells the story most accurately? (The most probable sequence is 1, 10, 4, 6, 11, 8, 7, 3, 2, 9, 5.)

Differentiation

For older/more confident learners: Ask the children to write sentences on strips of paper to tell their favourite story, making sure they include a beginning, middle and end. Mix the strips up and then tell them to put them back in the correct order.

For younger/less confident learners: Provide a simplified version of photocopiable page 16 with around four sentences to rearrange.