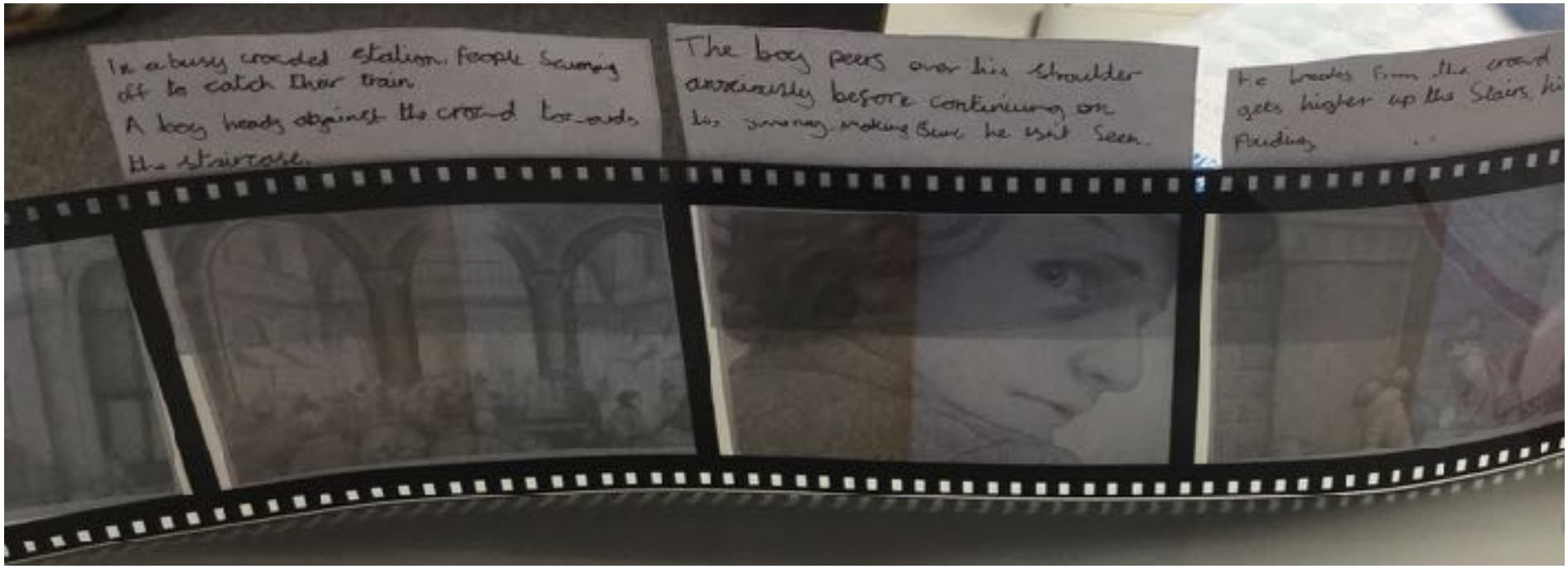
Hugo - Opening Sequence



Phase	Activity	Recorded Outcomes
1 **prediction**	1. Sound on - Vision off 2. Palette Picker 3. Props Bag 4. Shots in Sequence (Specific film literacy ideas are shown in red)	• Begin prediction half of **Tell Me grid** after **Think, Pair, Share** • **Sentence predictions** using grammar from Y5 especially modal verbs • **'Long sentence'** comprehension answers in response to shots in sequence

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2 **Comprehension**	1. Watch the short film of the opening of the book and after discussion answer the literal and inferential questions on the 'storyboard'. 2. Watch the opening of the film up to 1min 13 3. **C and S jigsaw** activity. 4. Watch the opening of the book and the film again and compare using a **Venn diagram.** 5. **Short written explanation** about the similarities and differences and why the director of the film made the changes.. 6. **Setting analysis** - complete the setting analysis sheet 7. **Description of the setting** - building from noun phrase - verbs - sentence of three for description - different sentence types etc **8. Role on the wall - Hugo or Papa George -** before **Hot Seating green screening** and writing a character study **9.** Alternative to 8 - back to back conversation between Hugo and Papa George - turning to face camera and filmed in front of green screen. 10. **Comprehension** and **test question** practice.	• **'Long sentence'** comprehension answers in response to storyboard questions • Completed Tell Me grid with details from the opening • Completed **Venn diagram and written comparison** • **Role on the Wall** diagram and character study • **Written description of setting**
Main written outcome to be a retelling of the opening of the story - turning pictures in to text.		
3 **Text Structure and Organisation and SPaG**	1. **Sentence filming** - write a simple sentence with a modal verb - turn this sentence into a complex sentence. Use a two shot storyboard to plan your film of this sentence. Use two different shots including a close-up to film the sentence. 2. **Sequence** the stills in the frame to tell the story of the opening. 3. Revisit **camera shots** and discuss these 4. Model the application of camera shots to **adverbial openers** etc.for the first three scenes	• Sentence filming **storyboard.** • Practice sentences using **adverbials of place and time** using the first three shots

4 **Planning, drafting and editing**	1. Children write the rest of the shots turning pictures into words to form their first draft. 2. Remind about **cohesive devices** how/time/place/ number adverbials for text cohesions	• Written first draft outcomes turning the final four pictures into text • Improved versions using cohesive devices
5 **Publication**	The final published version	
Additional activities	Whole class reading session(s) based upon the written text of Hugo from chapter 1 - see separate plan. The Readers' Theatre activity could be developed by asking the children to turn the written prose into a screenplay. This would follow on from the narrative opening and provide a final outcome of two parts.	