

Writing Scripts

KS3 English · Follows the national curriculum

Name _____ Class _____ Date _____

1. Worked example

Set out the first lines of a scene correctly.

Step 1 · Scene heading

SCENE 1. A hospital waiting room. Late evening.

Step 2 · Opening stage direction

(LEAH, 15, sits alone, still in her netball kit. A vending machine hums.)

Step 3 · First line

Enter her DAD, holding two cups of tea. DAD: They said it might be a while.

Answer: Heading, opening direction (who, where, sounds), then NAME: line, with no speech marks.

Check: Could a director stage this from the page? ✓

2. Now try one with the steps

Give two characters distinct voices.

Step 1 · Character A: Gran

Step 2 · Character B: Theo, 13

Step 3 · Write the exchange

Answer:

3. Practice

Show your working. The marks tell you how much is expected.

1. Do scripts use speech marks? Answer yes or no. [1]

2. Which tense are stage directions written in? [1]

3. What do INT. and EXT. mean in a screenplay? [1]

4. Set this out script: Priya asked Sam if he had the tickets. Sam said he thought she had them. [2]
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5. Rewrite this stage direction so an actor can perform it: (Sam feels embarrassed.) [1]
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6. Give one way to make two characters sound different from each other. [1]
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7. Why does a radio play rely heavily on sound effects? [1]
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8. What is subtext in a script? [1]
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9. Write a line and a stage direction that show a character is lying. [2]
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10. Why is it important that each character in a scene wants something? [2]
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11. What does 'Beat' mean in a script, and why would a writer use it? [2]
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12. Write a three-line ending to a scene that leaves the audience with a question. [2]
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13. How would you adapt a stage scene set on a beach for radio? [2]
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14. Explain why 'show, don't tell' matters even more in a script than in a story. [2]
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4. Before you hand it in

Using speech marks and 'he said' in a script.

NAME: line. Put any tone of voice in a short direction: TOM: (whispering) Come here.

Stage directions full of thoughts and memories.

Turn feelings into visible actions or sounds.

Characters explaining everything to each other: 'As you know, John, we are brothers.'

Reveal information gradually through conflict and natural conversation.

Every character sounds the same.

Give each a recognisable way of speaking.