

Literacy through Classics
Lesson plan 19

Centaur – prepositions

Time	Activity	Details	To be done/brought along
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"> ❖ In groups of around five. ❖ Each group is given a worksheet with the 15 different locations written in Latin. ❖ 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. ❖ Groups swap sheets and, as a class, we go through the answers. <p><u>Game 2: Preposition 'in' game!</u> (preposition ending + basic sentence structure)</p> <ul style="list-style-type: none"> ❖ Each member of the class is given a list of the locations written with the 'in' preposition... 'in horto', 'in agro' etc. ❖ As the slides come up the teacher asks 'Ubi est Wallus?' ❖ As a group the children shout out the reply 'Wallus in horto est' 	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"> • 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 ideas, themes</i> • 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, <i>e.g. 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"> • 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 • Read closely, annotating purposefully • Distinguish between main and supporting ideas selecting essential points • 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> • 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, <i>e.g. implications, consequences</i> 	<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, <i>e.g. writers' viewpoints or attitudes</i> • Identify how effective arguments are

		<ul style="list-style-type: none"> Compare the structures of texts which are intended to discuss or persuade 	<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"> 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	Meaning <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
	Form Text types <ul style="list-style-type: none"> Reports Recount Persuasion Discussion 	<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 	<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</i>

	<ul style="list-style-type: none"> • Instructions • Explanation 	<ul style="list-style-type: none"> • 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 	<p><i>and viewpoints, a precise conclusion</i></p> <ul style="list-style-type: none"> • 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 Punctuation Spelling Handwriting Presentation	<ul style="list-style-type: none"> • Use different sentence structures, including complex sentences, <i>e.g. subordination – before you start, at the same time, before it finishes</i> • 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 	<ul style="list-style-type: none"> • Use varied sentence structures and sequences of clauses • 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	Speaking	<ul style="list-style-type: none"> • Explore ways to be convincing when 	<ul style="list-style-type: none"> • Express issues and ideas clearly, using

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