

**The Romans at year 3/4**  
**Chapter 10**  
**Storytelling and writing II: the Roman Mysteries**

<b>Time</b>	<b>Activity</b>	<b>Details</b>	<b>Cross-Curriculum and Literacy (also see below)</b>	<b>To be done/brought along</b>
5 minutes	- Introduction - Collect Homework from previous lesson.	- Ask the pupils what they remember from the previous lesson. - Introduce the pupils to the Roman Mysteries series; tell them what the books are about. - Collect in homework.	n/a	- Copies of the Roman Mysteries series so the pupils to look through and so they know what to look for if they are interested. - Introduction slide with image of Roman Mysteries.
20 minutes	Roman Mysteries pre-reading.	- Read out the extract of the Thieves of Ostia. - Give the pupils sections of a scenario from one of the stories and ask them to put the sentences in the right order.	KS2 Literacy: Read short information texts independently with concentration  KS2 Reading: Show an understanding of the reading and express opinions about themes within the story.	- Extract from the Thieves of Ostia - Copies of the extract cut up into segments. - Powerpoint slide with pictures of The Thieves of Ostia.
10 minutes	- Comprehension questions.	- Give the pupils a series of comprehension questions based on the Roman Mysteries extract.	Question to ask: Do you think Flavia comes from a rich or a poor Roman Family?  KS2 Comprehension: Able to accurately identify the topic and ideas of the text.  KS2 Comprehension: Deduce ideas	- Handout of the Thieves of Ostia along with a series of comprehension questions.

			and information, and make connections between information.	
15 minutes	<ul style="list-style-type: none"> <li>- Read text from Ancient Source</li> <li>- Comprehension activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Have individual pupils read out the text of the Odyssey while the rest read along. Extra attention will be given to those who have difficulty reading.</li> <li>- Complete a small comprehension activity where the pupils will fill in the gaps in a section of the text.</li> </ul>	<p>KS2 Oracy: Speak clearly, varying expression to help listeners.</p> <p>KS2 Reading: Read aloud using punctuation to aid expression.</p>	<ul style="list-style-type: none"> <li>- Extract from the Story of the Cyclops Cave from the Odyssey. 1 for each pupil.</li> <li>- Handout with gapping exercise from the Odyssey text.</li> <li>- Powerpoint slide with pictures from the Odyssey.</li> </ul>
15 minutes	Write a play based on the Odyssey.	<ul style="list-style-type: none"> <li>- Pupils will use the Odyssey text to write out a play as a class. The play will be split into sections so that each table works on one part of the scenario.</li> <li>- The different sections will then be brought together to make a play.</li> </ul>	<p>KS2 Writing: Present processes, event or reports in a clear sequence.</p> <p>KS2 Writing: Use language appropriate to writing, including standard forms of English.</p> <p>KS2 Writing: Use vocabulary related to the topic or subject context</p>	<ul style="list-style-type: none"> <li>- Script boxes for the pupils to write their play, split into separate sections so they can work in groups on different parts of the play.</li> </ul>
15 minutes	Act out the play	<ul style="list-style-type: none"> <li>- Pupils will volunteer to act out the play.</li> </ul>	<p>KS2 Oracy: Keep in role and support others in role play.</p>	<ul style="list-style-type: none"> <li>- Props – Cyclops eye for the pupil playing the role of the Cyclops to wear. Cushioned spear so the pupils don't harm each other.</li> </ul>
10 minutes	- Discussion comparing Ancient Text to the Roman	<ul style="list-style-type: none"> <li>- By table, pupils will discuss the differences between the Roman Mysteries text and the Odyssey. Bring the class together so pupils can share their thoughts.</li> </ul>	<p>KS2 Oracy: Contribute to group discussion, sharing ideas and information</p>	<ul style="list-style-type: none"> <li>- Powerpoint slide with pictures of both the Roman Mysteries and the Odyssey.</li> </ul>

	Mysteries.		<p>KS2 History: Awareness of texts being produced in different time periods</p> <p>KS2 History: Students will be able to identify the difference between an modern text and ancient text</p> <p>Question to ask: Which one do you prefer? Why?</p>	
	Homework – Make their own Roman Mystery	- For homework pupils use the storyboards provided and what they've learned about Roman storytelling to create their own story based on the Roman Mysteries.	<p>KS2 Writing - Write for different purposes and readers choosing words for variety and interest.</p> <p>KS2 Writing: Use a basic structure for writing</p> <p>KS2 Writing: Write using an introduction to the topic and a conclusion.</p> <p>Grammar, punctuation, spelling, handwriting</p> <p>KS2 Reading: Make links between what they read and what they already know and believe about the topic.</p>	- Storyboards for each of the students so that they can create their own stories – bring a few extra in case any want to start again.

Links to National Literacy and Numeracy Framework for years 3/4

1. Oracy

	Year 3 Learners are able to:	Year 4 Learners are able to:
Speaking	<ul style="list-style-type: none"> <li>- Explain information and ideas using relevant vocabulary</li> <li>- <b>Organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation</b></li> <li>- Speak clearly, varying expression to help listeners</li> <li>- Use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor</li> <li>- Keep in role and support others in role play</li> <li>- Welsh medium statement: use the most common mutations usually correctly, e.g. ar ben</li> </ul>	<ul style="list-style-type: none"> <li>- Explain information and ideas using supportive resources, e.g. on-screen and web-based materials</li> <li>- <b>Organise talk so that different audiences can follow what is being said, e.g. giving background information, providing a brief summary of main points</b></li> <li>- Adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group</li> <li>- <b>Explore different situations through role play</b></li> <li>- Welsh-medium statement: use the most common mutations correctly, e.g. fy nghalon</li> </ul>
Listening	<ul style="list-style-type: none"> <li>- <b>Listen carefully and make connections between what they are learning and what they already know</b></li> <li>- Check understanding by asking relevant questions or making relevant comments</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Listen carefully to presentations and show understanding of main points</b></li> <li>- After listening, respond, giving views on what the speaker has said</li> </ul>

Collaboration and discussion	<ul style="list-style-type: none"> <li>- <b>Contribute to group discussion, sharing ideas and information</b></li> <li>- <b>Use talk purposefully to complete a task in a group</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Contribute to group discussion and help everyone take part</b></li> <li>- <b>Help a group to reach agreement, <i>e.g. considering reasons or consequences, keeping focus on the topic</i></b></li> </ul>
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## 2. Reading

	Year 3 Learners are able to:	Year 4 Learners are able to:
Reading Strategies	<ul style="list-style-type: none"> <li>- <b>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</b></li> <li>- <b>Read short information texts independently with concentration</b></li> <li>- <b>Read aloud using punctuation to aid expression</b></li> <li>- <b>Skim to gain an overview of a text, <i>e.g. topic, purpose</i></b></li> <li>- <b>Look for specific information in texts using contents, indexes, glossaries, dictionaries</b></li> <li>- <b>Use visual clues, <i>e.g. illustration, photographs, diagrams and charts</i>, to enhance understanding</b></li> <li>- <b>Identify different purposes of texts, <i>e.g. to inform, instruct</i></b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</b></li> <li>- <b>Read texts, including those with few visual clues, independently with concentration</b></li> <li>- <b>Use understanding of sentence structure and punctuation to make meaning</b></li> <li>- <b>Skim to gain the gist of a text or the main idea in a chapter</b></li> <li>- <b>Scan for specific information using a variety of features in texts, <i>e.g. titles, illustrations, key words</i></b></li> <li>- <b>Identify how texts differ in purpose, structure and layout</b></li> </ul>

	<p><b>explain</b></p> <ul style="list-style-type: none"> <li>- Identify how texts are organised, <i>e.g. lists, numbered points, diagrams with arrows, tables and bullet points</i></li> <li>- Locate information on web pages using screen features, <i>e.g. toolbars, side bars, headings, arrows</i></li> </ul>	<ul style="list-style-type: none"> <li>- Find information and ideas from web pages, using different search methods, considering which are the most efficient methods</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>- Accurately identify the topic and main ideas of a text, <i>e.g. by highlighting, using key words of the text</i></li> <li>- Deduce ideas and information by linking explicit statements, <i>e.g. cause and effect</i></li> <li>- Take an interest in information beyond their personal experience</li> </ul>	<ul style="list-style-type: none"> <li>- Accurately identify the main points and supporting information in texts</li> <li>- Deduce connections between information, <i>e.g. sequence, importance</i></li> <li>- Explore information and ideas beyond their personal experience</li> </ul>
Response and analysis	<ul style="list-style-type: none"> <li>- Use information from texts in their discussion or writing</li> <li>- Make links between what they read and what they already know and believe about the topic</li> </ul>	<ul style="list-style-type: none"> <li>- Select and use information and ideas from texts</li> <li>- Understand how something can be represented in different ways, <i>e.g. moving image, multi-modal and print.</i></li> </ul>

### 3. Writing

	Year 3 Learners are able to:	Year 4 Learners are able to:
Meaning, purposes, readers	<ul style="list-style-type: none"> <li>- Write for different purposes and readers choosing words for variety and interest</li> <li>- Include relevant details, information or observations in</li> </ul>	<ul style="list-style-type: none"> <li>- Adapt what they write to the purpose and reader, choosing words appropriately, <i>e.g. descriptive, persuasive language</i></li> <li>- Explain main idea(s) with</li> </ul>

	<p><b>their writing</b></p> <ul style="list-style-type: none"> <li>- Note down ideas to use in writing</li> <li>- Use on-screen functions, <i>e.g. font, colour, cut, paste, size</i>, to present their work in ways to interest the reader and enhance meaning</li> <li>- Review and improve sections of their work</li> </ul>	<ul style="list-style-type: none"> <li>supporting details, including observations and explanations where relevant</li> <li>- Gather ideas to plan writing</li> <li>- Explore and use appropriately the different forms of writing on-screen to interact with others, <i>e.g. websites, e-mails, blogs</i></li> <li>- Improve writing, checking for clarity and organisation</li> </ul>
Structure and organisation	<ul style="list-style-type: none"> <li>- <b>Use a basic structure for writing</b></li> <li>- Write using an introduction to the topic and a conclusion</li> <li>- <b>Present processes, event or reports in a clear sequence</b></li> <li>- Use visual information if relevant, <i>e.g. labelled diagrams</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Use specific structures in writing, e.g. tables, questionnaires</b></li> <li>- Write an introduction, develop a series of ideas and a conclusion</li> <li>- Organise writing into logical sequences or sections by beginning to use paragraphs</li> <li>- Use visual information, <i>e.g. illustrations, diagrams and graphs</i> which are clear and relevant to the written text</li> </ul>
Language	<ul style="list-style-type: none"> <li>- <b>Use language appropriate to writing, including standard forms of English</b></li> <li>- <b>Use vocabulary related to the topic or subject context</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Use language appropriate to writing, including standard forms of English</b></li> <li>- <b>Use subject-specific vocabulary independently</b></li> </ul>
Grammar, punctuation, spelling, handwriting	<ul style="list-style-type: none"> <li>- Start sentences in a variety of ways</li> <li>- Use adjectives and adverbs to expand simple sentences and phrases</li> <li>- <b>Use connectives for causation and consequence, e.g. because, after</b></li> <li>- <b>Use full stops, question marks,</b></li> </ul>	<ul style="list-style-type: none"> <li>- Vary the order of words, phrases and clauses in sentences</li> <li>- Use adjectival and adverbial phrases to add interest and precision</li> <li>- <b>Use connectives to show links within sentences</b></li> </ul>

	<p><b>exclamation marks and commas for lists</b></p> <ul style="list-style-type: none"> <li>- Spell plural forms, <i>e.g. -s, -es-, -ies</i></li> <li>- Use past tense of verbs consistently, <i>e.g. consistent consonant doubling before -ed</i></li> <li>- Use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, <i>e.g. most common polysyllabic words</i></li> <li>- Spell all high-frequency words correctly</li> <li>- <b>Produce legible handwriting and present work appropriately joining letters in some words</b></li> <li>- Welsh-medium statement: use the standard forms of the verb as relevant to the context</li> <li>- Welsh-medium statement: use the most common mutations usually correctly, <i>e.g. ar ben</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission</b></li> <li>- Use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, <i>e.g. words with more complex patterns</i></li> <li>- <b>Produce handwriting which is clear and legible and may be cursive</b></li> <li>- Welsh-medium statement: use the standard form of a variety of verbs, <i>e.g. present, past and negative forms</i></li> <li>- Welsh-medium statement: use the most common mutations correctly, <i>e.g. fy nghalon</i></li> <li>- Welsh-medium statement: spell an increasing number of plural forms correctly in context, <i>e.g. -iau, -u</i></li> </ul>
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