

What they will learn this week....

National Curriculum Objectives

- Write detailed and engaging setting descriptions that use precise adjectives, verbs, and adverbs to create vivid imagery.
- Make deliberate word to convey mood and atmosphere, including the use of figurative language.
- Use expanded noun phrases, varied sentence structures, and prepositions to add clarity, interest and cohesion to their writing.
- Writing is coherent, expressive and follows appropriate structure.
- Evaluate and edit their own and other's writing.

Act 1, Lesson 1

Learning Intention

To generate language to describe a setting.

Key Vocabulary

setting, scene, feelings/sensations, sound/hear, sight/see

Activities/ Lesson

Introduction

Show illustrations of the palace from the Winter's Tale comic.



Set the scene of Act 1 by reminding the children that *King Leontes of Sicily is hosting his old friend King Polixenes of Bohemia at his royal court. Everyone is celebrating. The palace is bright, full of music and laughter. But Leontes starts to notice how friendly Hermione (his queen) and Polixenes are, and a seed of jealousy begins to grow.* Play the soundscape of a royal court while they listen quietly: <https://www.youtube.com/watch?v=qj0boS-gQTY>

Main input: Freeze frame and soundscape

Split the class into small groups (4–6). Each group creates a quick frozen picture of the royal court. Someone could be king Leontes, someone Hermione, someone Polixenes, and others servants or musicians. Walk around and lightly tap a few pupils on the shoulder to unfreeze and ask questions like:

- What detail tells us about the relationship between characters?
- What two words reveal the mood best here, why?
- If you were King Leontes, what small gesture would show jealousy without words?

Next, ask the pupils to add a sound or actions such as music, clinking goblets, laughter or whispers. You may want to guide their soundscape with instructions like: *Start quietly ... the hall wakes up... now the palace grows louder... now freeze... something changes. Silence falls.*

Walk around and ask the pupils questions like: Can you name... one sound that shows celebration? ...one sound that shows suspicion?

Main activity: Senses sheet

Introduce the structured senses sheet and ask children to complete the **sense and imagery** and **powerful verbs and expanded noun phrases** parts. Encourage children to select and write high quality language and phrases not just lists of words. **NB.** You may need to model each of the sections so children can use this sheet successfully.

The next part of the sheet is a **figurative language bank**. Teach this part appropriately to the strength of your class. If your class need more support with using figurative language you could prepare some sentences and ask children to do a 'vote with your fingers': display options on the board and ask pupils to hold up one or two fingers depending on which example is more effective. For example:

1. 'The hall was loud'
 2. 'The hall hummed with high, gilded laughter, like bees caught in crystal'
- Discussion around why the second option is better will highlight the effectiveness of figurative language.

Display the figurative language tricks of the trade to explain each with a visual example. Then, give children time to fill in the '*figurative language bank*' part of the sense sheet.

NB. While the children are completing the sense sheet circulate to: push for vocabulary precision, model upgrading a weak phrase into an expanded noun phrase, prompt use of figurative language etc.

Adaptive Teaching	Support: Provide a partially completed toolkit (one example per section) or work in a guided group.
Resources	Palace room images from comic Video clips for sounds (linked above) Senses sheet Figurative language 'tricks of the trade'

Act 1, Lesson 2

Learning Intention	To create rich sentences that describe setting and mood
Key Vocabulary	preposition, expanded noun phrase, adjective, verb, adverb, figurative language (similes, metaphors, personification, hyperbole)
Activities/ Lesson	<p><u>Introduction</u></p> <p>Show the same palace images from the previous lesson and ask pupils to close their eyes and imagine the hall as if they are inside it. Ask: how does the palace feel now that Leontes' mood is shifting? Can you hear or see anything different? Tell pupils to scan the images and quickly write down nouns for objects in the room on whiteboards or scrap paper.</p> <p><u>Main input: developing descriptive sentences</u></p> <p>In this activity, children will build a sentence step by step. You will need to select a noun from a pupil's work to model the activity for the whole class. See a worked example in resources.</p> <ol style="list-style-type: none">1. Start by writing a noun on a whiteboard.2. Ask the pupils to add adjectives that enhance mood or atmosphere.3. Ask pupils to extend with verbs that show action or suggest mood (eg. shimmer, echo, tremble).4. Ask pupils to include adverbs to modify verbs.5. Ask pupils to use prepositions to vary sentence structure.6. Optional: Ask the children to add figurative language. <p><u>Main activity:</u></p> <p>In books, pupils select 2–3 nouns from their own lists. Build 3–5 sentences for each noun using:</p> <ul style="list-style-type: none">• Expanded noun phrases• Verbs + adverbs that reflect mood• Optional prepositions at sentence start or middle• Optional figurative language (simile, metaphor, personification) <p>Stretch children here by asking them to vary sentence order, start sentences with prepositions, or embed subordinate clauses to add complexity.</p> <p><u>Plenary/Share</u></p> <p>Ask children to share their extended sentences with partner and use the feedback prompts:</p> <ul style="list-style-type: none">• Which word or phrase most effectively creates mood?• Is there a verb or adverb that could be stronger?• How could the sentence show emotion through the setting?
Adaptive Teaching	<p>Support: Focus on just one noun and on sentence if needed.</p> <p>Stretch: Encourage multiple figurative devices.</p>
Resources	Palace room images from lesson one. Worked example.

Act 1, Lesson 3

Learning Intention	To makes deliberate word choices to describe the mood and atmosphere of a setting.
Key Vocabulary	mood, feeling, preposition, expanded noun phrase, adjective, verb, adverb
Activities/ Lesson	<p><u>Introduction</u></p> <p>Recap the setting from lesson one: <i>At first, everyone is celebrating in the palace. It's bright, noisy and full of laughter. But when King Leontes starts to feel jealous, the palace feels different. It becomes colder, quieter, and tense.</i> Ask pupils to share one word describing the palace when it's happy, and one word describing it when tense.</p> <p>Share two contrasting palace pictures side by side (pick the ones that will suit your class the best) and ask: How does each picture feel? What colours, sounds, or light make it feel that way?</p> <p>Make a quick feelings chart on the board under the headings: Happy Palace and Jealous Palace. Encourage ambitious word choices. Keep this to support pupils in independent activity.</p> <p><u>Main input: Mood switching sentences</u></p> <p>Teacher model the activity first. Show one short sentence and change a few words to shift the feeling.</p> <p>The golden candles shimmered brightly as laughter filled the air. (Happy Palace example)</p> <p>The melting candles flickered weakly as silence filled the air. (Jealous Palace example)</p> <p>Ask pupils to identify the words that shift the mood. Discuss why these words create a different atmosphere. Highlight adjectives, verbs, adverbs, and figurative language that intensify mood. NB. You may want to prepare more than one example to use here.</p> <p><u>Main activity: Written task</u></p> <p>Pupils select one or two nouns from the setting (such as candles, throne, music, pillars, floor, curtains) and tell them to write two contrasting sentences to describe their chosen noun: 1. When the palace feels happy and bright. 2. When the palace feels cold and tense.</p> <p>When they have written the two sentences, the children can underline the words that change the mood.</p> <p>This can be repeated for another noun and for as many times as the teacher chooses. While the pupils write, teacher may circulate and encourage pupils to justify their word choices, for example ask: <i>Why does this verb/adjective show the mood? How does this _____ change the mood?</i></p> <p><u>Plenary: Self assessment/editing</u></p> <p>After pupils have finished writing, give pupils the self assessment checklist. This may also be a useful resource to have as the children are writing.</p>

Adaptive Teaching	<p>Support: Provide sentence starts and a mini feelings chart.</p> <p>Stretch: Encourage multiple figurative devices and complex sentence structures.</p>
Resources	<p>Two contrasting pictures of a palace.</p> <p>Self assessment checklist</p>

Act 1, Lesson 4

Learning Intention	To write a detailed setting description using deliberate word choices to show mood.
Key Vocabulary	senses, mood, adjectives, adverbs, verbs, figurative language (similes, metaphors, personification, hyperbole)
Activities/ Lesson	<p><u>Introduction</u></p> <p>Give a few example words on the board: <i>bright, cold, laughing, shadowy, golden, whispering</i>. Children sort them into: Happy Palace or Jealous Palace. Encourage discussion: Why does this word fit this mood? Could it fit the other mood if changed slightly?</p> <p><u>Main input: Teacher model/shared write</u></p> <p>Take ideas from pupils' word banks (lesson 1) to model a paragraph describing the setting of the Palace:</p> <ul style="list-style-type: none">• Start with Happy Palace description using sensory details.• Introduce mood shift mid-paragraph with a contrasting sentence.• Include figurative language for one or more details. <p>NB. Teachers to model the features they most want children to use. Depending on the cohort this may be all or some of: expanded noun phrases, mood words, figurative language, verbs/adverbs that enhance atmosphere.</p> <p><u>Main activity: Pupils write own setting description.</u></p> <p>Encourage them to:</p> <ul style="list-style-type: none">• Use sensory details for sight, sound, and smell.• Include adjectives, verbs, and adverbs.• Show mood change somewhere in the paragraph.• Use more than one figurative language devices (similes, metaphors, personification, hyperbole).• Keep looking back at their sense word bank from lesson 1 and contrasting sentence work from lesson 3.
Adaptive Teaching	<p>Support: Sentence starters.</p> <p>Stretch: Include more figurative language devices. Children with a flair for writing may be able to link mood changes to character emotions subtly within the paragraph.</p>
Resources	Sentence starters

Act 1, Lesson 5

Learning Intention	To read their own writing and make improvements to punctuation, word choice, and spelling.
Key Vocabulary	punctuation, word choice, spelling, improve, edit
Activities/ Lesson	<p><u>Starter: Spot the difference</u> Show a 'dull' and an 'engaging' version of the setting description. Ask the pupils: Which paragraph makes you feel the palace more? What words or details helped you feel the mood? Highlight: descriptive adjectives, verbs, adverbs, figurative language, and mood words.</p> <p><u>Peer editing</u> Pupils swap setting descriptions with a partner. Using the peer-review checklist, pupils give feedback and suggest one or two improvements for their partner's paragraph.</p> <p><u>Independent editing</u> Pupils use peer feedback to edit and improve their own paragraph. Encourage them to:</p> <ul style="list-style-type: none">• Replace basic words with more precise or interesting vocabulary.• Add small sensory details that enhance mood/atmosphere• Include or improve figurative language.• Check punctuation, spelling, and sentence structure. <p><u>Plenary/Sharing</u> Pupils read their improved setting description aloud.</p>
Resources	Dull Vs. Engaging setting descriptions Peer review checklist

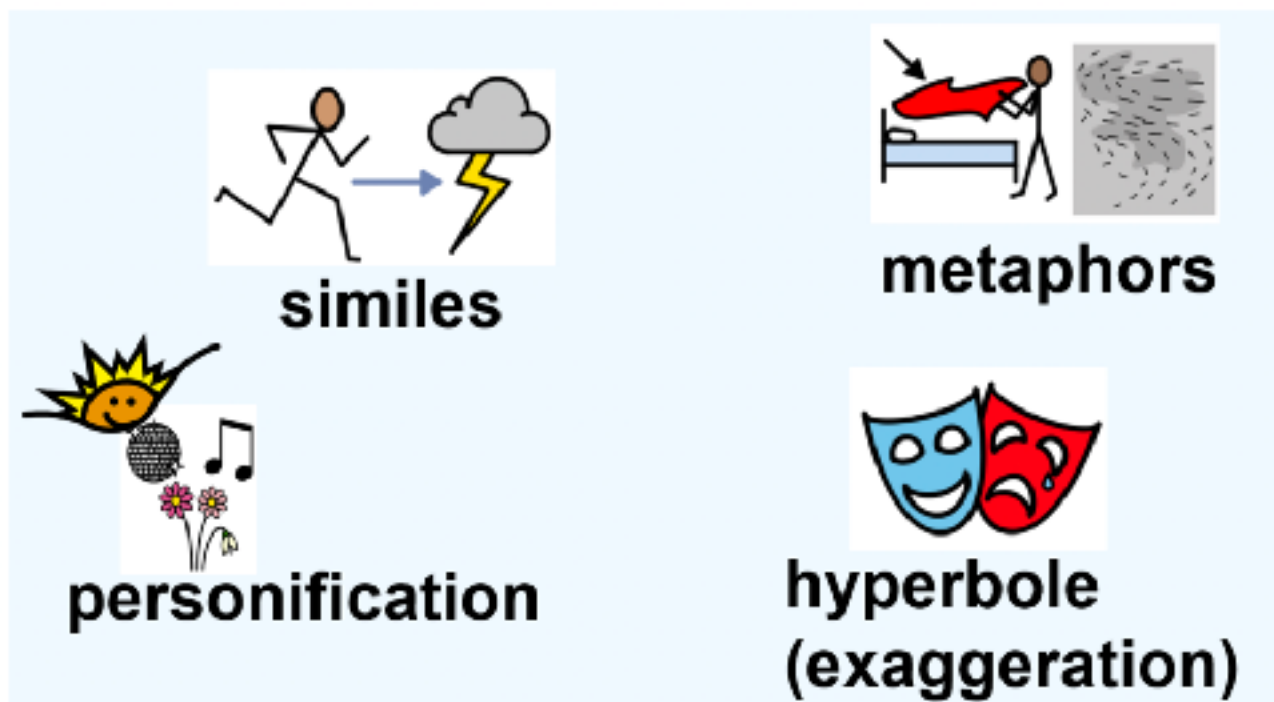
Resources

Lesson 1

Sense sheet (might be best resized to A3)

	Celebration/positive	Tension/jealousy
Sense and imagery		
Sight		
Sound		
Smell		
Touch		
Taste		
Power verbs and Expanded noun phrases		
Power verbs (verbs that show action and emotion)		
Expanded noun phrases		
Figurative Language Bank		
Simile		
Metaphor		
Personification		

Figurative language 'tricks of the trade'



Images from InPrint/Boardmaker

similes- when we compare something to something else using 'like' or 'as'- ran like lightning

metaphor- we don't say something is LIKE something else, we say it IS something else- a blanket of fog

personification- giving something non-human human qualities- the sun smiled/flowers danced

hyperbole- exaggeration for dramatic effect i.e. nothing grew, there was not a speck of light etc.

Lesson 2

Worked example

the chandelier

the gleaming chandelier

the gleaming chandelier swayed

the gleaming chandelier swayed ominously

through the gilded archways, the gleaming chandelier swayed ominously

*Through the gilded archways, the gleaming chandelier swayed ominously,
like a warning from the past.*

Lesson 3

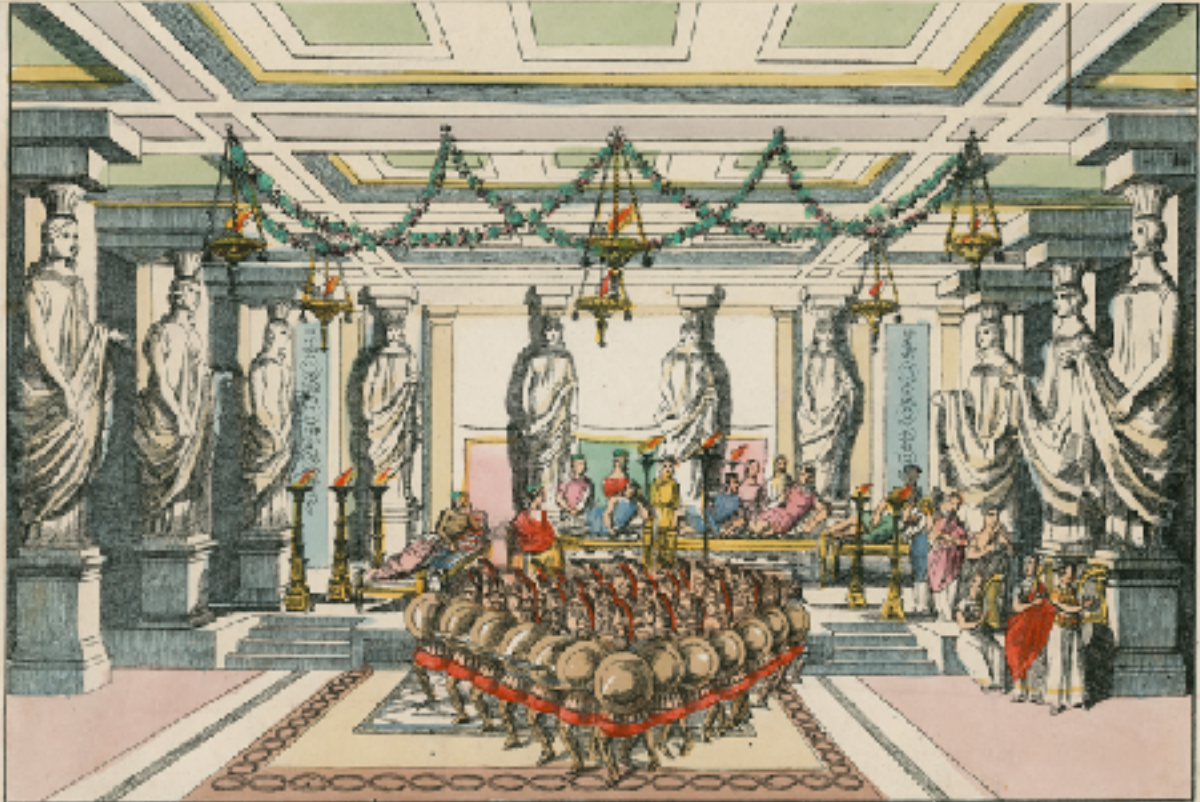
Happy Palace:



The Winter's Tale on stage at St Louis Shakespeare Festival. Photo by J. David Levy



Retrieved from <https://www.dreamstime.com/photos-images/ornate-palace-room-golden-sunlight-throne.html>

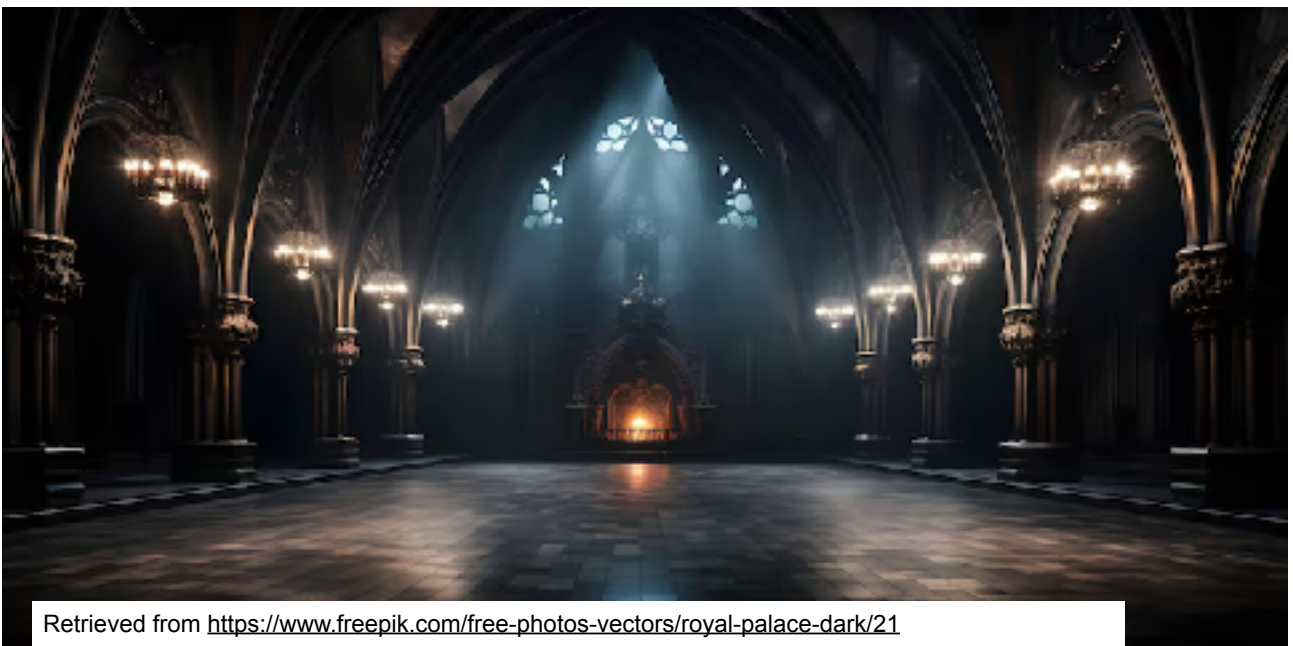


The Winter's Tale

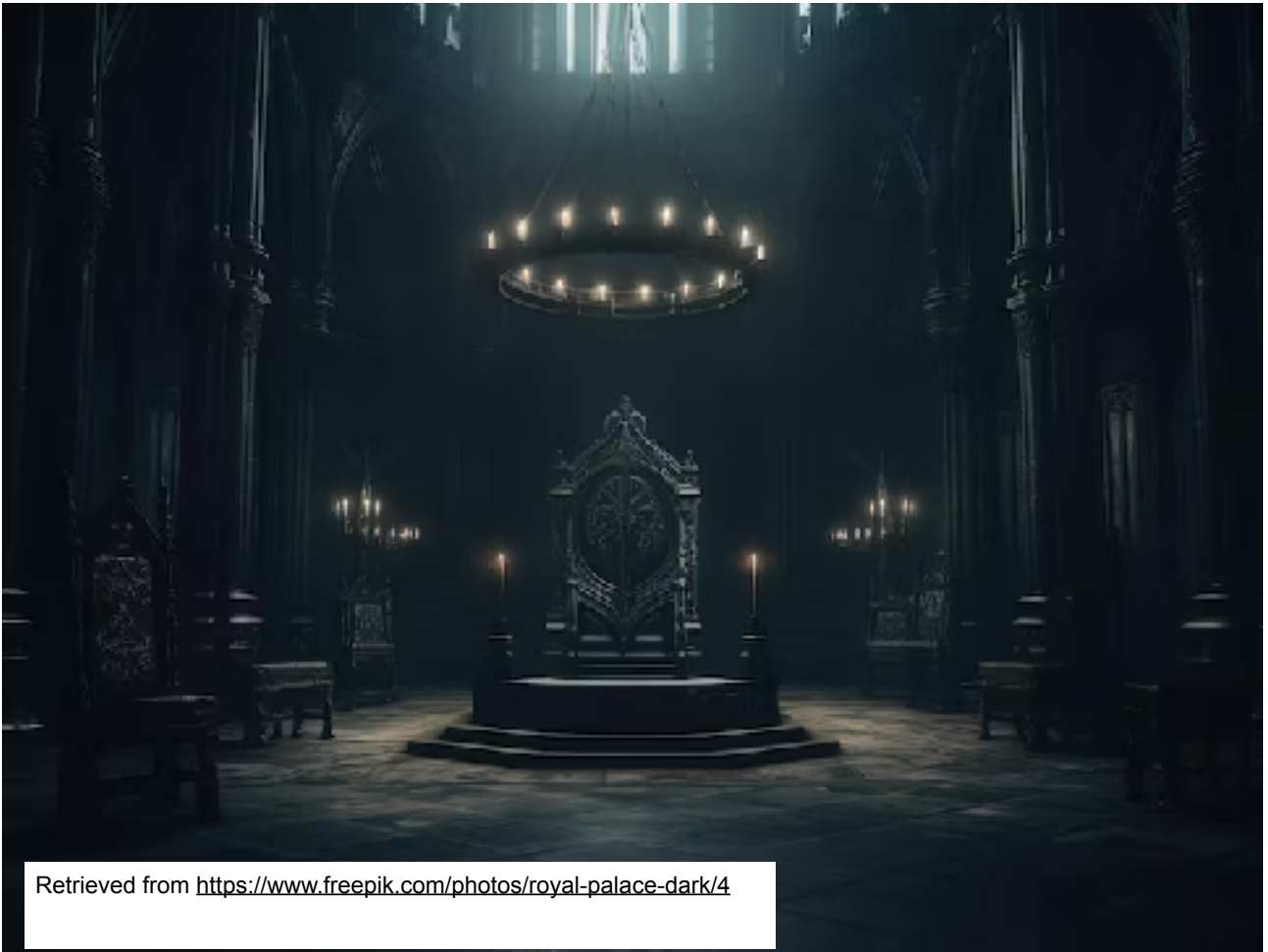
Act I Scene II

Image from Folger Imaging Department at <https://digitalcollections.folger.edu/img27317>

Jealous Palace:




Retrieved from <https://www.freepik.com/free-photos-vectors/royal-palace-dark/21>



Retrieved from <https://www.freepik.com/photos/royal-palace-dark/4>

Lesson 3

Self assessment checklist

	
I have used at least one adjective to describe my noun	
I have used at least one verb that shows action or mood.	
I have used at least one adverb to add extra detail.	
I have used figurative language (simile, metaphor, or personification).	
I have included a preposition in at least one sentence.	
My sentences show the mood instead of just telling it.	
My sentences make sense and are punctuated correctly.	
I have underlined or highlighted the words that change the mood.	

Lesson 4

Sentence starters

Describing the Happy Palace

- The ____ shimmered/glimmered/gleamed ____ as ____.
- Laughter ____ through the ____ like ____.
- Golden light ____ across the ____.
- Music ____ softly, filling the hall with ____.
- The ____ smelled ____ and ____.

Introducing the Mood Change

- But then ____ began to ____, and the ____ seemed to ____.
- Suddenly, ____ and ____ filled the room.
- As ____ happened, the ____ grew ____.
- A hush fell over the hall as ____.

Describing the Tense / Jealous Palace

- The ____ flickered/whispered/shivered ____.
- Shadows stretched across the ____ like ____.
- The ____ echoed ____ through the hall.
- The ____ smelled ____ and ____.
- It was as if ____.

Figurative Language

- The ____ was like a _____. (simile)
- Jealousy crept through the hall like _____. (metaphor)
- The ____ seemed to _____. (personification)



Lesson 5

Dull vs. Engaging example

The palace was very big and had candles on the walls. People were talking and laughing a lot. The floor was shiny, and the curtains looked nice in the windows. Light was coming in, and it made the room look bright. When the king got angry, the room felt a bit different. The candles went out sometimes, and it became quieter.

Golden candles shimmered along the tall walls, their light dancing across the polished marble floor. Music floated softly through the hall as laughter and chatter echoed from every corner. Rich velvet curtains draped the windows, glowing in the warm sunlight that streamed inside. As the king became suspicious, the hall grew quiet. The candles flickered weakly, shadows stretched across the room, and it felt as if the air was whispering secrets.

Editing checklist:

	Me 	My partner 
I have used words to show sight, sound, and smell.		
I have described the mood and atmosphere of the palace.		
I have used precise and ambitious adjectives, verbs, and adverbs.		
I have included figurative language (simile, metaphor, personification, hyperbole).		
I have shown a clear change in mood (from happy to tense/jealous).		
I have varied my sentence structure.		
I have used expanded noun phrases to add detail.		
My sentences make sense and are punctuated correctly.		
I have checked my spelling.		