

Year 4 Home Learning 6.7.20-10.7.20 Week 14

Literacy Support Document

This week we will be focusing on play scripts and their features. This will allow you to write your own. Use the following link to learn more about plays

<https://www.bbc.co.uk/bitesize/topics/zsn4h39>

Lesson 1

Read the play script provided and answer the comprehension questions using your reading skills.

Oliver Twist **Scene One – The Workhouse**

(Narrator stands in front of the closed stage curtain, lit by a spotlight.)

Narrator: Through no fault of his own, Oliver Twist finds himself being cared for by an elderly woman three miles from where he once lived. He spends his days with 20 or 30 other children, who are lying on the floor with their stomachs rumbling. On his ninth birthday, Oliver is pale, thin, short and in need of a wash. Nevertheless, Oliver is in good spirits.

Unexpectedly, Mr Bumble – the man who had given Oliver his name – visits the workhouse. As Oliver has now turned nine years old, Mr Bumble explains to Mrs Mann that he is too old to stay in her care. He says that Oliver must return to the workhouse and takes him to begin yet another new life.

(Curtains open as Narrator exits to stage right. Five workhouse orphans, including Oliver, walk across the stage towards stage left. They are holding empty bowls in front of them. At stage left, the boys join the back of the queue that has formed in front of two women and The Master. These people wear aprons and ladle gruel into each boy's bowl.)

Boy 1: **(holding his stomach)** I'm so hungry. If I don't have an extra spoonful of gruel today, I'm scared that I might end up eating the boy who sleeps next to me!

Boy 2: **(quietly)** One of us should say something. We should ask for more food.

**Boy 3 and
Boy 4:** **(together)** Not me!

(All characters move forward one place in the queue. The children before move to sit around the table with their full bowl.)

Boy 2: What about you, Oliver?

Boy 1: Yes, Oliver, will you ask The Master for more supper?

Oliver: **(hesitant)** Well, I don't know. I guess we are hungry. Just another spoonful wouldn't hurt, would it?

Oliver Twist Scene One – The Workhouse

(All orphans move through the queue, receive their gruel and take their seats at the table. Boy 1 sits next to Oliver. The Master and the two women remain stood at stage left. They are watching the orphans as they eat.)

Boy 2: (winks at Oliver) Now's your chance, Oliver. Ask him.

Boy 1: Go on, Oliver. Ask. (nudges Oliver with his elbow)

(Oliver stands up and walks towards The Master. He carries his bowl and spoon in front of him. He has an unsure expression on his face.)

Oliver: (quietly) Please, sir, I want some more.

The

Master: (open-mouthed, with a faint voice) What?!

Oliver: Please, sir, I want some more.

(The Master tries to hit Oliver over the head with the serving spoon but Oliver ducks just in time. The Master grabs Oliver by the arm.)

The

Master: (loudly calling to offstage right) MR BUMBLE!

(Mr Bumble and Mr Limbkins enter quickly from stage right.)

The

Master: Mr Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!

(Orphans around the table gasp and look at one another with shocked faces.)

Mr

Limbkins: For more?! (turns to Mr Bumble) Mr Bumble, answer me clearly. Do I understand that Oliver asked for more after he had already eaten the supper he was allowed?

Mr

Bumble: He did, sir.

Mr

Limbkins: That boy will be hung! I know that boy will be hung!

(Lights fade. Curtains close.)

1. Why do the orphans gasp? Tick one.

- ☐ because The Master shouted loudly
- ☐ because Oliver Twist has asked for more
- ☐ because Mr Limbkins is scary
- ☐ because they are out of breath

2. Whom did Oliver live with before Mr Bumble took him to the workhouse? Tick one.

- ☐ his parents
- ☐ Mr Limbkins
- ☐ Mr Bumble
- ☐ Mrs Mann

3. Number the events 1-4 to show the order they happen in the stage directions.

- ☐ The Master loudly calls to offstage right.
- ☐ Boy 3 and Boy 4 speak at the same time.
- ☐ Boy 2 winks at Oliver.
- ☐ Mr Limbkins turns to Mr Bumble.

4. Draw **four** lines to match each character to one piece of their dialogue from the play script.

Boy 1	Nevertheless, Oliver is in good spirits.
Oliver	Oliver Twist has asked for more!
The Master	I'm so hungry.
Narrator	Well, I don't know.

5. Find and copy a phrase said by the Narrator which implies that the children living with the elderly woman are hungry.

6. **Well, I don't know. I guess we are hungry. Just another spoonful wouldn't hurt, would it?**

According to the stage directions, how should Oliver act when saying this line?

7. Why do you think that the narrator stands in front of the closed curtain at the start of the script?
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8. Explain how Oliver feels about asking The Master for more supper. Give **two** points and give evidence from the text to support both.
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Lesson 2 – Recognising Features of a play script

Look at the play scripts and colour coded the different features that you can see.

Read the following extract from the Little Red Riding Hood play script. Use coloured pencils to find examples of the following features in the text:

Narrator

Stage directions

Scene number

Present tense in stage directions

Theatre words

Brackets/parenthesis

Description of setting

Character names on the left

Scene 1 – Mother's Kitchen

Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.

Little Rabbit: Big Rabbit, Big Rabbit, is it time for a story?

Big Rabbit: What story would you like?

Little Rabbit: Do you know the story of Little Red Riding Hood?

Big Rabbit: *(excited)* Of course I do! Let me just think how it begins. Ah yes, I remember!

Lights up on a cottage on the outskirts of a great forest. It is a spring day.

Big Rabbit: Once upon a time – and a very fine time it was – a girl called Red lived with her mother, in a cottage on the outskirts of a great forest.

Mother takes a batch of fresh cupcakes from the oven and places them on the table.

Mother: Little Red! *(bangs the rolling pin on the table)* Little Red! Time to get up.

Red: *(offstage)* Coming, Mother!

Mother looks up at the clock (it's noon) and taps her foot angrily. Red enters the kitchen in a red cape. Seeing the cupcakes, she reaches out to take one, but her hand stops as Mother turns to glare.

Red: These smell delicious. *(backing away)* You've been busy, Mother. Who are they for?

Mother: They're for Granny, so keep your mucky fingers off. I didn't raise you to steal from little old ladies. Why, your poor granny lives alone in the forest, surrounded by fearsome creatures. The least I can do is bake her a cupcake or two every now and then.

Red: *(rubbing her tummy)* I wouldn't dream of touching Granny's cupcakes.

Mother piles the cupcakes into a wicker basket, then puts her hands on her hips.

Mother: *(huffing)* Now, you're to take this basket straight to Granny's. No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?

Red: *(sighing)* Yes, Mother.

Red takes the basket and hurries from the kitchen.

Big Rabbit: And with that, Little Red Riding Hood hurried from the kitchen into the glorious spring sunshine.

Lights down.

Lesson 3 - Writing a play script

Using what you know about play scripts, write your own play script based on an event of your choice.

Things to consider:

- Roles/characters
- Setting
- Stage instruction/directions

Use the prompts below and the two examples from your previous lessons as a model to help you write your play script.

Features of a Play Script

Key

Character names	Speech
Setting the scene	Character directions within speech
Stage directions	

No inverted commas are needed!

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.
Alice enters the scene, stage left.

Mad Hatter: *(starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice)*
It's you.

Dormouse: *(exasperated)* No it's not! Hare brought us the wrong Alice!

Hare: *(gasps and throws his hands against his head)* It's the wrong Alice!

Mad Hatter: You're absolutely Alice, I'd know you anywhere!
(to the rest of the characters at the table)
I'd know her anywhere!

Dormouse and Hare laugh maniacally.

Well, as you can see we're still having tea.
You're terribly late you know... naughty.

Alice: I'm incredibly intrigued.

Mad Hatter: Yes yes of course, but now we must get onto the Frabjous Day!

Dormouse & Hare together: FRABJOUS DAY!!

Mad Hatter: We're investigating things that begin with the letter M.

(whispers) Have you any idea why a raven is like a writing desk?



Features of a Play Script Checklist

Have I...	✓
included a cast list?	
included a props and costumes list?	
used a narrator?	
put the speakers' names on the left?	
written dialogue without speech marks?	
structured my play using scenes?	
written stage directions in brackets?	
considered how the play will be performed?	
used standard and non-standard English appropriately?	
used punctuation effectively?	

Use the template below to help you with your structure of your play script. Do not complete it on this template, as it will need to be longer.

My Play Script

The characters in this scene are:

The setting is:

Character name	What is said

Challenge/Extension: Proof read this passage of text and make the appropriate edits. This passage focuses on missing words.

First identify the type of mistake in the passage, then correct the 4 mistakes.

Russell groaned his mum shouted up the stairs; "Russell, get up now or you'll be late – again!"

"Riiight," he called back wearily. "It's always the same," he thought "Just when you were warm, comfy and having a fabulous dre – what was that?" Russell's train of thought was interrupted by a small figure running along the top of the skirting boards. It was only there for a second, but he was sure he'd seen. Russell shook his head in an effort to 'reboot' his vision. But no, there it was again, this time climbing up the leg his desk. A small person, no more than six inches high, scaling the telegraph pole upright.

Russell felt no fear, only curiosity. It occurred to him that maybe he was a) dreaming or b) going slightly mad but he decided that having an imp or a pixie in his room was far more interesting than getting dressed, whatever the reason for its appearance. He approached slowly, much like when he was trying to catch his rabbit to put it to bed, "'Mustn't spook it," he whispered himself.

"Oi, who are you calling it?" said a tiny voice.