Year Groups: 5/6

Dates: 03.05.21 – Diary Entries

Genre:	
Year 5 Success Criteria	**Year 6 Success Criteria**
Inferences skills – what is the meaning behind the content? Use the evidence – can we take a sample from the text to support our answer? - Language choice - Authorial intent - Emotional description	Inferences skills – what is the meaning behind the content? Use the evidence for PEE answers – can we take a sample from the text to support our answer? - Language choice - Authorial intent - Emotional description

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK ONE	BANK HOLIDAY	 **L.C. Can you answer questions about a diary entry?** REVISIT PREVIOUS LEARNING Share with the chn a range of diary entries taken from WWII – what sorts of things might they write about? How might the content differ depending on the author? Discuss as a group. T to display a short section of a diary entry on the IWB – pick out and highlight parts that we think might be important. Read through the sample questions on the IWB linked to previous work on inference and explanation answers. T to model the	 **L.C. Can you identify specific language choices within a diary entry and use them to up-level a text?** T to display an example diary entry on the IWB – provide chn with copies at the desk. Chn to work with a partner to identify the features that they can recall from last time we looked at diaries. Chn to move around the colour stations to collect corresponding 'feature tags' that they think they can find in their text. Review as a class to ensure understanding. Which of these features are structural and which are language? Explain that we will focus on the language	 **L.C. Can you begin to write a diary entry using the senses?** On the IWB, T to share a diary entry from a WWII soldier – red through as a class and discuss how it makes us feel, the pictures it conjures for us. T to lead discussion about how the author has created the overall mood – which language choices help with this? Can we see evidence of SMDTM? Display a range of photographs from the battlefield – what do we see? What must it have been like? With a partner, chn to make notes on a WB about how they might have felt at the time. T to then play a range of sound effects and use the artefacts in	 **L.C. Can you compare and contrast two diary entries?** Briefly recap our previous session and listen to a few more examples of our WWII soldier diaries. T to introduce the story of Anne Frank for those who are unfamiliar – use the PP and photographs to give an overview. Display a series of extracts from AF diary on the IWB – how do these compare to the ones that we looked at yesterday? Has the same mood been created? Has she used the same senses? TTYP and feedback. As with yesterday, T to model pulling out the language features from the extracts.

		expectations with 1-2 examples, then repeat with chn answering on their WB for 1-2 examples. **Year 5 to begin work** T to spend 5 more minutes recapping longer answers with Year 6 at their desks – looking at how we need to use PEE to ensure full marks. **Task** Read through the sample diary entries and answer the questions provided. Focus on the quality of our answers and ensuring that it matches the key question words picked out, e.g. why, when, where.	examples today and their impact on the reader. T to model a range of language choices on the IWB and discuss as a class as we go: colloquial, adverbials, description, thoughts and feelings. Think about the reason that these have been applied - why do we use them in a diary but not a NCR? Model finding examples of these within the example texts and highlighting in different colours. **Complete Task 1** T to then model how we can use these to up-level and improve a simple diary entry. Show how we can add thoughts and feelings using show me don't tell me – model with 2-3 examples on the IWB for chn to contribute to. **Task 1** Chn to identify examples in the text using the colour coded grids. **Task 2** Chn to use the word banks to up-level the short diary entry provided – chn to show that	the classroom to create the feeling of being on the battlefield – which of your senses have we triggered? How might your other senses be reacting? Chn to add their ideas to their WBs with a partner. T to then model turning these ideas into a very short diary entry – provide the overall context to the class to work from and ask them to think about the information they would include. Model the use of the language features covered so far in 2-3 sample sentences. Chn to replicate this during the task. **Task** Chn to write a short (5-6) sentence 'chunk' from a diary entry from the POV of a soldier. Chn to show use of their senses and the language looked at so far to write their piece – share examples with the class at the end.	Give the chn 5-10 minutes to again plan a similar situation from the POV of AF – what could you see? Hear? Smell? Feel? Once planned on WBs, T to model creating another short diary extract on the IWB. **Task** Chn to write a short (5-6) sentence 'chunk' from a diary entry from the POV of AF. Chn to show use of their senses and the language looked at so far to write their piece – share examples with the class at the end.

			they can select areas to edit and improve.		

Lesson Tasks

Tuesday

See 03.05.21 Question Sheets

Wednesday

See 04.05.21 Question Sheets

Thursday

See 05.05.21 Question Sheets

Friday

See 06.05.21 Question Sheets