



Leading Literacy

CPD for excellence in English

Teaching high-quality texts: Unit 10 – Putting it all together – creating a text-based unit

- Shakespeare and More English unit
- The Odyssey, Homer
- Year 4

Written outcomes:

- A detailed character study of Odysseus
- An extended first-person narrative based on the story of the Odyssey

Resources:

- Different versions of The Odyssey

Duration

- About three weeks

Before you Start:

- Read aloud/tell the class a brief version of The Iliad (the story of the Trojan War).

Main focus of this unit (from the POS National Curriculum 2014):

Over the course of the unit pupils will be given many opportunities to:

- Develop positive attitudes to reading and understanding of what they read
- Increase their familiarity with a wide range of key texts, including myths and legends
- Identify recurring themes and elements

in different stories

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Predict what might happen from details stated and implied in the text
- Recall and summarise main ideas from different parts of the text

Plan their writing by:

- Discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary
- Discussing and recording ideas for composition

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures
- Shaping ideas into paragraphs
- Creating setting, characters and plot in narrative texts

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency
- Proof-read for spelling and punctuation errors



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Session	Key learning objectives	Lesson content & organisation	Assessment
1	<ul style="list-style-type: none">To be able to identify themes occurring in narrativesTo be able to listen to and demonstrate understanding of a text read aloud	<ul style="list-style-type: none">Introduce the class to myths and legends and this particular story, briefly describing the themes and some of the content. Then read to them/tell them the start of The Odyssey, from Odysseus landing on Phaeacia until he begins to tell his story. Discussion: who is Odysseus and what do we know about him so far?Read/tell the class about the battle with the Cyclopes and the crew's visit to the land of the Lotus-eaters. Discuss what has happened and check everyone is following.Task: Class keep notes/framework for a story log (a record of the key events in the story written as short notes) that is to be completed over the course of the entire story. They record what happens in each adventure, building to an overview that will help them to plan their own writing.Read/tell the children the story as they land on new island, finding plenty to eat. Odysseus and some men go off to explore and find a cave. Finish as they enter the cave and hear footsteps coming...	<ul style="list-style-type: none">Can the children identify themes occurring in narratives?Can they communicate this orally, drawing on evidence from the text to justify their opinions?
2	<ul style="list-style-type: none">To infer characters' feelings, thoughts and motives from their action and dialogue	<ul style="list-style-type: none">Read/ tell the story of Polyphemus the Cyclops right up until Odysseus escapes.Activity: push the desks back or go to the hall for a drama activity. Pupils to work in groups to produce three tableaux images that tell the story. Share together as a class and evaluate.Discussion: what does this story tell you about Odysseus?At some point before the next lesson, children write up their story logs.	<ul style="list-style-type: none">Can the children infer characters' feelings, thoughts and motives from their action and dialogue?



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3	<ul style="list-style-type: none">To use Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)To retell narratives clearly and accuratelyTo record ideas for composition	<ul style="list-style-type: none">Today the children will continue the story.Task: in groups of 3–5, children are given one of three parts of The Odyssey: <i>King Aeolus & the Winds</i> <i>The Sirens</i> <i>Scylla and Charybdis</i>Each group are given 15 minutes to prepare their story to present to the other groups. The teacher models correct use of Standard English and reminds children that this is the expectation for this task. Members of the group then move to another group to present their story. By the end all the children are familiar with the three stories and are ‘experts’ at one of them.At some point before the next lesson, children write up their story logs.	<ul style="list-style-type: none">Can the children use Standard English forms for verb inflections instead of local spoken forms?Can the children record their ideas for composition?Can the children retell narratives clearly and accurately?
4	<ul style="list-style-type: none">To identify themes occurring in narratives, following discussionTo be able to use paragraphs to organise ideas around a themeTo infer characters’ feelings, thoughts and motives from their action and dialogue	<ul style="list-style-type: none">As a class, read the story of Circe right up until Odysseus escapes. Ask for volunteers/select children to read a paragraph each. Discuss as a class. What does it tell us about Odysseus? Why do you think the gods are making his journey home so difficult?Return and look at the structure of the book, noting where each child began reading. Analyse why the text was broken into paragraphs in the places it was. Discuss the purpose of paragraphs and how they aid a reader.Task: children complete their story log.Read/ tell the story of The Underworld. Discuss as a class. What does it tell us about Odysseus? Why do you think this story would have been so popular with the Greeks?At some point before the next lesson, children write up their story logs.	<ul style="list-style-type: none">Can the children identify themes occurring in narratives?Can they communicate this orally, drawing on evidence from the text to justify their opinions?Can the children identify where paragraphs have been used to organise ideas around a theme?Can the children infer characters’ feelings, thoughts and motives from their action and dialogue?



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5	<ul style="list-style-type: none"> To draw conclusions about a character and support these with evidence from the text To select appropriate form for writing To understand how choices of vocabulary and grammar can change and enhance meaning To avoid ambiguity and repetition by choosing pronouns or nouns appropriately 	<ul style="list-style-type: none"> Read the story of The Odyssey up until he reaches Ithaca. Discuss the character of Odysseus. How do we know what he is like? Discuss how he feels in different parts of the story. Pupils are given extracts from different versions of the story. Working in pairs or groups, children locate and highlight evidence in the texts that demonstrates what Odysseus is like as a character. They can collect direct evidence from description and make inferences from his words and actions. This can be recorded in a frame or in books. They then feedback to each other, sharing what they learned from their extract. These can be shared with the whole class. Tell the class they will be writing the first draft of a character study of Odysseus for homework. As a class, write a plan for what would be in a character study: <i>Description of the character (possibly appearance, definitely nature)</i> <i>How we know this from the text</i> Discuss use of appropriate pronouns and noun phrases to avoid repetition of Odysseus' name. As a class, collect examples (he, the hero, the captain of the crew, the cunning leader, etc.). Ask children to write sentences on whiteboards that use pronouns, nouns or noun phrases to describe Odysseus. Read several examples after one another to model the effect of over-use of nouns and/or pronouns. Homework: children write character study of Odysseus. 	<ul style="list-style-type: none"> Can the children draw conclusions about a character and support these with evidence from the text? Can the children select an appropriate form for writing? Can the children communicate their understanding of how choices of vocabulary and grammar can change and enhance meaning? Success criteria for writing assessment: <i>Organise texts into paragraphs to distinguish between different information</i> <i>Use pronouns and nouns appropriately to avoid ambiguity</i> <i>Use apostrophes to mark plural and singular possession</i>



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6	<ul style="list-style-type: none">To assess the effectiveness of their own and others' writing, including tailoring improvements to needs of the reader	<ul style="list-style-type: none">Collect homework in and give brief feedback.Editing/redrafting/further teaching depending on children's understanding.Work is collected in for detailed written feedback.	<ul style="list-style-type: none">Success criteria for writing assessment: <i>Organise texts into paragraphs to distinguish between different information</i>
7	<ul style="list-style-type: none">To record initial ideas for composition, drawing effectively from discussion of texts similar to the one they are planning to write	<ul style="list-style-type: none">Set a story-writing task where children plan their overall story.	
8		<ul style="list-style-type: none">Redraft/edit plans. <i>or</i>Focus on descriptive writing ahead of first story task	
9	<ul style="list-style-type: none">To draft simple setting, characters and plot in narrative texts	<ul style="list-style-type: none">Extended writing- first draft	<ul style="list-style-type: none">Success criteria for writing assessment: <i>Organise texts into paragraphs to distinguish between different information</i>



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10	<ul style="list-style-type: none"> To assess the effectiveness of their own and others' writing, including tailoring improvements to the needs of the reader 	<ul style="list-style-type: none"> Editing/redrafting/further teaching depending on children's understanding Homework: children write first draft of chapter two of their adventures. It should cover arriving on the second island up until they leave. 	<ul style="list-style-type: none"> Success criteria for writing assessment: <i>Organise texts into paragraphs to distinguish between different information</i>
11	<ul style="list-style-type: none"> To be able to use text structure, grammar and vocabulary to inform their own writing 	<ul style="list-style-type: none"> Collect homework in and give brief feed back. Editing/redrafting/further teaching depending on children's understanding 	
12	<ul style="list-style-type: none"> To be able to use inference to inform reading and writing (such as inferring characters' feelings, thoughts and motives from their actions) 	<ul style="list-style-type: none"> Possible focus on how inference is used in The Odyssey text? Characters thoughts, speech and actions. 	
13	<ul style="list-style-type: none"> To be able to create setting, characters and plot in narrative texts 	<ul style="list-style-type: none"> Targeted grammar/punctuation teaching based on children's writing so far. Extended writing of third chapter 	
14	<ul style="list-style-type: none"> To assess the effectiveness of their own and others' writing, tailoring improvements to needs of the reader 	<ul style="list-style-type: none"> Collect homework in and give brief feed back. Editing/redrafting/further teaching depending on children's understanding 	
15		<ul style="list-style-type: none"> Publishing own books based on draft chapters produced so far. 	