Literacy through Classics
Lesson plan 10

Io Saturnalia: Christmas #2

Time	Activity	Details	To be done/brought along
15 mins	Saturnalia	Discussion of feast of Saturnalia, comparison with modern Christmas	Powerpoint
20 mins	Songs	Choice of songs: Rudolph or Jingle Bells are easiest, can be done with pre-reading	Powerpoint, song book and specific powerpoint for Rudolph
20 mins	Card making	Making Christmas cards with help of handout (need to go through sentences so they understand them – don't just let them copy them without understanding)	Handout, card and other things to stick on the card
5 mins	Plenary		

Literacy in years 5 and 6 – National Literacy and Numeracy Framework

Reading for information

		Year 5	Year 6
Locating, selecting and using information	Reading Strategies	• **Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context, and prior knowledge of context and text type** • Read extended texts independently for sustained periods • Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences	• **Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context and prior knowledge of context and text type** • Read complex texts independently for sustained periods • Understand how punctuation can vary and so affect sentence structure and meaning, *e.g. I had chocolate(,) cake and cheese for tea'* • Use a range of strategies to skim and scan for

		• Use a range of strategies for skimming, *e.g. finding key words, phrases, gist, main ideas, themes* • Scan to find specific details using graphic and textual organisers, *e.g. sub-headings, diagrams* • Identify features of texts, e.g. *introduction to topic, sequence, illustrations, degree of formality* • Identify features in texts intended to persuade, *e.g. exaggeration, word choice, ambiguity* • Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary	information • Read closely, annotating purposefully • Distinguish between main and supporting ideas selecting essential points • Begin to understand features of official and historical documents, *e.g. formal language, layout, headings, footnotes, asterisks in texts such as passport applications, census documents, planning notifications* • Assess the quality and reliability of information on web pages, considering its origins and verifying accuracy
Responding to what has been read	Comprehension	• **Show understanding of main points and significant details in different texts on the same topic** • Infer meaning which is not explicitly stated, *e.g. implications, consequences* • Compare the structures of texts which are intended to discuss or persuade	• **Show understanding of the key features and themes across a selection of materials** • Infer ideas which are not explicitly stated, *e.g. writers' viewpoints or attitudes* • Identify how effective arguments are constructed, *e.g. linking points, pre-empting disagreement, use of examples, appeals to reader*
	Response and analysis	• Collate and make connections with information and ideas from different sources, make hypotheses and draw conclusions, and present in different ways, *e.g. flowchart, diagram* • Compare the viewpoint of different writers on the same topic, *e.g. rats are fascinating or a menace* • Consider if the content is reliable, *e.g. are photographs more reliable than drawings?* • **Identify and explore ideas and**	• Collate and make connections between information and ideas and present appropriately, e.g. *graphs, tables* • Consider different viewpoints on a topic and which is the most coherent and believable • Evaluate a text, its content, presentation and appeal • Identify ideas and information that interest them and develop broader and deeper understanding • Use evidence from a text to support their view.

| | | information that interest them |
| | | • Identify key points in sections of text. |

Writing for information

		Year 5	Year 6
Organising ideas and information	Meaning • Purpose • Audience • Ideas and information • Use of detail	• **Shape writing to show a clear purpose** • **Expand upon main idea(s) with supporting reasons, information and examples** • **Plan writing, selecting a suitable structure, *e.g. explanation or report*** • **Revise and improve writing, discussing why they have made changes**	• **Adapt writing style to suit the audience and purpose, *e.g. formal style for unknown reader, simple style for younger readers*** • **Explain ideas fully, showing implications and consequences** • **Plan writing to shape it for effect, e.g. *leading up to a conclusion*** • Edit, reflect and improve their writing independently
	Form Text types • Reports • Recount • Persuasion • Discussion • Instructions • Explanation	• Use the features of specific forms appropriately which are clear and relevant, *e.g. sub-headings, captions* • Write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion • Use paragraphs, which have a main idea and related details, to organise the writing • Use images, graphs and illustrations which are clear, relevant and appropriate to the text type	• Adapt the features of a form appropriately for different contexts, *e.g. letters written for different purposes* • Use features of the chosen form, e.g. *an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion* • Use paragraphs or sections to structure meaning and effect • Use features and layout which are clearly constructed to enhance presentation of data and ideas
	IT	• Write material appropriately for web pages, taking account of the format, lengths of paragraphs, use of pictures, links to other pages	• Use language appropriate to writing, including standard English where relevant • Use varied and appropriate vocabulary, including subject-specific words and phrases
Writing accurately	Language	• **Use language appropriate to writing, including standard English where relevant** • **Use a varied and appropriate vocabulary, including subject-specific**	• **Use language appropriate to writing, including standard English where relevant** • **Use a varied and appropriate vocabulary, including subject-specific words and phrases**

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		words and phrases	
	Grammar Punctuation Spelling Handwriting Presentation	• Use different sentence structures, including complex sentences, *e.g. subordination – before you start, at the same time, before it finishes* • Use conditionals, *e.g. if, might , could, to show hypotheses or possibilities* • **Use the full range of punctuation to guide the reader in complex sentences including commas, bullet points and also speech marks and apostrophes for possession** • Use a variety of strategies to spell words with complex regular patterns, e.g. *exercise, competition* • **Produce fluent and legible handwriting**	• Use varied sentence structures and sequences of clauses • Use a range of punctuation accurately to clarify meaning, including apostrophes for omission • **Use knowledge of word families, roots, morphology, derivations and spelling patterns** • Use strategies to spell correctly polysyllabic, complex and irregular words, *e.g. definite, separate, beautiful, friendly* • **Produce fluent and legible handwriting**

Oracy

		Year 5	Year 6
Developing information and ideas Presenting information and ideas	Speaking	• **Explore ways to be convincing when explaining information and ideas, *e.g. use of vocabulary, gesture, visual aids*** • **Speak clearly, using a formal tone and projecting voice effectively to a large audienc,e *e.g. in assembly, in event for parents/carers*** • **Take on a role, *e.g. character from historical situation, an imaginary part in a scientific process***	• **Express issues and ideas clearly, using vocabulary and grammatical structures appropriately, *e.g. using specialist vocabulary or examples to illustrate meaning*** • **When presenting ideas, vary expression, tone, volume to keep listeners interested** • **Sustain a role play exploring situations, characters and actions**
	Listening	• **Listen carefully to presentation and show understanding of main points** • **After listening, prepare a response which gives views on what the speaker has said**	• **Listen carefully to presentations and show understanding of main points and reasons for opinions** • **Respond to others appropriately with questions and comments which develop what has been said**

	Collaboration and discussion	**Contribute to group discussion, taking some responsibility for completing the task well,** *e.g. keeping focus, helping others* **Follow up points in discussions, showing agreement or disagreement**	**Contribute purposefully to a discussion to achieve agreed outcomes** **Build on and develop the ideas of others,** *e.g. by asking questions to explore further, offering more ideas*.