

Year 9 AP/Discovery - Knowledge Organiser - Spring – Playscripts – Our Day Out by Willy Russell

What is a playscript?

A play script is a piece of writing written for the stage.

- A play script will include a list of characters (at the very beginning).
- It may be divided into acts which are then divided into scenes.
- Each scene will have a description of the setting at the start and then the characters' dialogue.
- Dialogue is set out with the character's name on the left, then a colon then the dialogue (without speech marks).
- Stage directions for the actors are written every now and again in italics and brackets.

Our Day Out:

Two of the main characters are Mrs Kay and Mr Briggs. Keep a mind map of the two characters that show their differences and similarities. You can keep adding to this as you get to know more about them.

What are the names of some of the students and how would you describe them?

Who was Willy Russell?

Research the author – what other famous works did he complete?

How are the school/teachers/students portrayed in the play and how is this different to today?

Key Vocabulary

Act/Scene An act is a division or unit of a theatre work, including a play, film, opera, and musical theatre ... A scene is a part of an act defined with the changing of characters.

Characters People acting in a playscript.

Setting Setting is the time and place (or when and where) of the story.

Narrator Some scripts include a character called a narrator. These are characters which explain what is going on in the story for the benefit of the audience. They do not have to be a character in the story, but their lines are written in the same way as any other character's.

Audience The people who watch the performance; those for whom the performance is intended.

Dialogue The dialogue refers to the words that will be spoken by the actors.

Informal Language Informal language allows the use of nonstandard English forms, colloquial vocabulary and typically shorter sentence structures.

This is an extract from the opening of the play: how does it help us understand what life might have been like in 70s inner-city Liverpool?

The street is in the inner city of Liverpool. Kids are streaming in one direction. It is approaching 9 a.m. The kids are pushing, shoving, rushing, ambling, leering and jeering. A group of older kids cross the road, ignoring the lollipop man's assistance. He points them out to a passing woman, obviously disgusted. Carol rushes along the street wearing a school uniform which doubles as a street outfit and her Sunday best. She is eating half a sandwich and clutching a supermarket carrier bag. She arrives at the roadside and, as there isn't a vehicle in sight, goes to cross without bothering to enlist the aid of the lollipop man, Les. He stops her from stepping off the pavement.

Challenge: Find out information about 70s life in the inner city of any large UK city.

How does it fit with things I have learnt before? You should have some knowledge of figurative language from Year 7 and 8. Writing to persuade in Year 8

Why are we studying this and how does it fit into what I will need to know in the future? You will develop the skill of inference and the ability to summarise and synthesise to texts.

The non-fiction language and linguistic features will be important for GCSE Paper 1 and Paper 2 language analysis. Speech writing skills will be important for Language

Useful technical terms:

Imperative verbs – verbs at the start of a sentence that make it a command.

Positive/Negative noun phrases – modifying words before a noun.

Pronouns – you/we/us

Hyperbole – over-exaggeration

Tripling – three words in a row for emphasis

Superlatives – extreme forms of a word.

Key Vocabulary:
journey, itinerary, travelogue, memoirs, navigate, staycation, commute, detour, voyage, extreme, adventure

Important Knowledge

Conventions of Different Travel Writing

Text Types:
Brochures/Leaflets/Recount/webpage/fact file

Non-fiction language features in Travel Writing:
Rhetorical devices to persuade

Creative Linguistic features in Travel Writing
Figurative language to evoke and entertain.

Conventions of Speech Writing Structuring
viewpoint writing

Even more technical terms:

Inference
Synthesis
Summary
Points of connection
Points of difference



What can I do to support my learning?

Reinforce knowledge of terms.

A written summary which synthesises the information in two texts.

A written text for a speech to the class



Modelled answer when analysing two pieces of travel writing:

The writer in Source A seems to think the place is beautiful and impressive but undiscovered. He describes the “tremendous dark-green trees that were full of shadows”. This suggests that he is excited to think what might lie in store behind the tall trees and he seems quite excited that it might be “almost certainly teeming with rhinos and lions.” Whereas the writer of Source B seems disheartened by the “mile after mile of endless grey suburbs” that “look(ed) almost identical”. Unlike the writer of Source A he doesn’t seem excited by what lies ahead. He is simply uninspired by the sameness of the surroundings.