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| Activity title: | 1. Dylan Thomas’s feelings (KS2)
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| Description: | Oracy- Hot-seating activity |
| Year groups: | KS2 |
| Link to LNF: | **Developing and presenting information and ideas**\*Speaking:Y3:* keep in role and support others in role play.

Y4:* explore different situations through role play.

Y5:* explore issues and themes through role play.

Y6:* explore challenging or contentious issues through sustained role play.

\*Listening:Y3:* check understanding by asking relevant questions or making relevant comments.

Y4:* after listening, respond, giving views on what the speaker has said.

Y5:* listen to others, asking questions and responding to both the content and the speakers’ viewpoints.

Y6:* respond to others with questions and comments which focus on reasons, implications and next steps.

\*Collaboration and discussion:Y3:* contribute to group discussion, sharing ideas and information.
* use talk purposefully to complete a task in a group.

Y4:* contribute to group discussion and help everyone take part.
* help a group to reach agreement.

Y5:* contribute to group discussion, taking some responsibility for completing the task well.
* build on and develop the ideas of others in group discussions.

Y6:* contribute purposefully to group discussion to achieve agreed outcomes.
* follow up points in group discussions, showing agreement or disagreement giving reasons.
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| Dylan Thomas Text: | A Visit to Grandpa’sExtract from start to page 34 (*…with a rabbit held as gently over his arm in a warm sleeve.)*  |

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| Equipment required: | * Copies of text
* Example ‘Fortune Line’ graph *Appendix 1a*
* Large sheet of paper or ‘Fortune Line’ graph template (could be used in Lower KS2) *Appendix 1b*
* Coloured marker pens
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| Suggested procedure: | * In small groups learners create a fortune line of Dylan Thomas’ feelings as the story progresses. (see example – *Appendix 1a*) Discuss symbols that could be used with a key and alternative words for ‘happy’ and ‘sad’ (for Upper KS2)
* Use a different colour pen to then add Grandpa’s feelings at the same points in time.
* Learners in Upper KS2 could then annotate the graph with quotes/evidence from the text to back up their ideas.
* Coming together as a whole class, the learners hot seat Grandpa and Dylan Thomas. They can bring together ideas about the character’s feelings from the graph and previous sessions to ask open ended questions.
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| Extension activities: | * Learners can be given statements relating to the context of story and have to decide where on the graph they would go, e.g. Dylan is concerned about Grandpa – “Is anything the matter, Grandpa?” Grandpa was acting as if nothing had happened – “There was a terrible loud wind last night…”
* Make predictions of where graph lines would go at the end of the story.

Use of digital media: learners can use *Moxier Collage* or *Sticky Notes* apps to make notes of the questions they’d like to ask. They could film the hot seating and put into an *iMovie* or *Puppet Pals*.  |
| Modifying for other age groups: | Graph can be adapted as above for Upper/Lower KS2. |