



'The Merchant of Venice' From A Stage Full of Shakespeare Stories

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<p>Outcome: Non-fiction Information Text</p>	<p>Writing outcome: Plan and write a guide for visiting The Globe Theatre in London. Greater depth writing outcome: To write the guide to appeal to teachers who are teaching about Shakespeare in their class.</p>
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National Curriculum Skills		
Spoken Language	Reading Comprehension	Writing Composition
<ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Speak audibly and fluently with an increasing command of Standard English • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role-play, improvisations and debates • Consider and evaluate different viewpoints 	<ul style="list-style-type: none"> • Prepare poems and playscripts to read aloud and to perform • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions • Predict from details stated and implied • Identify main ideas drawn from more than one paragraph and summarise • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (Y4) • Proofread for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

Pathways to Write Keys			
	Gateway keys	Mastery keys	Feature keys
Y3	<ul style="list-style-type: none"> • Use punctuation correctly at Y2 standard - Full stops, capital letters, exclamation marks, question marks, commas and apostrophes • Use prepositions to express time, place and cause • Group related ideas into paragraphs 	<ul style="list-style-type: none"> • Build an increasing range of sentence structures • In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation • Use present and past tenses correctly and consistently including the progressive and present perfect forms 	<ul style="list-style-type: none"> • Use specific and some technical vocabulary • Write in present tense (except historic reports) • Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams • Write in a logical order • Use precision in technical vocabulary (Y4)
Y4	<ul style="list-style-type: none"> • Use punctuation correctly at Y2 standard - Full stops, capital letters, exclamation marks, question marks, commas and apostrophes for contraction and singular possession • Use subordination (when, if, that, because) and co-ordination (or, and, but) • Use expanded noun phrases • Group related ideas into paragraphs 	<ul style="list-style-type: none"> • Build a varied and rich vocabulary and an increasing range of sentence structures • Use paragraphs to organise information and ideas around a theme • Variety of verb forms used correctly and consistently • The grammatical difference between plural and possessive 's' 	