PERSEPHONE
Y5

PNS Objectives for Y5

Tell a story using notes designed to cue techniques, such as repetition, recap and humour.

Analyse the use of persuasive language.

Reflect on how working in role helps to explore complex issues.

Make notes on and use evidence from across a text to explain events or ideas.

Compare different types of narrative texts and identify how they are structured.

Explore how writers use language for dramatic effects.

Compare how a common theme is presented in poetry, prose and other media.

Reflect independently and critically on their own writing and edit and improve it.

Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail.

Adapt sentence construction to different text-types, purposes and readers.

Punctuate sentences accurately, including using speech marks and apostrophes.

PNS text types guidance

Narrative: myths
Narrative: myths – more specific features
Narrative: fables
Narrative: legends

http://nationalstrategies.
standards.dcsf.gov.uk/search/
primary/results/nav:45985

Strand 9 progression statement

Children **develop their skills of critical reflection** in relation to **their own writing**. They make progress in **evaluating** their outcomes both **during and after writing**. Children build on their **knowledge of text types** and **language choices** to **edit and improve** their writing.

Strand 10 progression statement
Children begin to **organise content within paragraphs** for effect, including the use of appropriate **opening and closing sentences**.

Strand 11 progression statement
Children begin to **vary the length and structure of sentences for effect**, such as using **subordinate clauses** to add detail.

http://nationalstrategies.
standards.dcsf.gov.uk/
node/98402

THIS UNIT OF WORK IS BASED ON PNS UNIT 2 (TRADITIONAL STORIES, FABLES, MYTHS AND LEGENDS) AND FOCUSES SPECIFICALLY ON MYTHS

Familiarisation with text type
- Watch DVD of Story, followed up by asking a selection of the 4 types of questions from those provided (see resource sheet).
- Identify key features of the myth as a text type. NB: to familiarise yourself with the features of Myths use PNS Narrative text types guidance (link below). It will be helpful later when agreeing success criteria that children are familiar with key elements from the start.
- Read other myths (Greek or other cultures) to identify and reinforce key elements.
- Compare key elements with those of fables and legends (also on national strategies site).
- Watch the DVD of the story again, making notes to provide evidence for the key features, and share.

Familiarisation with medium of storytelling
- Note use of facial expression, gesture, use of voice, variation of pace and volume, use of pauses. **Play part of the DVD with no sound. Use facial expressions and gestures to help you identify individual characters, and key parts of the story.**
- Use mirrors to explore facial expressions and simple facial notation to show expression (see resource sheet) – link with emotions.
- Practice making facial expression to show different emotions – partner to guess.

Capturing ideas – oral rehearsal
- Create annotated character sketches for the main characters, noting their key attributes, then...
- In pairs, play the game 'Who would say that?' where one player says something appropriate in role as a main character for their partner to guess who they are.
- **Drama** – in pairs, improvise a conversation where Hermes is trying to persuade Hades to release Persephone – concentrate on the use of persuasive language.
- Gather ideas for other elements of creation (natural phenomena) that could be used as the basis for children's own stories, e.g. the tides, night & day, waxing & waning of the moon, movement of the sun across the sky, volcanoes, thunderstorms, why birds have wings, star constellations, etc.

- Research the Greek gods and goddesses, in preparation for including them in the children's own myths. A good site to use is the British Museum, at:
  - http://www.ancientgreece.co.uk/gods/explore/exp_set.html
- Devise a list of similes for the gods and their powers (as similes are often used in myths).
- In small groups, improvise a conversation between several of the gods & goddesses, expressing their opinions about Hades and Demeter's actions. (This will link knowledge of the story to characteristics of gods to be used in the children's own stories).

Teacher demonstration – shared writing
Teacher chooses a natural phenomenon and links it to the appropriate god/goddess, and uses this to model how to plan a myth. Use the following structure:
- How the world was before the creation of the phenomenon (Setting)
- Character description of the gods/goddesses who will be key characters (Character)
- What happens to change things (this will need several smaller sections) (Plot)
- How this has resulted in what we now know about the world (Outcome)

Teacher scribing – guided and supported writing
- As a class, agree success criteria, referring to the key features of a myth to help.
Planning
- Children choose their natural phenomenon and link it with appropriate gods/goddesses before outlining their plan for their myth. This could be done as a story map, or on a pro-forma linked to the stages outlined above. Support groups and individuals as needed at this stage. (NB: less experienced writers could use an existing story, to write their own version of).
- When plans are complete, children use them as the basis for an oral telling of their story to a partner. This could be planned and rehearsed, perhaps as a homework activity, where the children plan facial expression, use of voice, and gesture, for their storytelling, based on features they identified when watching the DVD. Changes can then be made to the plan if necessary, following partner responses, before writing begins.
Writing
- Children write their story, a section at a time, with time between each for sharing, editing and rewriting. The teacher draws the class together at each stage & models the next section using own story as a basis. The first could be working on good openings, to avoid including unnecessary information, and focusing on using powerful language. The main plot section teaching could focus on the notion of 'showing not telling', e.g. letting the reader know what a character is like by their actions and what they say (referring back to previous work on dialogue linked to character).

Independent writing
- As the children write their own myths, ensure they are using the agreed success criteria. Encourage the use of both persuasive and powerful language, and the inclusion of similes and dialogue to bring the writing to life.
- As each stage of the writing is completed, invite children to select what they think is the best part of their work, to share with others.

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the story spinner
everyone loves a good story
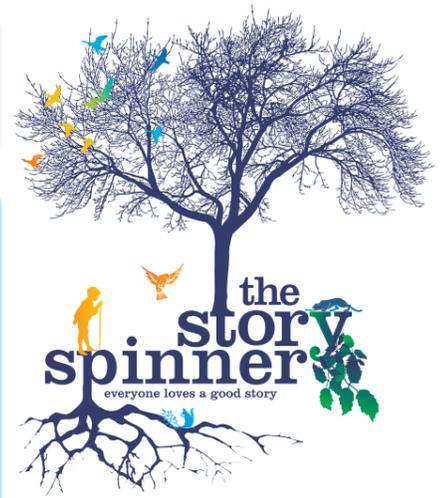
Learning outcome

Children demonstrate that they can classify features of different fiction genres.

Suggested pupil writing targets

Use a range of adjectives, adverbs, powerful verbs and phrases selectively in order to amuse, entertain, persuade and inform the reader.
(AF1, AF2, AF7)

Evaluate writing against success criteria and make changes considering the audience and purpose.
(AF1, AF2)

Use connecting words and phrases to give order and structure to writing. (AF4)
Can use subordinate clauses to add detail to complex sentences. (AF5)

http://nationalstrategies.
standards.dcsf.gov.uk/
node/110239

Learning outcomes

Children can compose and manipulate more complex sentences within a given context.

Children can write a new version of a myth, identifying their audience and adapting their writing to suit this audience.

Intended outcome

To write own version of a creation myth, explaining one aspect of natural phenomena.