Activity title:	4. Dylan Thomas's feelings (KS2)
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.

Dylan Thomas Text:	A Visit to Grandpa's Extract from start to page 34 (*…with a rabbit held as gently over his arm in a warm sleeve.)*

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
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.
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.