



## Teaching high-quality texts: Unit 10 – Complete project plan

- **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*



# Leading Literacy

CPD for excellence in English

Session	Key learning objectives	Lesson content & organisation	Assessment
1	<ul style="list-style-type: none"><li>To be able to identify themes occurring in narratives</li><li>To be able to listen to and demonstrate understanding of a text read aloud</li></ul>	<ul style="list-style-type: none"><li>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?</li><li>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.</li><li><b>Task:</b> 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.</li><li>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...</li></ul>	<ul style="list-style-type: none"><li>Can the children identify themes occurring in narratives?</li><li>Can they communicate this orally, drawing on evidence from the text to justify their opinions?</li><li>Can the children demonstrate their understanding of the texts orally?</li></ul>
2	<ul style="list-style-type: none"><li>To infer characters' feelings, thoughts and motives from their action and dialogue</li></ul>	<ul style="list-style-type: none"><li>Read/ tell the story of Polyphemus the Cyclops right up until Odysseus escapes.</li><li><b>Activity:</b> 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.</li><li><b>Discussion:</b> what does this story tell you about Odysseus?</li><li>At some point before the next lesson, children write up their story logs.</li></ul>	<ul style="list-style-type: none"><li>Can the children infer characters' feelings, thoughts and motives from their action and dialogue?</li></ul>



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3	<ul style="list-style-type: none"><li>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)</li><li>To retell narratives clearly and accurately</li><li>To record ideas for composition</li></ul>	<ul style="list-style-type: none"><li>Today the children will continue the story.</li><li><b>Task:</b> in groups of 3–5, children are given one of three parts of The Odyssey: <i>King Aeolus &amp; the Winds</i> <i>The Sirens</i> <i>Scylla and Charybdis</i></li><li>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.</li><li>At some point before the next lesson, children write up their story logs.</li></ul>	<ul style="list-style-type: none"><li>Can the children use Standard English forms for verb inflections instead of local spoken forms?</li><li>Can the children record their ideas for composition?</li><li>Can the children retell narratives clearly and accurately?</li></ul>
4	<ul style="list-style-type: none"><li>To identify themes occurring in narratives, following discussion</li><li>To be able to use paragraphs to organise ideas around a theme</li><li>To infer characters’ feelings, thoughts and motives from their action and dialogue</li></ul>	<ul style="list-style-type: none"><li>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?</li><li>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.</li><li><b>Task:</b> children complete their story log.</li><li>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?</li><li>At some point before the next lesson, children write up their story logs.</li></ul>	<ul style="list-style-type: none"><li>Can the children identify themes occurring in narratives?</li><li>Can they communicate this orally, drawing on evidence from the text to justify their opinions?</li><li>Can the children identify where paragraphs have been used to organise ideas around a theme?</li><li>Can the children infer characters’ feelings, thoughts and motives from their action and dialogue?</li></ul>



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5	<ul style="list-style-type: none"><li>To draw conclusions about a character and support these with evidence from the text</li><li>To select appropriate form for writing</li><li>To understand how choices of vocabulary and grammar can change and enhance meaning</li><li>To avoid ambiguity and repetition by choosing pronouns or nouns appropriately</li></ul>	<ul style="list-style-type: none"><li>Read the story of The Odyssey up until he reaches Ithaca.</li><li>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.</li><li>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></li><li>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.</li><li><b>Homework:</b> children write character study of Odysseus.</li></ul>	<ul style="list-style-type: none"><li>Can the children draw conclusions about a character and support these with evidence from the text?</li><li>Can the children select an appropriate form for writing?</li><li>Can the children communicate their understanding of how choices of vocabulary and grammar can change and enhance meaning?</li><li>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></li></ul>



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6	<ul style="list-style-type: none"><li>To assess the effectiveness of their own and others' writing, including tailoring improvements to needs of the reader</li><li>To understand how to use apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</li></ul>	<ul style="list-style-type: none"><li>Collect homework in and give brief feedback.</li><li>Pupils read copies of one child's work that is strong, along with teacher feedback. Discussion: what are the effective strong/effective elements and the areas to strengthen?</li><li>Repeat with a less-developed piece of work. Analyse strengths and share in table groups. Individually identify one area where improvements could be made. Discuss as class.</li><li>Pupils consider their own work. Are any of the points made about other children's work applicable to their own? Children decide on changes they can make and share in groups.</li><li>Whole class teaching of apostrophes for singular and plural possession based on sentences drawn from children's work and invented sentences linked to this work. Include the case of 'Odysseus' (singular), ending in a 's' and 'crew' (plural) not ending in an 's'. Model examples on board and ask children to write their own on whiteboards to demonstrate understanding.</li><li>Children edit and then redraft work, paying particular attention to use of apostrophes.</li><li>Work is collected in for detailed written feedback.</li></ul>	<ul style="list-style-type: none"><li>Can the children assess the effectiveness of their own and others' writing, including tailoring improvements to needs of the reader?</li><li>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></li></ul>
7	<ul style="list-style-type: none"><li>To record initial ideas for composition, drawing effectively from discussion of texts similar to the one they are planning to write</li></ul>	<ul style="list-style-type: none"><li>Explain to class that they are going to write their own version of The Odyssey in which they will be the main character. It will be written in the first person, with them telling the story. The story will begin with them leaving Troy and finish with them arriving on the shores of Ithaca. On the way they'll stop at three islands and have three different adventures.</li><li>The first step is to decide on a name for their character.</li><li>Then the class can plan their own story.</li><li>The class share story plans with one another in groups or as a whole class.</li></ul>	<ul style="list-style-type: none"><li>Can the children develop and communicate their ideas for composition?</li><li>Can they draw effectively on discussion of texts similar to the one they are planning to write?</li><li>Can the children communicate their ideas for narratives clearly and convincingly?</li></ul>



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8	<ul style="list-style-type: none"><li>To use recorded ideas effectively to write descriptively</li></ul>	<ul style="list-style-type: none"><li>As a class, look at a photograph of an island on which one of Odysseus' adventures could take place. As a class, annotate the drawing, using effective descriptive language to translate the picture into words, modelling: <i>Similes and metaphors</i> <i>Personification</i> <i>Details drawn from sight, sound, scent and touch</i> <i>Beautiful language</i></li><li>Children draw or collect their own pictures and then use this to write short piece of descriptive writing around the setting.</li><li>Share these with groups or whole class, collecting particularly effective/beautiful language.</li></ul>	<ul style="list-style-type: none"><li>Can the children use recorded ideas effectively to write descriptively?</li><li>Can the children make suggestions of words, phrases and ideas to create effective descriptive language?</li></ul>
9	<ul style="list-style-type: none"><li>To draft simple setting, characters and plot in narrative texts</li><li>To use inverted commas accurately to punctuate direct speech</li></ul>	<ul style="list-style-type: none"><li>Revise the conventions for dialogue, including use of inverted commas for direct speech. Then show the class some deliberately wrong examples. As a class, ask children to identify what is incorrect and then rewrite correctly. Children to write some examples of their own that are correct on whiteboards and share with partner/class.</li><li>Extended writing: using their descriptive writing from yesterday and their story plans, the class write the first chapter of their adventures – from leaving Troy until they leave the first island – to focus on setting, characters and plot.</li><li>Children's first chapter must be finished ready for tomorrow's lesson.</li></ul>	<p>Success criteria for writing assessment:</p> <ul style="list-style-type: none"><li><i>Organise texts into paragraphs to distinguish between different information</i></li><li><i>Use pronouns and nouns appropriately to avoid ambiguity</i></li><li><i>Use inverted commas accurately to punctuate direct speech</i></li><li><i>Use apostrophes to mark plural and singular possession</i></li></ul>



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10	<ul style="list-style-type: none"> <li>To assess the effectiveness of their own and others' writing, including tailoring improvements to the needs of the reader</li> <li>To be able to use conventions for direct speech, correcting examples where errors have occurred in children's writing together on the whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>Children work with the first draft of their adventure from the previous day. With a partner, read through, identifying areas where writing is particularly strong or effective vocabulary/language devices have been employed. Then discuss alterations that can be made – prompt children away from spelling and punctuation towards the language used.</li> <li>Pairs feed back to the class about anything they thought was particularly good; these points can be noted on the IWB.</li> <li>Revisit conventions for direct speech, correcting examples where errors have occurred in children's writing together on the whiteboard</li> <li>Children edit work.</li> <li>Work is collected in for detailed written feedback.</li> <li>Homework: children write the first draft of chapter two of their adventures. It should cover arriving on the second island up until they leave.</li> </ul>	<ul style="list-style-type: none"> <li>Can the children assess the effectiveness of their own and others' writing, including tailoring improvements to the needs of the reader?</li> </ul> <p>Success criteria for writing assessment:</p> <ul style="list-style-type: none"> <li><i>Organise texts into paragraphs to distinguish between different information</i></li> <li><i>Use pronouns and nouns appropriately to avoid ambiguity</i></li> <li><i>Use inverted commas accurately to punctuate direct speech</i></li> <li><i>Use apostrophes to mark plural and singular possession</i></li> </ul>
11	<ul style="list-style-type: none"> <li>To be able to use text structure, grammar and vocabulary to inform their own writing</li> <li>To avoid ambiguity and repetition by choosing pronouns or nouns appropriately</li> </ul>	<ul style="list-style-type: none"> <li>The class have a few minutes to proofread their homework and check it is ready to hand in. Collect homework in and give brief feed back.</li> <li>As a class, consider text from The Odyssey where Odysseus blinds Cyclops. Discuss how the writer uses language to convey action (short, punchy sentences, powerful verbs, dramatic sentence openings, perhaps the impression of violence, but not lots of gory detail). Pupils use whiteboards to contribute to whole-class shared writing for Odysseus' escape from the sirens.</li> <li>During this task, remind children of need to make appropriate choices of pronoun, noun or noun phrase to avoid ambiguity and repetition. Model this through shared writing.</li> <li>The class return to their own draft of chapter two and work to improve it, both in the light of oral feedback and the whole-class shared writing.</li> <li>Work is collected in for detailed written feedback</li> </ul>	<ul style="list-style-type: none"> <li>Can the children identify and discuss text structure, grammar and vocabulary and its effect on the reader?</li> <li>Can they use this to inform their own writing?</li> <li>Can the children make appropriate choices of pronouns or nouns to avoid ambiguity and repetition?</li> </ul>





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12	<ul style="list-style-type: none"><li>To be able to use inference to inform reading and writing (such as inferring characters' feelings, thoughts and motives from their actions)</li></ul>	<ul style="list-style-type: none"><li>Show pupils two sentences where Odysseus is afraid (either from the text or written by the teacher). One should be where it says so literally and one where it is inferred through actions. Discuss devices for showing emotion through inference (speech, actions, description, and rhetorical questions). In pairs, children act out emotion and the other has to guess what this is. Bring two out to front and let the class guess. As a class, write a few sentences that tell us how the character is feeling.</li><li>In books or using a frame, pupils write a sentence using each of the techniques.</li><li>Share sentences as a class.</li></ul>	<ul style="list-style-type: none"><li>Can the children infer information about a character (and their feelings, thoughts and motives from their actions) from a text?</li></ul>
13	<ul style="list-style-type: none"><li>To be able to create setting, characters and plot in narrative texts</li><li>To understand how fronted adverbials can be used effectively in writing</li><li>To use commas after fronted adverbials</li></ul>	<ul style="list-style-type: none"><li>Using examples from the text, identify where the author uses fronted adverbials (word, phrase or clause) to begin a sentence. Discuss why this feature is being used in each case (e.g. manner/degree [quickly, very] time [later that day, next], spatial [back on dry land, here] etc.) and discuss its effectiveness. Teach children the specific rule about use of commas. Children should write their own examples of adverbials to begin sentences the teacher shares (e.g. ...Odysseus ran back towards the ship.) Discuss the purpose for each example.</li><li>Extended writing: using their story plans, notes on writing inferred emotion from yesterday, and any other resources they have used so far, the class write the final chapter of their adventures from arriving on the third island until they are washed up on Ithaca.</li><li>Children's first chapter must be finished ready for tomorrow's lesson.</li></ul>	<ul style="list-style-type: none"><li>Can the children understand how fronted adverbials can be used effectively in writing?</li><li>Can the children create setting, characters and plot in narrative texts effectively?</li></ul> <p>This might include:</p> <ul style="list-style-type: none"><li><i>Organise texts into paragraphs to distinguish between different information</i></li><li><i>Use pronouns and nouns appropriately to avoid ambiguity</i></li><li><i>Use inverted commas accurately to punctuate direct speech</i></li><li><i>Use apostrophes to mark plural and singular possession</i></li></ul>





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14	<ul style="list-style-type: none"><li>To assess the effectiveness of their own and others' writing, tailoring improvements to needs of the reader</li><li>To understand how fronted adverbials can be used effectively in writing</li><li>To use commas after fronted adverbials</li></ul>	<ul style="list-style-type: none"><li>Collect homework in and give brief feedback.</li><li>Pupils read copies of one child's work that is strong, along with teacher feedback. Discussion: what are the effective elements and what are the areas that could be improved?</li><li>Repeat with a less-developed piece of work. Analyse strengths and share in table groups. Individually identify one area where improvements could be made. Discuss as a class.</li><li>Pupils consider their own work. Are any of the points made about other children's work applicable to their own? Children decide on changes they can make and share in groups.</li><li>Ask the class to share examples where they have used fronted adverbials in their writing. Identify the purpose for this. Discuss how effective each is, and if necessary, redraft together on the board. Model an invented example where every sentence begins with an adverbial and discuss the effect of overuse. Children consider their own work in the light of this, adding examples or making corrections.</li><li>Children edit their work, making changes as necessary.</li><li>Work is collected in for detailed written feedback.</li></ul>	<ul style="list-style-type: none"><li>Can the children infer information about a character (and their feelings, thoughts and motives from their actions) from a text?</li></ul>
15	<ul style="list-style-type: none"><li>To understand structure, grammar and vocabulary of book 'blurb' (to inform own writing)</li></ul>	<ul style="list-style-type: none"><li>Explain to the class that they will be publishing their writing into books. As a class, identify key elements of fiction texts (front cover, blurb etc.) and what make them attractive to readers (presentation, clear text, illustrations) and write these up into success criteria.</li><li>In groups, look at the blurb for some published Odyssey books and discuss. Draw out elements that are effective. Write a blurb for your book on board as a class, 'borrowing' effective language from books.</li><li>Task: children write a blurb for their own book.</li></ul>	<ul style="list-style-type: none"><li>Can the children understand structure, grammar and vocabulary of book 'blurb'?</li><li>Can they use this inform own writing?</li></ul>



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16+	<ul style="list-style-type: none"><li>To work productively with others to assess the effectiveness of their own and others' writing</li></ul>	<ul style="list-style-type: none"><li>Children begin the process of publishing their book, checking back to ensure they have all elements: <i>Front Cover (title, author, illustration)</i> <i>Chapter 1 (with illustrations if desired)</i> <i>Chapter 2 (with illustrations if desired)</i> <i>Chapter 3 (with illustrations if desired)</i> <i>Back Cover (with blurb)</i></li><li>Over several days, they will redraft each chapter of the book, produce illustrations and make the front cover and back covers.</li><li>Share examples of quality work so far, encouraging pupils to borrow ideas from one another.</li><li>When the publication is finished, books can be swapped and read by other children, perhaps writing book reviews of one another's books. They can be displayed and or presented in a class assembly, where children read from them.</li><li>At the end of the project, return to The Odyssey and read/tell children the story of Odysseus' return to Ithaca and his battle with the suitors.</li></ul>	