**Literacy through Classics**

**Lesson plan 4**

**Lupercalia (Halloween)**

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| **Time** | **Activity** | **Details** | **To be done/brought along** |
| 10 mins | Recap | Discuss what has been done last week – go through feminine and masculine endings in subject and object. This week is Lupercalia week: discuss witches and magic in ancient world. |  |
| 5 mins | Adjectives  | Go through adjectives with the powerpoint. | Powerpoint  |
| 20 mins | Making spells | Pupils create spells with nouns, verbs, and adjectives based on Harry Potter/ ancient curse tablets. You can get them to put these in a little purse, or come to the front of the class with a wand and get other pupils to guess them. | Paper, purse?, wand |
| 20 mins | Other text | Then another text can be read and questions answered. * Younger group can do Atra Aranea (incy wincy spider), do the pre-reading, and activities to make an instrument and sing along with the Youtube video.

Do pre-reading exercises:* + give each group a set of cut-up sentences (handout 1), let them divide the pieces among themselves and ask them to raise their hand (with piece of paper) when they hear their piece being said.
	+ Give each group the cut-up sentences (handout 1) and ask them to arrange them in the right order while they’re listening to the song (this can go quite fast as it’s a short song)
	+ Ask them questions about the text. A) What is happening? Can they guess which is the Latin word for spider? B) Do you recognize any Latin words? Are any repeated? C) can you guess what any of these words mean?
	+ Handout 2: working with the whole text, ask pupils to colour-code the text (subject on a or us; object on am/um, verb, and connector – explain if they don’t know what that is)
	+ Back of handout 2: Linking Latin with English derivatives and meaning of word: let them do this in group and then make sure they’ve got it ok
	+ Back of handout 2: Gapping while they’re listening to the song again

 Making spider/halloween/monster/Minotaur based musical instruments: Let pupils choose from instruments 1, 3, and 7 on this page: <http://mermaidscreations.wordpress.com/2011/03/16/lets-make-music/> (or only 2 instruments if there are only 2 of you there).  Teach them how to make and decorate them in a halloweeny way. Coloured (black!) cardboard and props available.  Singing the song with all the instruments they’ve made. Let them dance and shake all they want. Let them sing the song leaving out all the nouns, or all the verbs and rattling their instrument instead.**For older/more advanced groups:** * Harry Potter: In small groups, pupils read through the English, Latin, and Welsh texts of Harry Potter and answer the questions – answers are then discussed in group.
* The text ‘a spooky night’ (adapted from Petronius) can be read, questions answered, and discussed.
* Do ‘sum minotaurum’ from the previous lesson with pre-reading like Atra Aranea.

You can also have different groups working on different things, and then pupils coming to front to discuss their findings | Handouts  |
| 5 mins | Plenary  | Pupils to discuss the way they have seen adjectives integrated in texts with nouns, and what they’ll remember about Roman Halloween. | Homework: Persius Jackson et puella perterrita (or for easier one, you can give ‘a spooky night’) |

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

**Reading for information**

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|  |  | Year 5 | Year 6 |
| Locating, selecting and using information | Reading Strategies | * **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, *e.g. finding key words, phrases, gist, main ideas, themes*
* Scan to find specific details using graphic and textual organisers, *e.g. sub-headings, diagrams*
* Identify features of texts, e.g. *introduction to topic, sequence, illustrations, degree of formality*
* Identify features in texts intended to persuade, *e.g. exaggeration, word choice, ambiguity*
* Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary
 | * **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, *e.g. I had chocolate(,) cake and cheese for tea’*
* 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, *e.g. formal language, layout, headings, footnotes, asterisks in texts such as passport applications, census documents, planning notifications*
* Assess the quality and reliability of information on web pages, considering its origins and verifying accuracy
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| Responding to what has been read | Comprehension | * **Show understanding of main points and significant details in different texts on the same topic**
* Infer meaning which is not explicitly stated, *e.g. implications, consequences*
* Compare the structures of texts which are intended to discuss or persuade
 | * **Show understanding of the key features and themes across a selection of materials**
* Infer ideas which are not explicitly stated, *e.g. writers’ viewpoints or attitudes*
* Identify how effective arguments are constructed, *e.g. linking points, pre-empting disagreement, use of examples, appeals to reader*
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|  | Response and analysis | * Collate and make connections with information and ideas from different sources, make hypotheses and draw conclusions, and present in different ways, *e.g. flowchart, diagram*
* Compare the viewpoint of different writers on the same topic, *e.g. rats are fascinating or a menace*
* Consider if the content is reliable, *e.g. are photographs more reliable than drawings?*
* **Identify and explore ideas and information that interest them**
* Identify key points in sections of text.
 | * Collate and make connections between information and ideas and present appropriately, e.g. *graphs, tables*
* 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.
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**Writing for information**

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|  |  | Year 5 | Year 6 |
| Organising ideas and information | Meaning* Purpose
* Audience
* Ideas and information
* Use of detail
 | * **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. explanation or report***
* **Revise and improve writing, discussing why they have made changes**
 | * **Adapt writing style to suit the audience and purpose, *e.g. formal style for unknown reader, simple style for younger readers***
* **Explain ideas fully, showing implications and consequences**
* **Plan writing to shape it for effect, e.g. *leading up to a conclusion***
* Edit, reflect and improve their writing independently
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|  | Form Text types* Reports
* Recount
* Persuasion
* Discussion
* Instructions
* Explanation
 | * Use the features of specific forms appropriately which are clear and relevant, *e.g. sub-headings, captions*
* 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
 | * Adapt the features of a form appropriately for different contexts, *e.g. letters written for different purposes*
* Use features of the chosen form, e.g. *an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion*
* Use paragraphs or sections to structure meaning and effect
* Use features and layout which are clearly constructed to enhance presentation of data and ideas
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|  | IT | * Write material appropriately for web pages, taking account of the format, lengths of paragraphs, use of pictures, links to other pages
 | * Use language appropriate to writing, including standard English where relevant
* Use varied and appropriate vocabulary, including subject-specific words and phrases
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| Writing accurately | Language | * **Use language appropriate to writing, including standard English where relevant**
* **Use a varied and appropriate vocabulary, including subject-specific words and phrases**
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* **Use a varied and appropriate vocabulary, including subject-specific words and phrases**
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|  | GrammarPunctuationSpellingHandwritingPresentation | * Use different sentence structures, including complex sentences, *e.g. subordination – before you start, at the same time, before it finishes*
* Use conditionals, *e.g. if, might , could, to show hypotheses or possibilities*
* **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, e.g. *exercise, competition*
* **Produce fluent and legible handwriting**
 | * 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, *e.g. definite, separate, beautiful, friendly*
* **Produce fluent and legible handwriting**
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**Oracy**

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|  |  | Year 5 | Year 6 |
| Developing information and ideasPresenting information and ideas | Speaking | * **Explore ways to be convincing when explaining information and ideas, *e.g. use of vocabulary, gesture, visual aids***
* **Speak clearly, using a formal tone and projecting voice effectively to a large audienc,e *e.g. in assembly, in event for parents/carers***
* **Take on a role, *e.g. character from historical situation, an imaginary part in a scientific process***
 | * **Express issues and ideas clearly, using vocabulary and grammatical structures appropriately, *e.g. using specialist vocabulary or examples to illustrate meaning***
* **When presenting ideas, vary expression, tone, volume to keep listeners interested**
* **Sustain a role play exploring situations, characters and actions**
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|  | Listening | * **Listen carefully to presentation and show understanding of main points**
* **After listening, prepare a response which gives views on what the speaker has said**
 | * **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**
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|  | Collaboration and discussion | * **Contribute to group discussion, taking some responsibility for completing the task well, *e.g. keeping focus, helping others***
* **Follow up points in discussions, showing agreement or disagreement**
 | * **Contribute purposefully to a discussion to achieve agreed outcomes**
* **Build on and develop the ideas of others, *e.g. by asking questions to explore further, offering more ideas*.**
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