

**As a writer, can I retell the story of Romeo and Juliet using descriptive language?**

**Previous English learning**

Throughout the year, the class have had a big focus on writing in a non-narrative setting. The children have been exposed to non-fiction texts and have explored how we can develop these to make them more interesting to a reader.

**This learning experience**

Throughout this learning experience, we will be exploring one of William Shakespeare’s most famous plays, ‘Romeo and Juliet’. The children will have the opportunity to retell the story with detailed description, along with a drama based workshop at the end of the enquiry.

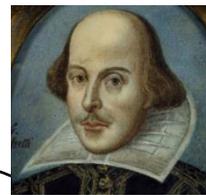
**Concepts- Writing**

**Reading**

**Spoken Language**

**Outcome**

To re-tell the story with detailed description of settings and characters.



**Key vocabulary**

- Play Script
- Plot Character
- Setting
- Narrative
- William Shakespeare
- Adverbial
- Adjective
- Noun Plural

**Knowledge and Skills**

**Speech and Language**

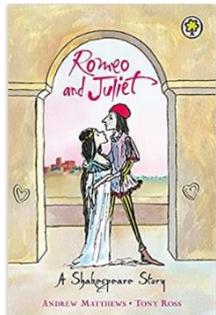
- Can I use the appropriate tone of voice in the right context?
- Can I deliberately select movement and gesture when addressing an audience?

**Reading**

- Can I refer to authorial style and overall themes and features?
- Can I discuss vocabulary used to capture readers’ interest and imagination?

**Writing**

- Do I know how to write a narrative that is well-structured and well-paced?
- Can I create detailed settings, characters and plot in narratives to engage the reader and add to atmosphere?



**Character Value**

Our gateway is **expression**. The character value that we are focusing on is **honesty**. We are going to be focusing on being honest with ourselves when finding something tricky and how this can improve our ability to communicate struggles with others.



**Metacognition**

For this Learning Journey, the children will be using a **cause and consequence map** to recognise how the actions taken by characters in the play affect later events.

