

LESSON 4



U: TO WRITE AN INNER MONOLOGUE IN ROLE.

National Curriculum Links

Writing

Pupils should be taught to draft and write by:

- composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Proofread for spelling and punctuation errors

STARTER:

Show the children a range of different words (some powerful and some less so). On a white board, they should write down the words they think would work well in their monologue. Discuss as a class and create a class word bank for the lesson.

vile kind nice kill mean villain try not nice

blood-thirsty lovely beg ask devastated upset

MAIN TEACHING:

Explain that the children are going to use their ideas from yesterday to write an inner monologue in role as Romeo, showing his feelings about the dilemma in which he finds himself.

Make sure the success criteria that you created with the children in lesson 2 is on display. Read with the class to remind them of the features of an inner monologue.

Show a plan on the interactive whiteboard that you have created before the lesson (using the children's ideas from the previous lesson).

For example:

Should Romeo kill Tybalt?	
Reasons for	Reasons Against
<ul style="list-style-type: none">- Tybalt killed his best friend- Tybalt might kill him next- What if Tybalt kills someone else?- Tybalt is dangerous and needs to be stopped	<ul style="list-style-type: none">- He is now part of Tybalt's family- Will Juliet love him if he kills Tybalt?- Will he be able to stay in Verona if he kills Tybalt?- The Prince has forbidden all violence

Model using the plan to write the first few sentences of the inner monologue. Emphasise the importance of showing Romeo's dilemma by sharing his opposing thoughts about what to do next.

Example of modelled writing (first few lines):

O devastating day!

My brave friend Mercutio is dead. Dead!

I must take revenge and kill vile Tybalt!

Mustn't I?

Have sentence starters to support less confident writers:

- I must...
- I should...
- Or...
- I feel like...
- I can't stop thinking about...
- But...
- My heart feels like...
- Should I....?
- Will I ever...?

Children then write their own monologues, using their plan from the previous lesson.

PLENARY

Children read their monologues out to their partner, editing as they read to correct any mistakes they notice such as missing punctuation, parts that don't make sense and spelling mistakes.