

RUBRIC - KS3 Myths and Legends- Medusa and Perseus

Autumn 1 2024

Subject curriculum intent	
<p>In the English curriculum, students will actively engage in developing their speaking and listening, as well as reading and writing skills in every lesson. They will participate in discussions centred around key events and characters, utilising role play and hot seating techniques to gain deeper insights. Moreover, students will be encouraged to recognise and employ various writing features such as emotive language, structure, and form to captivate the reader's interest. They will analyse descriptive elements in texts and use dialogue and speech marks effectively. Additionally, students will craft their own creative pieces, link their writing to poetry, and structure information in alignment with poetic formats. Furthermore, emphasis will be placed on enhancing spelling, punctuation, and grammar proficiency.</p>	
Intent for this topic:	
<p>This unit aims to engage students in exploring the legendary tale of Medusa, through group discussions and interactive activities. Students will learn to organise roles and actions using verbal communication, actively including and responding to all group members. Through analysing the text, students will identify how writers provoke readers' reactions with specific features. They will then apply this knowledge by creating narratives with a clear beginning, middle, and end, logically sequencing events and resolving conflicts. Students will also learn to use appropriate signal words for sequence, place, and time, enhancing coherence in their writing. Furthermore, they will demonstrate their understanding of relationships in sentences through the use of subordination and connectives to show time, reason, and cause.</p>	
Topic overview:	
Text: Medusa and Perseus	
<p>This unit of work should follow the talk for writing structure below. Focus on abridged text over the half term, taking time at the start to learn the text and signs for the key words.</p> <p>Teaching should work through the imitation stage, then the innovation stage and finally the invention stage where appropriate. Pupils should complete varied activities in each stage and work towards writing their own myth.</p>	
Key vocabulary taught within this topic:	Myth, legend, fiction, fact, narrative, sequence, author, plot, beginning, build up, conflict (problem), end, conclusion, character, feelings, emotions, personality, motives, appearance, describe, setting, verb, adverb, adjective, simile, noun, pronoun, dialogue, language, structure

Links to other subjects:	History - Greeks and Roman Drama - Role play and hot seating activities ICT - Myth research DT - Making a moving monster based on a mythical beast
UNICEF Rights of The Child	<p>RRS Articles</p> <p>This unit of work is linked Article 29 of the UN Convention on the Rights of the Child. The pupils need to be taught about their right and the right of all children to an education and to have healthy lifestyle during this unit.</p> <p>See the link for a summary of the Rights of the Child</p> <p>https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018</p> <p>Article 29 (goals of education)</p> <p>Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>

Talk for Writing structure and suggested activities

Stage	Key learning	Suggested activities
Imitation	1. Cold task	Independent 'have a go' assessment task Pupils to independently write a myth or build sentences to create a myth
	2. Hook	Trip, sensory experience, explore objects of reference related to story
	3. Learn text orally	Create story map and rehearse regularly using actions or SSE signs. Sequence story, sign key words
	4. Read as a reader	Comprehension task, writing in role, discuss vocab, questioning to deepen understanding, drama
	5. Read as a writer	Story maps and 'box it up' activities to re-tell the story. Sequence or retell the story using pictures, text and symbols

	6. Above underpinned by word and sentence activities	Tricky words linked to stories, phonics activities, 5 sentence stories (can use OoR), describe an object, expand vocab (adjectives etc.).
Innovation	1. Draw and retell	Change story map with new ideas, e.g. change characters, settings, objects etc. Use props, story cards, symbols etc. to support with ideas.
	2. Shared/guided writing	Use shared writing to model turning new map into written story.
	3. Individual writing	Pupils to use story maps or 'box it up' activities to sequence and write the story with changes.
Invention	1. Teaching	Model inventing stories (story maps), drama, share/build word banks
	2. Shared, guided and independent writing	Practicing writing tasks Descriptive writing activities - character and setting descriptions
	3. Hot task	Repeat cold task to show progress

Key elements	PS1	PS2	PS3	PS4
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<p>Spoken language/ speaking and listening.</p>	<ul style="list-style-type: none"> • Use single key words in speech or using symbols • Uses 1-50 single words to convey meaning to the listener • Will copy single words, phrases or body positions in role play • Will speak in short phrases • Listens to a story and engages in props with some purposeful intent • Listens to a story for up to 5 minutes • Attend to, and respond to questions from adults, answering questions using key words or symbols 	<ul style="list-style-type: none"> • Link up to four key words, signs or symbols in both in groups and one-to-one, for example • They use an extensive vocabulary to convey meaning to the listener. • They take part in role play with confidence. • They use conjunctions that suggest cause for example, 'cos,' to link ideas. • Listen, attend to and follow simple mythical stories for short stretches of time. • Attend to, and respond to, questions from adults and their peers about experiences, narratives and mythical stories. 	<ul style="list-style-type: none"> • Communicate clearly about matters of interest, taking turns in a range of situations and groups. • They follow what others say and usually respond appropriately. • They convey meaning, sustaining their contribution and the listener's interest. • Pupils talk about matters of immediate interest. • They listen to others and usually respond appropriately. • They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts to provide some detail. 	<ul style="list-style-type: none"> • Communicate on a range of ideas, sometimes with people who are unfamiliar with them, including relevant information the listener needs to know. • Develop and explain ideas, using a more extensive vocabulary and begin to adapt to the text type • Begin to show confidence in talking and listening • On occasions, show awareness of the needs of the listener by including relevant detail. • Speak clearly and use a growing vocabulary.
<p>Reading</p>	<ul style="list-style-type: none"> • Listens to stories and explores props/objects of reference • Uses the front cover of a book to identify content, e.g. through matching pictures or symbols. 	<ul style="list-style-type: none"> • Show an interest in the activity of reading the news story. • Predict elements of a mythical story or legend for example, when the adult stops reading, pupils fill in the missing word. 	<ul style="list-style-type: none"> • Recognise familiar words in myths and legend stories. • Use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading the stories aloud. In these 	<ul style="list-style-type: none"> • Pupils' reading of simple myths and legends shows understanding and is generally accurate. • Express opinions about major events or ideas in stories. • Use more than one strategy, such as phonic, graphic,

	<ul style="list-style-type: none"> • Uses pictures in a book to answer questions, e.g. through matching pictures or symbols • Turns the page of a book • Identifies some initial sounds/phonemes of words • Familiarises self with text and can recall some information, e.g. character 	<ul style="list-style-type: none"> • Distinguish between print or symbols and pictures in a myths and legends text. • Understand the conventions of reading, for example, following text left to right, top to bottom and page following page. • Understand that words, symbols and pictures convey meaning within a myths and legends story. • Recognise or read a growing repertoire of familiar words or symbols within a news story. • Recognise at least half the letters of the alphabet by shape, name or sound. 	<p>activities they sometimes require support.</p> <ul style="list-style-type: none"> • Express their response to news stories by identifying aspects they like. 	<p>syntactic and contextual, in reading unfamiliar words and establishing meaning.</p>
<p>Writing</p>	<ul style="list-style-type: none"> • Pupil uses symbols to complete a sentence, for example by adding an adjective to a sentence • Pupil uses symbols to build sentences • Uses colourful semantics to build sentences • Overwrites some patterns • Overwrites some letters • Uses mark making purposefully 	<ul style="list-style-type: none"> • Place the elements of a mythical story or legend which have been cut up in the correct order • Group letters and leave spaces between them as though they are writing separate words. • They are aware of the sequence of letters, symbols and words, for example, selecting and linking symbols together and one or two other simple key words correctly from memory. 	<ul style="list-style-type: none"> • Writing communicates meaning through simple words and phrases. • In their reading or their writing, pupils begin to show awareness of how full stops are used. • Letters are usually clearly shaped and correctly orientated. • Place the elements of a mythical story or legend in the correct order and format. 	<ul style="list-style-type: none"> • Writing communicates meaning in stories, using appropriate and interesting vocabulary, and showing some awareness of the reader. • Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. • Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible.

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| | | <ul style="list-style-type: none">• Show awareness that writing can have a range of purposes• Show understanding of how a mythical story or legend is structured• Appropriate use of upper - and lower - case letters or appropriate symbols. | | <ul style="list-style-type: none">• In handwriting, letters are accurately formed and consistent in size |
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