**Literacy through Classics**

**Lesson plan   
Title: Revision Lesson**

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| **Time** | **Activity** | **Details** | **Cross-Curriculum and Literacy**  **(also see below)** | **To be done/brought along** |
| 10mins | Recap | -Greet students and take in any homework sheets that have been completed.  - For students that missed the lesson previously, student teachers to give out handouts and briefly explain what was done.  -**Whole class activity:** Discuss how they are feeling for the test for the next lesson. And ask if there is anything pressing that needs to be discussed about the topics. | * **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*.** |  |
| 30 mins | Revision games | -Briefly explain the revision games that have been made, and explain what the students are to do. Then split the class into 3 groups and then give them 10 minutes for each activity.  Activity 1 – Articulate, the students have describe what’s on the cards to other students, e.g., myths, gods, characters in stories.  Activity 2 – Pairs. The students are to play the normal game of pairs, and this is where they will match up grammar, word translations, etc.  Activity 3 – Quizlet. The students are to play quizlet to learn the alphabet and verbs.  All three of these activities are student led, which allows the students to test themselves and help develop their knowledge. There will be a student teacher present at each group if any help is needed. | **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**  **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**  **Express issues and ideas clearly, using vocabulary and grammatical structures appropriately, *e.g. using specialist vocabulary or examples to illustrate meaning***  **Use knowledge of word families, roots, morphology, derivations and spelling patterns** | * Handmade articulate cards, therefore students can act out the characters. * Handmade cards that the students can use to play pairs. |
| 15mins | The Labyrinth Game | -[**Student Led]** This is a game which the students will play. The game will teach them about the Labyrinth and the Minotaur, whist asking them questions which allows them to move forward. | **Build on and develop the ideas of others, *e.g. by asking questions to explore further, offering more ideas*.**  **Respond to others appropriately with questions and comments which develop what has been said** | * The whole game is to be created. |
| 5 mins | Roundtable Discussion. | -Class discussion if the topics covered today have made them feel prepared for the test. Ask if there any questions or any worries.  -Handout the revision sheet out. | **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*.** | * Revision sheet. |
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**Literacy in KS2 – National Literacy and Numeracy Framework**

**Please highlight in bold what applies to your class**

**Reading for information**

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|  |  | 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 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 |
| Responding to what has been read | Comprehension | * **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* |
|  | Response and analysis | * **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. |

**Writing for information**

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|  |  | Year 6 |
| Organising ideas and information | Meaning   * Purpose * Audience * Ideas and information * Use of detail | * **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 |
|  | Form  Text types   * Reports * Recount * Persuasion * Discussion * Instructions * Explanation | * 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** |
|  | IT | * Use language appropriate to writing, including standard English where relevant * Use varied and appropriate vocabulary, including subject-specific words and phrases |
| 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** |
|  | Grammar  Punctuation  Spelling  Handwriting  Presentation | * 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** |

**Oracy**

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|  |  | Year 6 |
| Developing information and ideas  Presenting information and ideas | Speaking | * **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 |
|  | Listening | * **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 | * **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*.** |