

Literacy through Classics
Lesson plan 13

Gods and heroes
Orders

Time	Activity	Details	To be done/brought along
15 mins	Roman gods	Roman gods discussion and matching game	powerpoint
20 mins	grammar	Imperatives: discussion, supervir video listen, and TPR game	Powerpoint
20 mins	Follow-up activity	Comic strip on children's favourite god, with use of imperatives	Handout
5 mins	Plenary	Let children listen to Supervir video in preparation for next week	Homework: listen to supervir video

Literacy in years 5 and 6 – National Literacy and Numeracy Framework

Reading for information

		Year 5	Year 6
Locating, selecting and using information	Reading Strategies	<ul style="list-style-type: none"> • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context, and prior knowledge of context and text type • Read extended texts independently for sustained periods • Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences • Use a range of strategies for skimming, <i>e.g. finding key words, phrases, gist, main</i> 	<ul style="list-style-type: none"> • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context and prior knowledge of context and text type • Read complex texts independently for sustained periods • Understand how punctuation can vary and so affect sentence structure and meaning, <i>e.g. I had chocolate(,) cake and cheese for tea'</i> • Use a range of strategies to skim and scan for information

		<p><i>ideas, themes</i></p> <ul style="list-style-type: none"> • Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams • Identify features of texts, e.g. <i>introduction to topic, sequence, illustrations, degree of formality</i> • Identify features in texts intended to persuade, e.g. <i>exaggeration, word choice, ambiguity</i> • Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary 	<ul style="list-style-type: none"> • Read closely, annotating purposefully • Distinguish between main and supporting ideas selecting essential points • Begin to understand features of official and historical documents, e.g. <i>formal language, layout, headings, footnotes, asterisks in texts such as passport applications, census documents, planning notifications</i> • Assess the quality and reliability of information on web pages, considering its origins and verifying accuracy
Responding to what has been read	Comprehension	<ul style="list-style-type: none"> • Show understanding of main points and significant details in different texts on the same topic • Infer meaning which is not explicitly stated, e.g. <i>implications, consequences</i> • Compare the structures of texts which are intended to discuss or persuade 	<ul style="list-style-type: none"> • Show understanding of the key features and themes across a selection of materials • Infer ideas which are not explicitly stated, e.g. <i>writers' viewpoints or attitudes</i> • Identify how effective arguments are constructed, e.g. <i>linking points, pre-empting disagreement, use of examples, appeals to reader</i>
	Response and analysis	<ul style="list-style-type: none"> • Collate and make connections with information and ideas from different sources, make hypotheses and draw conclusions, and present in different ways, e.g. <i>flowchart, diagram</i> • Compare the viewpoint of different writers on the same topic, e.g. <i>rats are fascinating or a menace</i> • Consider if the content is reliable, e.g. <i>are photographs more reliable than drawings?</i> • Identify and explore ideas and information that interest them • Identify key points in sections of text. 	<ul style="list-style-type: none"> • Collate and make connections between information and ideas and present appropriately, e.g. <i>graphs, tables</i> • Consider different viewpoints on a topic and which is the most coherent and believable • Evaluate a text, its content, presentation and appeal • Identify ideas and information that interest them and develop broader and deeper understanding • Use evidence from a text to support their view.

Writing for information

		Year 5	Year 6
Organising ideas and information	<p>Meaning</p> <ul style="list-style-type: none"> • Purpose • Audience • Ideas and information • Use of detail 	<ul style="list-style-type: none"> • Shape writing to show a clear purpose • Expand upon main idea(s) with supporting reasons, information and examples • Plan writing, selecting a suitable structure, e.g. <i>explanation or report</i> • Revise and improve writing, discussing why they have made changes 	<ul style="list-style-type: none"> • Adapt writing style to suit the audience and purpose, e.g. <i>formal style for unknown reader, simple style for younger readers</i> • Explain ideas fully, showing implications and consequences • Plan writing to shape it for effect, e.g. <i>leading up to a conclusion</i> • Edit, reflect and improve their writing independently
	<p>Form Text types</p> <ul style="list-style-type: none"> • Reports • Recount • Persuasion • Discussion • Instructions • Explanation 	<ul style="list-style-type: none"> • Use the features of specific forms appropriately which are clear and relevant, e.g. <i>sub-headings, captions</i> • Write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion • Use paragraphs, which have a main idea and related details, to organise the writing • Use images, graphs and illustrations which are clear, relevant and appropriate to the text type 	<ul style="list-style-type: none"> • Adapt the features of a form appropriately for different contexts, e.g. <i>letters written for different purposes</i> • Use features of the chosen form, e.g. <i>an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion</i> • Use paragraphs or sections to structure meaning and effect • Use features and layout which are clearly constructed to enhance presentation of data and ideas
	IT	<ul style="list-style-type: none"> • Write material appropriately for web pages, taking account of the format, lengths of paragraphs, use of pictures, links to other pages 	<ul style="list-style-type: none"> • Use language appropriate to writing, including standard English where relevant • Use varied and appropriate vocabulary, including subject-specific words and phrases
Writing accurately	Language	<ul style="list-style-type: none"> • Use language appropriate to writing, including standard English where relevant • Use a varied and appropriate vocabulary, including subject-specific words and phrases 	<ul style="list-style-type: none"> • Use language appropriate to writing, including standard English where relevant • Use a varied and appropriate vocabulary, including subject-specific words and phrases
	Grammar	<ul style="list-style-type: none"> • Use different sentence structures, 	<ul style="list-style-type: none"> • Use varied sentence structures and sequences

	Punctuation Spelling Handwriting Presentation	including complex sentences, <i>e.g. subordination – before you start, at the same time, before it finishes</i> <ul style="list-style-type: none"> • Use conditionals, <i>e.g. if, might, could, to show hypotheses or possibilities</i> • Use the full range of punctuation to guide the reader in complex sentences including commas, bullet points and also speech marks and apostrophes for possession • Use a variety of strategies to spell words with complex regular patterns, <i>e.g. exercise, competition</i> • Produce fluent and legible handwriting 	of clauses <ul style="list-style-type: none"> • Use a range of punctuation accurately to clarify meaning, including apostrophes for omission • Use knowledge of word families, roots, morphology, derivations and spelling patterns • Use strategies to spell correctly polysyllabic, complex and irregular words, <i>e.g. definite, separate, beautiful, friendly</i> • Produce fluent and legible handwriting
--	--	---	---

Oracy

		Year 5	Year 6
Developing information and ideas Presenting information and ideas	Speaking	<ul style="list-style-type: none"> • Explore ways to be convincing when explaining information and ideas, <i>e.g. use of vocabulary, gesture, visual aids</i> • Speak clearly, using a formal tone and projecting voice effectively to a large audience, <i>e.g. in assembly, in event for parents/carers</i> • Take on a role, <i>e.g. character from historical situation, an imaginary part in a scientific process</i> 	<ul style="list-style-type: none"> • Express issues and ideas clearly, using vocabulary and grammatical structures appropriately, <i>e.g. using specialist vocabulary or examples to illustrate meaning</i> • When presenting ideas, vary expression, tone, volume to keep listeners interested • Sustain a role play exploring situations, characters and actions
	Listening	<ul style="list-style-type: none"> • Listen carefully to presentation and show understanding of main points • After listening, prepare a response which gives views on what the speaker has said 	<ul style="list-style-type: none"> • Listen carefully to presentations and show understanding of main points and reasons for opinions • Respond to others appropriately with questions and comments which develop what has been said
	Collaboration and discussion	<ul style="list-style-type: none"> • Contribute to group discussion, taking some responsibility for completing the 	<ul style="list-style-type: none"> • Contribute purposefully to a discussion to achieve agreed outcomes

		<p>task well, <i>e.g. keeping focus, helping others</i></p> <ul style="list-style-type: none">• Follow up points in discussions, showing agreement or disagreement	<ul style="list-style-type: none">• Build on and develop the ideas of others, <i>e.g. by asking questions to explore further, offering more ideas.</i>
--	--	--	--