

**Literacy through Classics**  
**Lesson plan 19**

**Centaur – prepositions**

<b>Time</b>	<b>Activity</b>	<b>Details</b>	<b>To be done/brought along</b>
10 mins	Topic intro	What do you know about centaurs? Where in Greek/Roman myth do they appear, what are their functions?	Powerpoint
20 mins	Grammar intro	Prepositions, with centaurs text and pre-reading	Handout and powerpoint
25 mins	Exercises	<p>Ubi est Wallus?</p> <p><u>Game 1: Match the picture to the Latin location!</u> (vocabulary builder)</p> <ul style="list-style-type: none"> <li>❖ In groups of around five.</li> <li>❖ Each group is given a worksheet with the 15 different locations written in Latin.</li> <li>❖ As the numbered slides come up on the PowerPoint the groups decide which Latin location is being shown and they place a number next to their guess.</li> <li>❖ Groups swap sheets and, as a class, we go through the answers.</li> </ul> <p><u>Game 2: Preposition 'in' game!</u> (preposition ending + basic sentence structure)</p> <ul style="list-style-type: none"> <li>❖ Each member of the class is given a list of the locations written with the 'in' preposition... 'in horto', 'in agro' etc.</li> <li>❖ As the slides come up the teacher asks 'Ubi est Wallus?'</li> <li>❖ As a group the children shout out the reply 'Wallus in horto est'</li> </ul>	Handouts
5 mins	Plenary	Repeat Ubi est Wallus with the whole class	Homework: exercises

## 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"> <li>• <b>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</b></li> <li>• <b>Read extended texts independently for sustained periods</b></li> <li>• Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences</li> <li>• Use a range of strategies for skimming, <i>e.g. finding key words, phrases, gist, main ideas, themes</i></li> <li>• <b>Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams</b></li> <li>• Identify features of texts, e.g. <i>introduction to topic, sequence, illustrations, degree of formality</i></li> <li>• Identify features in texts intended to persuade, <i>e.g. exaggeration, word choice, ambiguity</i></li> <li>• Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary</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, syntactic context and prior knowledge of context and text type</b></li> <li>• Read complex texts independently for sustained periods</li> <li>• Understand how punctuation can vary and so affect sentence structure and meaning, <i>e.g. I had chocolate(,) cake and cheese for tea'</i></li> <li>• <b>Use a range of strategies to skim and scan for information</b></li> <li>• Read closely, annotating purposefully</li> <li>• <b>Distinguish between main and supporting ideas selecting essential points</b></li> <li>• Begin to understand features of official and historical documents, <i>e.g. formal language, layout, headings, footnotes, asterisks in texts such as passport applications, census documents, planning notifications</i></li> <li>• Assess the quality and reliability of information on web pages, considering its origins and verifying accuracy</li> </ul>
Responding to what has been read	Comprehension	<ul style="list-style-type: none"> <li>• <b>Show understanding of main points and significant details in different texts on the same topic</b></li> <li>• Infer meaning which is not explicitly stated, <i>e.g. implications, consequences</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Show understanding of the key features and themes across a selection of materials</b></li> <li>• Infer ideas which are not explicitly stated, <i>e.g. writers' viewpoints or attitudes</i></li> <li>• Identify how effective arguments are</li> </ul>

		<ul style="list-style-type: none"> <li>Compare the structures of texts which are intended to discuss or persuade</li> </ul>	<p>constructed, e.g. <i>linking points, pre-empting disagreement, use of examples, appeals to reader</i></p>
	Response and analysis	<ul style="list-style-type: none"> <li>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></li> <li>Compare the viewpoint of different writers on the same topic, e.g. <i>rats are fascinating or a menace</i></li> <li>Consider if the content is reliable, e.g. <i>are photographs more reliable than drawings?</i></li> <li><b>Identify and explore ideas and information that interest them</b></li> <li>Identify key points in sections of text.</li> </ul>	<ul style="list-style-type: none"> <li>Collate and make connections between information and ideas and present appropriately, e.g. <i>graphs, tables</i></li> <li>Consider different viewpoints on a topic and which is the most coherent and believable</li> <li>Evaluate a text, its content, presentation and appeal</li> <li>Identify ideas and information that interest them and develop broader and deeper understanding</li> <li>Use evidence from a text to support their view.</li> </ul>

### Writing for information

		Year 5	Year 6
Organising ideas and information	Meaning <ul style="list-style-type: none"> <li>Purpose</li> <li>Audience</li> <li>Ideas and information</li> <li>Use of detail</li> </ul>	<ul style="list-style-type: none"> <li><b>Shape writing to show a clear purpose</b></li> <li><b>Expand upon main idea(s) with supporting reasons, information and examples</b></li> <li><b>Plan writing, selecting a suitable structure, e.g. <i>explanation or report</i></b></li> <li><b>Revise and improve writing, discussing why they have made changes</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Adapt writing style to suit the audience and purpose, e.g. <i>formal style for unknown reader, simple style for younger readers</i></b></li> <li><b>Explain ideas fully, showing implications and consequences</b></li> <li><b>Plan writing to shape it for effect, e.g. <i>leading up to a conclusion</i></b></li> <li>Edit, reflect and improve their writing independently</li> </ul>
	Form Text types <ul style="list-style-type: none"> <li>Reports</li> <li>Recount</li> <li>Persuasion</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Use the features of specific forms appropriately which are clear and relevant, e.g. <i>sub-headings, captions</i></li> <li>Write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Adapt the features of a form appropriately for different contexts, e.g. <i>letters written for different purposes</i></li> <li>Use features of the chosen form, e.g. <i>an effective introduction that establishes context and purpose, a suitable balance between facts</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Use paragraphs, which have a main idea and related details, to organise the writing</li> <li>• Use images, graphs and illustrations which are clear, relevant and appropriate to the text type</li> </ul>	<p><i>and viewpoints, a precise conclusion</i></p> <ul style="list-style-type: none"> <li>• Use paragraphs or sections to structure meaning and effect</li> <li>• Use features and layout which are clearly constructed to enhance presentation of data and ideas</li> </ul>
	IT	<ul style="list-style-type: none"> <li>• Write material appropriately for web pages, taking account of the format, lengths of paragraphs, use of pictures, links to other pages</li> </ul>	<ul style="list-style-type: none"> <li>• Use language appropriate to writing, including standard English where relevant</li> <li>• Use varied and appropriate vocabulary, including subject-specific words and phrases</li> </ul>
Writing accurately	Language	<ul style="list-style-type: none"> <li>• <b>Use language appropriate to writing, including standard English where relevant</b></li> <li>• <b>Use a varied and appropriate vocabulary, including subject-specific words and phrases</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use language appropriate to writing, including standard English where relevant</b></li> <li>• <b>Use a varied and appropriate vocabulary, including subject-specific words and phrases</b></li> </ul>
	Grammar Punctuation Spelling Handwriting Presentation	<ul style="list-style-type: none"> <li>• Use different sentence structures, including complex sentences, <i>e.g. subordination – before you start, at the same time, before it finishes</i></li> <li>• Use conditionals, <i>e.g. if, might, could, to show hypotheses or possibilities</i></li> <li>• <b>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</b></li> <li>• Use a variety of strategies to spell words with complex regular patterns, <i>e.g. exercise, competition</i></li> <li>• <b>Produce fluent and legible handwriting</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use varied sentence structures and sequences of clauses</li> <li>• Use a range of punctuation accurately to clarify meaning, including apostrophes for omission</li> <li>• <b>Use knowledge of word families, roots, morphology, derivations and spelling patterns</b></li> <li>• Use strategies to spell correctly polysyllabic, complex and irregular words, <i>e.g. definite, separate, beautiful, friendly</i></li> <li>• <b>Produce fluent and legible handwriting</b></li> </ul>

### Oracy

		Year 5	Year 6
Developing	Speaking	<ul style="list-style-type: none"> <li>• <b>Explore ways to be convincing when</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Express issues and ideas clearly, using</b></li> </ul>

information and ideas Presenting information and ideas		<p>explaining information and ideas, <i>e.g. use of vocabulary, gesture, visual aids</i></p> <ul style="list-style-type: none"> <li>• 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></li> <li>• Take on a role, <i>e.g. character from historical situation, an imaginary part in a scientific process</i></li> </ul>	<p>vocabulary and grammatical structures appropriately, <i>e.g. using specialist vocabulary or examples to illustrate meaning</i></p> <ul style="list-style-type: none"> <li>• When presenting ideas, vary expression, tone, volume to keep listeners interested</li> <li>• Sustain a role play exploring situations, characters and actions</li> </ul>
	Listening	<ul style="list-style-type: none"> <li>• Listen carefully to presentation and show understanding of main points</li> <li>• After listening, prepare a response which gives views on what the speaker has said</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully to presentations and show understanding of main points and reasons for opinions</li> <li>• Respond to others appropriately with questions and comments which develop what has been said</li> </ul>
	Collaboration and discussion	<ul style="list-style-type: none"> <li>• Contribute to group discussion, taking some responsibility for completing the task well, <i>e.g. keeping focus, helping others</i></li> <li>• Follow up points in discussions, showing agreement or disagreement</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute purposefully to a discussion to achieve agreed outcomes</li> <li>• Build on and develop the ideas of others, <i>e.g. by asking questions to explore further, offering more ideas.</i></li> </ul>