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Class	Context	Teacher role(s)	Framing of roles for children	Embodied experience	Relationship between drama and writing	Framing of writing for children	Writing produced
Year 3	The Romans: a wall built in Roman times.	Teacher as narrator – the history of the wall.	Weakly framed - children in groups of 5 improvise stories of the wall.	Children improvise and share their own stories of the wall as freeze-frames.	Children write directly after the freeze-frames.	Weakly framed – children invited to write. Some write individually, others in groups.	Range of writing: poems, dialogues, recounts, narratives.
Year 4	The Anglo-Saxons: The Wanderer and Seafarer poem.	Teachers as narrators – Wanderer and Seafarer boasts.	Moderately framed – children positioned as crew on ship choose own roles.	Children improvise and share their boasts.	Children write their adventure the next day.	Weakly framed – children given the title of The Boast and write individually.	The Boast: narrative.
Year 5	The Victorians: prelude to reading Great Expectations.	Teacher in role - forge owner.	Moderately framed – one child selected as Pip; other children given free choice over role.	Whole class improvised free play to establish role as villagers.	Children write directly after the drama session.	Strongly framed – teacher models and establishes success criteria.	Diary entry – “My life is hard”.
Year 6	Charles Darwin: voyage to the Galapagos Islands.	Teacher in role as Charles Darwin.	Moderately framed – children given role on boat.	Whole class improvised free play of life on the boat.	Children write 1 week later.	Strongly framed – teacher models and establishes success criteria.	Diary entry written from point of view character on boat.