

**Text Task Analysis of Playscript****Week 3: EVALUATIVE LANGUAGE**

**Practise identify evaluative language by applying the colour coded, 'Read-like-a-Writer' strategy to this extract from the playscript.**

Scene setting: *Mr and Mrs Avery are having breakfast in the farmhouse kitchen. Fern comes in from the garden with a bunch of picked flowers.*

Fern: Look at these beautiful flowers. Oh, I wish I didn't have to go to school today. I'd like to stay in the garden all day, climb trees and help you with the animals.

Mr Arable: Much as I'd like you to help me with the farm, Fern, you have to go to school.

Mrs Avery: Avery! Avery! (*calling upwards*) Come downstairs at once and eat your breakfast. You'll be late for school. That boy is impossible!

*Avery comes into the kitchen yawning and falls heavily into a kitchen chair.*

**Week 4: EDITING PUNCTUATION**

**Oh no! All the punctuation has gone out of the following extract of your play! Put them back and explain on the callouts why they are useful. Draw lines from the callouts to an example of where you edited the text.**

colon

fern look at these beautiful flowers oh I  
wish I didnt have to go to school today Id  
like to stay in the garden all day climb  
trees and help you with the animals

fullstop

apostrophe

mr arable much as Id like you to help me  
with the farm fern you have to go to  
school

comma

capital letters

mrs avery avery avery *calling upwards*  
come downstairs at once and eat your  
breakfast youll be late for school that boy  
is impossible

exclamation mark

**Week 5: EVALUATIVE LANGUAGE**

**Practise identify evaluative language by applying the colour coded, 'Read-like-a-Writer' strategy to this extract from the playscript.**

Avery: Morning, everyone. Has anyone seen my frog? I think it escaped from my bedroom last night.

Mrs Arable: A bedroom is not the place to keep a frog, Avery. How many times do I have to tell you? Now, come on you two. Hurry up and get ready for school. I've all the animals to feed as well as you lot.

*Mr Arable gets up from the breakfast table and goes to the corner of the kitchen where he picks up his axe.*

Fern: Where is father going with that axe, mother?

Mrs Arable: Out to the pig house. Some piglets were born last night.

## Week 6: CONTRACTION REVISION

The playscript has many examples of contractions. Find four of them and use them to write your own sentences in the space below.

Find a contraction.	Write it in full.	Put it into your own sentence.

## Week 7: EVALUATIVE LANGUAGE

Practise identify evaluative language by applying the colour coded, 'Read-like-a-Writer' strategy to this extract from the playscript.

Fern: Well, I don't understand why he needs an axe.

Mrs Arable (*speaking softly and kindly*) Well, my dear, one of the piglets is very small and weak, so your father has decided to do away with it.

Fern: Do away with it! Do you mean kill it – just because it is smaller than the others?

Mrs Arable: Don't yell, Fern. Your father knows best. The piglet would probably die, anyway.

*Mr Arable comes back into the kitchen with his axe. Fern rushes over to him.*

Fern: Please! Don't kill the piglet!

Mr Arable: Fern, you must understand about life on a farm. A weak pig causes trouble. We haven't the money to look after weak pigs.

## Week 8: PERSUASIVE TECHNIQUES

Charlotte is one clever spider. That's my *opinion*. Is it yours? Write an explanation below using your persuasive techniques and devices to convince anyone that has not read about this famous character – how very clever she is.

Draw a picture with a caption below.


**Practise identify evaluative language by applying the colour coded, 'Read-like-a-Writer' strategy to this extract from the playscript.**

Fern: But it's not fair! the pig couldn't help being born small. If I had been born small at birth, would you have killed me too?

Arable: Of course not, but a baby girl is one thing and a piglet is quite another.

*Meanwhile, Avery grabs the school bags and hands one to Fern.*

Avery: The school bus will be here any minute. Let's go.

Fern: (*turns desperate, pleading eyes onto her dad*) Dad, please!

**Use the knowledge you have been developing about the structure of a playscript by writing the conclusion to the play you have been studying. Use your prior knowledge of the characters and plot to ‘show’ what happens when Fern turns desperate, pleading eyes onto her dad and says, ‘Dad, please!’**



**New Author Tips:** List the speaker on the skinny column, and use a 'colon'. Put the words they say and stage actions on the other column. *Write stage actions in italics.*

[illegible]