

ANCIENT GREEK MYTHS



RESOURCE PACK FOR KS2



Ancient Greek Myths

Resource Pack by Maddy Barnes

Links to each of the myths online:

1: Persephone and Hades

2: Orpheus and Eurydice

3: Theseus and the Minotaur

4: King Midas and the Golden Touch

5: Perseus and the Gorgon Medusa

6: Odysseus and the Trojan Horse

7: Odysseus and the Cyclops

8: Odysseus and Penelope

This **Resource Pack** includes:

- A brief overview of each myth including character lists and vocabulary identified to be pre-taught. ([Page 3](#))
- Generic reading resources that can be used with any of the myths. ([Page 7](#))
- Reading resources that are written for a specific myth / character. ([Page 11](#))
- Generic writing that can be used with any of the myths. ([Page 12](#))
- Generic proof-reading and editing activities that can be used with any of the myths. ([Page 13](#))
- Generic drama activities that can be used with any of the myths. ([Page 13](#))
- 10 x Resource Sheets to support the activities. ([Page 15](#))

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Brief overview of each myth; characters from the playscript and vocabulary to pre-teach

Name of myth	Brief synopsis	Vocabulary
1. Persephone and Hades Characters: Hermes Poseidon Zeus Apollo Priest Persephone Hades Demeter	<p>Persephone is the daughter of Demeter, goddess of the earth - the goddess of the harvest. Hermes relates how one day Hades, god of the underworld, comes to the upper world and there sees Persephone, who is out collecting flowers for her mother. Hades is entranced and takes Persephone down to his underground kingdom to become his bride.</p> <p>Demeter has lost her daughter and curses the earth. Plants and animals die; the weather turns to winter. Zeus sends Hermes to the underworld to bring Persephone back - and he must hurry, because if Persephone has eaten any food in the underworld she will have to stay there forever.</p> <p>In the underworld Hades strikes a deal with Hermes...a deal that will result in a balance of summer and winter.</p>	Nymph Frenzy Modest Cascade Orchids Worthy Sceptre Chasm Sash Realm Barren
2. Orpheus and Eurydice Characters: Hermes The Spirits Eurydice Orpheus Aristeus Charon Hades	<p>The story begins with Hermes enjoying Orpheus's wonderful playing on the lyre. Suddenly Orpheus spots someone in the branches of the tree above him - it is Eurydice, the nymph (or spirit) of the tree. She encourages him to play on and he, in turn, encourages her to come and sit beside him. Before long the two are in love, get married and as Hermes says, 'All nature seemed to celebrate'.</p> <p>Then one day Eurydice is away from Orpheus when she is pestered by the god Aristeus in the form of a bee-swarm. Eurydice runs away to escape...but straight into the path of a snake who gives her a fatal bite...she is heading for the underworld.</p> <p>Hermes persuades Orpheus not to lose heart. They set off for the underworld, but first they must cross the River Styx. The ferryman - Charon - refuses to help them because Orpheus doesn't appear to be dead. But Orpheus plays his lyre and Charon is transported into a trance and Hermes and Orpheus hop into his ferry. Shortly after they overcome Cerberus - the three-headed dog who guards the gate to the underworld - in the same way.</p> <p>Eventually they find Eurydice and Hades is so overcome by Orpheus's playing that he agrees to let Eurydice return with him...but there's a condition: Orpheus must lead the way out of the underworld and he must not look round to see Eurydice until they are both back in the upper world.</p>	Lyre Hypnotised Nymphs Bristling pine Venomous Soothe Merciful Deceived Summoned Misfortune



Name of myth	Brief synopsis	Vocabulary
<p>3. Theseus and the Minotaur</p> <p><u>Characters:</u></p> <p>Hermes Minos Daedalus Aegeus Theseus Ariadne</p>	<p>Hermes tells how Crete was once all-powerful because of the instruments of war created by Daedalus for King Minos. But King Minos and his people had a problem - the Minotaur - a creature part-man, part-bull, which rampaged throughout the palace killing those it caught.</p> <p>Daedalus creates a labyrinth - a maze - under the palace and the Minotaur is lured inside, where it can never find its way out again. The only problem is how to feed the creature. Minos determines to demand tribute from the peoples he has conquered in the form of humans - young men and women to be fed to the Minotaur.</p> <p>The scene switches to Athens. Fourteen young Athenians are being selected for the journey to Crete... and Theseus - son of King Aegeus - is determined to be one of them. Theseus persuades his father to allow him to go to Crete, with the aim of killing the Minotaur. And if he kills the creature he will signal his success by flying a white sail on the return journey.</p> <p>Theseus and the others arrive in Crete. That evening King Minos's daughter - Ariadne - comes to their cell to offer assistance. She gives Theseus a sword and a ball of thread. The thread will enable Theseus to find his way back through the labyrinth to the entrance again. Now all he must do is find the Minotaur and kill it...</p>	<p><i>Greece</i> <i>Crete</i> <i>Catapults</i> <i>Lured</i> <i>Taxes</i> <i>Labyrinth</i> <i>Heir</i> <i>Elude</i> <i>Mock</i> <i>Tunic</i></p>
<p>4. King Midas and the Golden Touch</p> <p><u>Characters:</u></p> <p>Hermes Dionysus Silenus Midas Soldier Apollo Barber</p>	<p>The story begins with Dionysus - the god of wine. One day Dionysus and his band of revellers are enjoying themselves when they realise that Silenus isn't with them. Silenus - a satyr - is a special friend of Dionysus and was once his tutor.</p> <p>The scene changes to the spot where earlier that day Silenus drunkenly fell off his donkey and lay snoring at the side of the road. He's woken by King Midas and Midas has a special longing to see Dionysus so Silenus agrees to take him to see the god in exchange for the loan of a horse. Dionysus is relieved to have Silenus safely returned and as a reward offers Midas whatever he desires. Midas asks that everything he touches should turn to gold. Then he returns to his palace and is initially delighted with his gift. But he soon realises the foolishness of his choice.</p> <p>Dionysus comes to Midas's rescue and the king gives up his palace to live with Dionysus, Silenus and their band of revellers. But one day Apollo - god of music - hears Silenus's band and sets up a competition with Midas as the judge. When Midas sides with Silenus Apollo says that only an ass could have made such a foolish choice - and so he gives Midas the ears of a donkey.</p>	<p><i>Chariot</i> <i>Satyrs</i> <i>Rogue</i> <i>Vineyards</i> <i>Immerse</i></p>



Name of myth	Brief synopsis	Vocabulary
5. Perseus and the Gorgon Medusa <u>Characters:</u> Hermes Akrisios Oracle Polydectes Danae Perseus 3 Grey Sisters Medusa	<p>Perseus's grandfather - Akrisios - goes to the Oracle to ask how long he has to live. The Oracle replies that he will die at the hands of his grandson - Perseus. Akrisios decides to act: he puts Perseus and his mother - Danae - into a crate and throws them into the sea. But the crate is rescued by a fisherman and Perseus and his mother find themselves on the Isle of Seriphos at the court of King Polydectes. Polydectes takes a fancy to Danae and is determined to marry her. Perseus tells Polydectes to leave his mother alone and King agrees - but only if Perseus can fulfil his challenge.</p> <p>So it is that Perseus finds himself challenged to defeat the Gorgon - a monster called Medusa. Hermes intervenes with the information that Medusa's whereabouts can only be determined by talking to the Three Grey Sisters - so off go the two of them. The Three Grey Sisters only have one eye between them - which they use in turn - and Perseus is able to turn this to his advantage.</p> <p>When they arrive at their destination Hermes suddenly flies back to Olympia. Perseus think Hermes is abandoning him, but Hermes has actually gone to get a sword and shield. Anyone who looks Medusa directly in the face is turned instantly to stone - so Hermes is intending Perseus to use the shield to see the reflection of Medusa only. Hermes returns to find Medusa about to attack Perseus. It's time to put the plan into action...and if they're successful they'll still have to deal with King Polydectes. And what too of the prophesy that Perseus will kill his grandfather?</p>	Oracle <i>Prophecies</i> Gorgon <i>Bleak</i> <i>Shrouds</i> <i>Cannibals</i>
6. Odysseus and the Trojan Horse <u>Characters:</u> Hermes Zeus Paris Aphrodite Cassandra Menelaus Odysseus	<p>Hermes begins the first of three stories about Odysseus. One day Zeus is given a golden apple to be awarded as a prize to the most beautiful Greek goddess of all. Zeus is wary of judging such a contentious competition and instead passes the responsibility to a human - Paris, prince of Troy. Paris must judge between Hera, Athena and Aphrodite - the goddess of love. Paris's mind is made up when Aphrodite promises to make Helen - Queen of Sparta - fall in love with him. It just so happens that Paris is already on his way to see Helen - he's been invited to her wedding to King Menelaus.</p> <p>So, it is that Paris takes Helen home with him to Troy and Menelaus summons the Greek leaders to send an army to sack Troy and bring Helen back. One of the leading Greeks - Odysseus - does not wish to go to war, but is compelled to do so.</p> <p>For ten long years the Greeks are camped outside the gates of Troy - but try as they might they cannot breach the walls. Then Odysseus has an idea - they'll build a giant wooden horse...</p>	<i>Modest</i> <i>Mortal</i> <i>Consumed</i> Oracle <i>Prophesied</i> <i>Ambush</i>



Name of myth	Brief synopsis	Vocabulary
7. Odysseus and the Cyclops Characters: Hermes Odysseus Eurylochus Antiphus Polyphemus Cyclops	<p>Odysseus's return voyage begins well - but there is a prophecy that his journey will take 10 years. He spies land and takes a group of 12 with him to find food and fresh water on land. They are amazed to find that everything seems much larger than they are familiar with - including the sheep. They see a cave and make their way up to it hoping to find the shepherd. They find the cave empty - apart from some of the shepherd's animals and cheeses - so they slaughter a lamb and enjoy a roast meal. But the shepherd is about to return...</p> <p>The Cyclops - called Polyphemus - is a giant, with one eye in the middle of his forehead and he's the son of Poseidon, god of the sea. His diet includes whatever he can find to hand - so he grabs two of Odysseus's crew and devours them on the spot. Once the Cyclops is asleep the crew think of killing him; but Odysseus explains that the rock which blocks the doorway is far too large for them to roll away themselves and that if they kill the Cyclops they will simply die a slow death, trapped in the cave. Odysseus, known for his intelligence and cunning, sets to thinking of a plan. Somehow they must make the Cyclops open up the cave...</p> <p>In the morning the Cyclops enjoys two more crew members for his breakfast and goes out to the pasture, closing the cave entrance again as he goes. Odysseus has formulated his plan...and now that the Cyclops has gone he and the crew can begin their preparations...</p>	<i>Oracle</i> <i>Prophesied</i> <i>Anchor</i> <i>Hospitality</i> <i>Crag</i> <i>Rummaged</i>
8. Odysseus and Penelope Characters: Hermes Athena Odysseus Suitors Penelope Telemachus	<p>In the final story about Odysseus Hermes relates what happens when Odysseus comes home. Hermes finds Odysseus alone, washed up on an island he does not recognise. Hermes has persuaded Athena to help them and she reveals that the island is actually Ithaca - Odysseus is home. But there's a problem: everyone other than his wife, Penelope, believes Odysseus to be dead and consequently local princes are in his palace vying for Penelope's hand in marriage. Telemachus, Odysseus's son, has been away searching for his father and the suitors are also planning to kill him when he returns. Athena directs Odysseus to return to his palace - but in disguise as a penniless tramp.</p> <p>In the palace Odysseus is abused by the suitors who then tell Penelope she must decide tonight who she will marry or the suitors will kill the beggar. Penelope is persuaded and determines that her decision will be made on the basis of a competition. Penelope and Telemachus tend to Odysseus's bruises in her private chamber - still unaware of his identity until Athena and Hermes join the scene. Together they hatch a plan - the competition for the suitors will be to string Odysseus's own bow and fire it through a hole bored in the head of twelve axes, while Telemachus secretly removes all the suitors' weapons...</p>	<i>Offend</i> <i>Rogue</i> <i>Nobleman</i>



Generic reading resources that can be used with any of the myths

Reading skill	Activity
To summarise the main information	<p>Explain to pupils that you will stop whilst listening to / reading the playscript and that they will need to summarise what has happened in no more than six words (depending on the age / ability of the cohort, this can be done with or without a hashtag). Some schools may prefer to organise this as a bulleted list:</p> <p>Here is an example for <i>Persephone and Hades</i>:</p> <ul style="list-style-type: none"> # everything is alive # gods' messenger and winged boots # Powerful Poseidon # Zeus is the Big Dad
To identify the main parts of a story	<p>Explain to pupils that you will play the audio or read the playscript together. At the end, the pupils will work in groups / pairs / independently to list the 5 main events that happened in the story. What are the 5 most important things that happened? Encourage pupils to write 5 events and then number them 1-5 in order of importance. This is a different skill to sequencing events in the order that they happen. Explain that difference to avoid any confusion.</p> <p>Here is an example for <i>Orpheus and Eurydice</i>:</p> <ol style="list-style-type: none"> 1. Orpheus looked back and Eurydice died 2. Hades and Orpheus make a deal 3. Eurydice is bitten by a snake 4. Orpheus can trick everyone with his beautiful music 5. Orpheus and Eurydice are in love.



Reading skill	Activity
<p>To use inference skills and emoji cards to identify parts of a story, characteristics of a character and themes of a plot</p>	<p>Share a sample of emoji cards with the pupils before reading / listening to the myth. Discuss what each feeling emoji might represent. After hearing the story ask pupils in groups / pairs or independently to choose an emoji and then identify a part of the myth / a character from the myth / theme within the myth that matches the feeling on the emoji card.</p> <p>Here are some examples for <i>Theseus and the Minotaur</i>. Use these cards:</p> <div data-bbox="667 480 831 643"></div> <div data-bbox="913 480 1077 643"></div> <div data-bbox="1160 480 1323 643"></div> <div data-bbox="1406 480 1570 643"></div> <div data-bbox="1653 480 1816 643"></div> <div data-bbox="685 675 792 715">Happy</div> <div data-bbox="943 675 1043 715">Crying</div> <div data-bbox="1200 675 1279 715">Love</div> <div data-bbox="1447 675 1541 715">Angry</div> <div data-bbox="1608 675 1899 715">Confused / Thinking</div> <p>Model examples like this:</p> <div data-bbox="667 820 831 983"></div> <div data-bbox="875 866 1917 938"> <p>Aegeus feels like this <u>when</u> he sees the black sails on the boat and believes his son Theseus has died.</p> </div> <div data-bbox="667 1003 831 1166"></div> <div data-bbox="875 1059 1906 1131"> <p>Theseus feels like this <u>when</u> Ariadne offers to help him defeat the Minotaur and offers him a ball of thread.</p> </div>



Reading skill	Activity												
To sequence the events in a myth	<p>Teachers can present 5 events from the myth to pupils and explain that after hearing the myth, they will need to number the events from 1-5 starting with the first one that happened. Here is an example for <i>King Midas and the Golden Touch</i>:</p> <p>Apollo gave Midas the ears of a donkey. Silenus takes Midas to meet Dionysus. Midas begs Dionysus to take his wish back. Silenus falls from his donkey into a ditch. Midas wishes that everything he touches turns to gold.</p>												
To make a point about a character and support it with evidence from the myth / playscript.	<p>Show pupils a grid like this one:</p> <table border="1"> <thead> <tr> <th>Impression</th><th>Evidence</th></tr> </thead> <tbody> <tr> <td>•</td><td>></td></tr> <tr> <td>•</td><td>></td></tr> </tbody> </table> <p>Explain that 'Impression' means 'What we know / think about something' and 'Evidence' means 'Finding part of the text that supports our views. Talk through the grid and explain that we will make a point next to the bullet point and then provide evidence next to the arrow. Demonstrate this as P (Point) and E (Evidence) while pointing at the bullet point (Point) and the arrow (Evidence).</p> <p>Explain that we will listen to / read the myth and at the end model some responses before pupils complete similar grids independently. Here is an example for <i>Perseus and the Gorgon Medusa</i>. 'What impression do you get of Perseus?'</p> <table border="1"> <thead> <tr> <th>Impression</th><th>Evidence</th></tr> </thead> <tbody> <tr> <td>• He was determined</td><td>> Every time he met with obstacles like The Three Sisters he persevered and succeeded.</td></tr> <tr> <td>• He was loyal</td><td>> 'My mother doesn't want you...'</td></tr> </tbody> </table> <p>Challenge pupils to complete a similar grid with a different character from this myth or from another one entirely.</p>	Impression	Evidence	•	>	•	>	Impression	Evidence	• He was determined	> Every time he met with obstacles like The Three Sisters he persevered and succeeded.	• He was loyal	> 'My mother doesn't want you...'
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• He was loyal	> 'My mother doesn't want you...'												



Reading skill	Activity												
To retrieve information from the myth.	<p>Share the terms ‘true’ and ‘false’ and discuss what they mean. Can anything be true and false at the same time? How do we know whether a statement is true or false? What process do we need to go through to find out of a statement is true or false.</p> <p>After reading / listening to a myth, share some statements about the myth and ask children to revisit the text to find out if the statements are true or false.</p> <p>Here is an example for <i>Odysseus and the Trojan Horse</i>. ‘Read the statements below and decide if they are true or false. If they are false, correct them so that they are true.’</p> <table><tr><th>Statement</th><th>True</th><th>False</th></tr><tr><td>Zeus couldn’t be bothered to get involved in the decision-making with the three goddesses.</td><td></td><td></td></tr><tr><td>The oracle prophesied that if Odysseus went to war he would not return for 30 years.</td><td></td><td></td></tr><tr><td>Odysseus made a plan to hide 20 men in a huge wooden horse.</td><td></td><td></td></tr></table>	Statement	True	False	Zeus couldn’t be bothered to get involved in the decision-making with the three goddesses.			The oracle prophesied that if Odysseus went to war he would not return for 30 years.			Odysseus made a plan to hide 20 men in a huge wooden horse.		
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Odysseus made a plan to hide 20 men in a huge wooden horse.													
To use inference skills to match characters to their characteristics.	<p>Show pupils a list of characters that they will meet in the myth and a list of characteristics. There can be more characteristics than characters to ensure that children really choose. After reading / listening to the myth, pupils will match the character names with an appropriate characteristic, justifying their decision with evidence. Here is an example for <i>Odysseus and the Cyclops</i>.</p> <table><tr><th>Character</th><th>Characteristic</th></tr><tr><td>Hermes</td><td>Cunning</td></tr><tr><td>Odysseus</td><td>Gullible</td></tr><tr><td>Polyphemus</td><td>Brave</td></tr><tr><td>Eurylochus</td><td>Unforgiving</td></tr><tr><td></td><td>Loyal</td></tr></table>	Character	Characteristic	Hermes	Cunning	Odysseus	Gullible	Polyphemus	Brave	Eurylochus	Unforgiving		Loyal
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Eurylochus	Unforgiving												
	Loyal												



Reading skill	Activity
To predict what might happen based on what has been stated or implied.	<p>Discuss what 'prediction' actually means. What skills do we use when we are predicting? Explain that sometimes predicting is easier than others depending on the text that we are reading. Sometimes we need to look for clues that are subtly implied rather than obviously there.</p> <p>Using the myth <i>Odysseus and Penelope</i> choose various points to pause the recording / stop reading at appropriate places for pupils to make a prediction. This can be an aural activity or a written activity depending on the ability / needs of a cohort.</p>

Reading resources that are written for a specific myth / character

Myth / Character	Activity
Identifying the purpose of dialogue.	<p>Acknowledge that we are reading play-scripts so the whole myth is made up of dialogue.</p> <p>Discuss how different characters speak; how they react to each-other and what we know about them from what they say.</p>
'Hermes' features in all of the myths.	<p>'Why does Hermes feature in all 8 myths?'</p> <p>'Does Hermes behave in the same way in each myth?'</p> <p>Encourage pupils to track the character of Hermes through different myths. They should be taught to investigate and justify the behaviour and attributes that Hermes displays.</p> <p>Pupils can present their findings as a speech, in written form or as a class debate.</p>
Why myth teaches us the most?	<p>Teachers can select from a range of myths and ask pupils to identify the moral of the myth / what we learn from it. After identifying the messages, pupils can articulate an answer to the focus question.</p>
Which goddess is the most powerful?	<p>Identify the goddesses from each myth and explore the idea of 'powerful.'</p> <p>Pupils can work together to discuss who they believe is the most powerful using evidence from the different myths.</p>



Generic writing that can be used with any of the myths

Tasks	Purpose	Audience	Form
To write a diary entry for a character of your choice	To recount an event	Whoever's diary you are writing	Diary entry (teach conventions of diary writing)
To turn a play-script into a narrative	To entertain (and to recount)	Anyone who has enjoyed the playscript	Chapter (teach conventions of story writing)
To write a 'How to _____' (See Resource Sheet 5)	To instruct through a procedural text	Depending on the task	Leaflet, letter, magazine article (teach conventions of chosen form)
To persuade one character to do something (See Resource Sheet 6)	To persuade	Identify two characters (one who writes letter and one who receives)	Letter (teach conventions of letter writing)
To create a myth based on one read	To entertain	Younger children	Narrative (teach conventions of writing a myth)
To write a character description (See Resource Sheet 7)	To describe	N/A	Description (teach headings to support the structure of character description)

Additional writing activities

- Emails to and from a character (recount an event / persuade / inform)
- Text messages to and from a character (instead of a narrative, the story could be told via texts)
- Leaving an answerphone message (one character leaves an answerphone message for another)
- Newspaper article about an event
- Non-fiction writing: non-chronological reports about the gods and goddesses.



Generic proof-reading and editing activities that can be used with any of the myths

Skill	Activity
To correct errors from a section of text (See Resource Sheet 8)	Present pupils with a section from a myth where there are errors for them to find and fix.
To substitute words from a section of text (See Resource Sheet 9)	Present pupils with a section from a myth where there are gaps for them to substitute a missing word.
To improve a section of text (See Resource Sheet 10)	Present pupils with some sentences from a myth and a list of features to improve the sentences with.

Generic drama activities that can be used with any of the myths

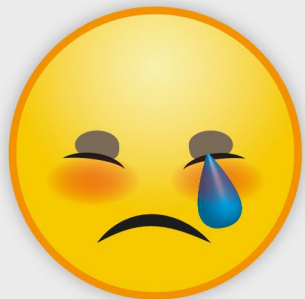
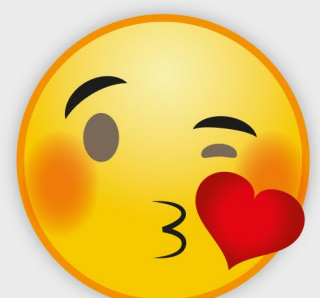
Skill	Activity
To bring a scene from a myth to life	<ul style="list-style-type: none"> • After hearing one or more myths and then reading the transcripts, allow pupils to choose a myth of their choice to read in more detail. • Challenge children to choose a scene from the myth and in groups, re-enact the chosen scene. • Discuss: <ul style="list-style-type: none"> ✓ Pace; tone; pitch and mood when delivering lines ✓ Facial expressions and body language ✓ Position on the stage
To freeze frame a scene from a myth	<ul style="list-style-type: none"> • Teacher to choose a specific scene(s) from a myth for children to re-enact. • While performing, teacher gestures for the scene to freeze and then pauses to ask each character what they are thinking/how they are feeling. • Pupils respond in role as the character they are playing.



To direct a scene from a myth.	<ul style="list-style-type: none"> • Pupils to have access to a variety of scripts that they have read / listened to. • Pupils choose a scene of their choice and make decisions as a director about: <ul style="list-style-type: none"> ✓ Costume ✓ Scenery ✓ Props
To choose song lyrics that could be used to illustrate a myth.	<ul style="list-style-type: none"> • After reading a selection of myths, pupils can choose the myth that they like best. • Pupils should explore the main themes / messages of the myth. • Challenge pupils to identify songs that could be played while the myth is being performed (lyrics from songs could be used to illustrate a theme from a myth)
To choose actors and actresses to play the parts in a myth.	<ul style="list-style-type: none"> • After reading a selection of myths pupils can choose the myth that they like best. • Pupils can look at the list of characters for the myth and explore which actors and actresses could play the part. They might create a shortlist and then explain their final choice.
To present an award from <i>The Myths and Legends Awards Ceremony</i>	<ul style="list-style-type: none"> • Tell pupils that there is an awards ceremony called <i>The Myths and Legends Awards</i>. • Discuss what the categories might be called: <ul style="list-style-type: none"> ✓ Most powerful character ✓ Funniest character ✓ Most entertaining character ✓ Weakest character ✓ Most misunderstood character ✓ Unluckiest character ✓ Wisest character • Pupils choose a couple of categories and choose four characters to nominate. They can write a reason for each nominee. Then pupils will write a closing statement confirming the winner of the award. • Pupils could act in role as presenters whilst delivering these awards!

Resource Sheet 1

Use inference skills and emoji cards to identify parts of a story, characteristics of a character and themes of a plot.



Resource Sheet 2

Make a point about a character and support it with evidence from the myth / playscript.



NAME:

DRAW CHARACTER

[illegible]

“

”

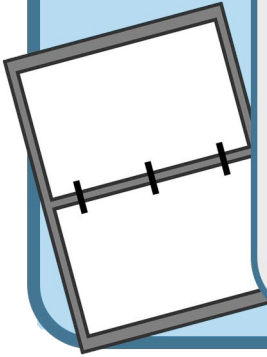
Resource Sheet 3

Identifying the purpose of dialogue.



**NAME OF
MYTH:**

Example of dialogue	What does this tell us about the character?	Does this dialogue move the plot on? If so, HOW?



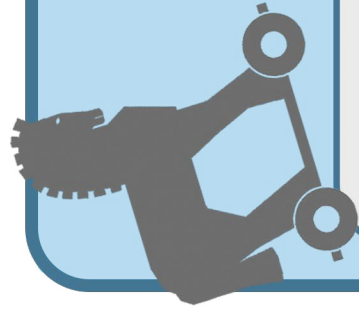
Resource Sheet 4

To write a diary entry for a character of your choice.

Whose diary are you writing?	What is your mood while writing?
What will your greeting be?	How will you 'talk' to your diary?
Which events will you recount? > > > > >	
What will your final sentence be?	How will you close your diary?

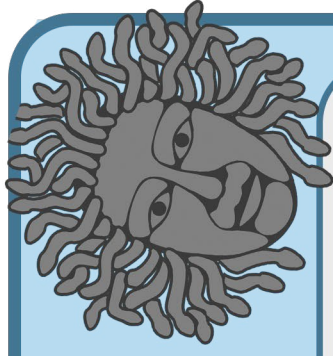
Conventions of diary writing:

- ✓ Informal writing
- ✓ First person
- ✓ Talk to the 'reader'
- ✓ Past tense
- ✓ Recounts events in the order that they happened



Resource Sheet 5

To write a 'How to _____',
instructional / procedural piece.



How to build a wooden horse?

How to defeat a minotaur?

How to find your way around a labyrinth?

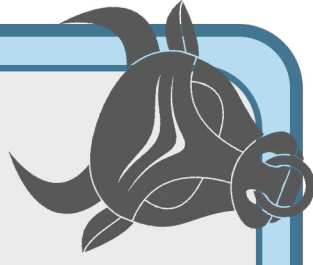
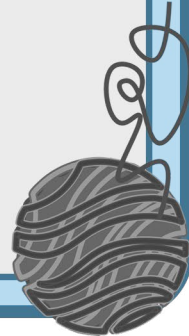
How to catch Medusa?

How to escape from the Underworld?

Choose one of the above or another creative instructional piece.

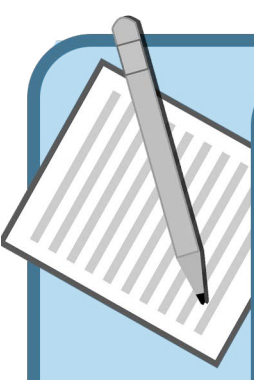
Use the following headings to organise your information:

Title	What you need (bulleted list)
Method (numbered)	Troubleshooting

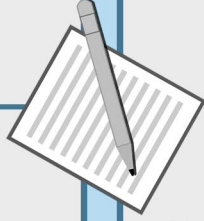


Resource Sheet 6

To persuade one character to do something.



Who are you writing as?	Who are you writing to?
What is the tone of your letter?	How formal do you need to write?
Opening of letter?	First line of letter?
Persuasive language / phrases	
POINT EVIDENCE	
POINT EVIDENCE	
POINT EVIDENCE	
Final line of letter?	Closing of the letter?



Conventions of letter writing:

- ✓ Address ✓ Appropriate greeting / closing
- ✓ Date ✓ Modal verbs: should, must, will, etc
- ✓ Formal / informal tone maintained ✓ Cohesive devices: conjunctions that guide the reader through letter

Resource Sheet 7

To write a character description.

Choose from the following headings to plan a detailed character description.

Appearance	Personality	Behaviour
Greatest strength	Biggest fear	Biggest achievement
Distinguishing features	Favourite songs	Favourite food and drink



Resource Sheet 8

To correct errors from a section of text.

Read the text extracts below from *Persephone and Hades*.

Find the errors and correct them on the sheet. You are looking for:

- ✓ Grammar
- ✓ Punctuation
- ✓ Spelling
- ✓ Tenses

POSEIDON:

I can calm the waves if i choose or I can whipped them into a shipwrecking frenzy!

HERMES:

poseidon is powerful, and he knowing it!

But most of the gods live on this mountain here - mount olympus - at the palace' of the god let me introduce you to one or two of them. The biggest of them all, the father of all the Gods, is Zeus -

ZEUS:

I send the lightning and the thunder,

HERMES:

What a show-off! Music! Thats my older brother Apollo. He's the shining god of the sun and the god of music. That instrument he plays', a bit like the harp that you have in your time, we calling it a lyre.

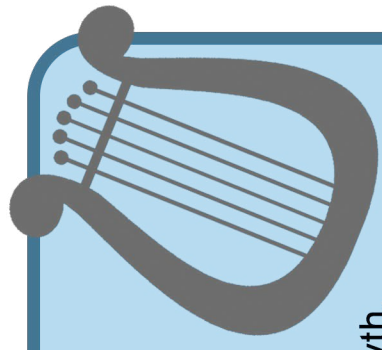
Resource Sheet 9

To substitute words from a section of text.

Read the text below from *Orpheus and Eurydice*.

There are some spaces for you to write a word in.

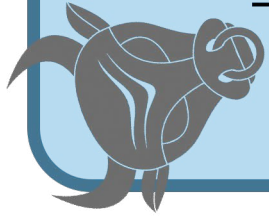
You do not need to guess the exact word from the myth, but it should make sense.



Well you can guess what _____: he went back to the waterfall every day for a _____ and played for her...and before long they were well and _____ in love. On the first day of _____ they married, and all nature _____ to celebrate.

But spring gave way to summer and _____ when it all went wrong. One baking hot day, Eurydice left Orpheus and went down to a _____ to bathe in the _____ water. _____ beneath a bristling pine was a swarm of bees...and I knew for certain who that would be - the god Aristeus.

He's a _____ god, is Aristeus, but a bit of a trouble-maker. Anyway, it _____ the bees that gave him away. As soon as I saw them I knew _____ was around, and I knew that would mean trouble. And _____...



Resource Sheet 10

To improve a section of text.

Read the text extract below from *Theseus and the Minotaur*.
Using all that you know about writing, add some features to edit and improve these sentences. You could think about changing:

- ✓ Punctuation
- ✓ Vocabulary
- ✓ Sentence structure

DAEDALUS: I'm going to build a labyrinth!

MINOS: A what?

DAEDALUS: A maze!

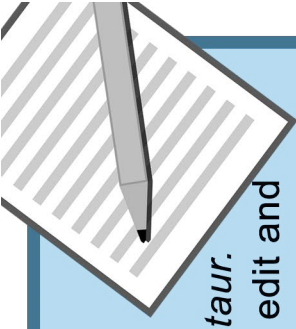
MINOS: Not with you.

DAEDALUS: A baffling web of winding tunnels, deep down in the palace vaults, full of dead ends.

MINOS: Go on.

DAEDALUS: We'll lure the Minotaur into the labyrinth and it'll never find its way out! It'll be trapped inside forever!

MINOS: Brilliant, Daedalus - get to work!



More KS2 Audio Resources



The Wind in the Willows

Bernard Cribbins reads Kenneth Grahame's classic tale of four friends - Mole, Ratty, Badger and Toad - and their extraordinary adventures on the Riverbank. [Go to the Teacher's Notes.](#)



War Horse

Michael Morpurgo's classic WW1 story about a horse called Joey is abridged in 10 episodes. Joey is sold to the army as a war horse and his young owner, Albert, follows him to the Western Front. [Go to the Teacher's Notes.](#)



Private Peaceful

Another classic Michael Morpurgo abridgement. Thomas Peaceful tells his story of fighting in the trenches...and the terrible event that the clock is counting down to at dawn. [Go to the Teacher's Notes.](#)



Carrie's War

Nina Bawden's novel telling the story of Carrie's evacuation to Wales in WW2 is abridged in 10 episodes. Carrie and her brother Nick go to live with the mean Mr Evans and his kindly sister, 'Aunty' Lou. [Go to the Teacher's Notes.](#)



The Machine Gunners

Robert Westall's WW2 novel set on the home front in the North East is abridged in 10 episodes. Chas McGill stumbles across a downed German bomber - complete with a working machine gun... [Go to the Teacher's Notes.](#)



Shakespeare Retold

Shakespeare's best-known plays are given a fresh treatment by some famous children's authors - including Frank Cottrell Boyce, Jamila Gavin and Andy Stanton. [Go to the Teacher's Notes.](#)