

# English : Skellig : Diary Entries: Year 6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To recap on the features of a diary	Children will first discuss the purpose of a diary, before looking at diary features. In pairs, and later as a class, they will be challenged to discuss these features and rank them in terms of their importance within a diary entry. Children will then explore how rhetorical questions, stream of consciousness and figurative language can be used to enhance diary writing. In their independent activities, children identify and discuss the features of another diary entry. In the alternative activity, they are challenged to improve a given diary entry by rewriting it to include more diary features.	<ul style="list-style-type: none"> <li>Can children discuss the purpose of a diary?</li> <li>Can children list and explain the main features of a diary?</li> <li>Can children identify these features within a diary entry?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Diary Features Cards (Teaching Input)</li> <li>Diamond Sheet (Teaching Input)</li> <li>Dad's Diary Sheet</li> <li>Worksheet 1A</li> <li>Michael's Diary Entry (FSD? activity only)</li> <li>Question Cards (FSD? activity only)</li> <li>Worksheet 1B (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To discuss and gather ideas for writing a diary entry	Children will begin by recapping on the features of a diary, and discussing which they consider to be the most important features. They will be reminded that Mina, a character in 'Skellig', writes a diary, and that today they are going to discuss and gather ideas for a diary entry from her perspective of a particular event in the book. In the alternative activity, they are challenged to skim and scan the book to gather notes for diary entries to show how Skellig's mood, health and opinions change throughout the story.	<ul style="list-style-type: none"> <li>Can children infer a character's thoughts and feelings from the text?</li> <li>Can children empathise with a character?</li> <li>Can children elaborate on what a character's reactions to, and reflections on, an event could be?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Extract Sheets 1-6</li> <li>Notes Sheets 1-6</li> <li>Feelings &amp; Emotions Word Bank</li> <li>Copies of 'Skellig' (FSD? activity only)</li> <li>Skellig Notes Sheets (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To write a diary entry from the perspective of a character from 'Skellig'	Children will first recap on the intention, or purpose, of a diary, before taking a closer look at how this links to each of the diary features that were discussed in the first lesson. Using this knowledge, and the notes they made in the previous lesson, children will write their diary entries from Mina's perspective. In the alternative activity, children will write three shorter diary entries from the viewpoint of Skellig, demonstrating how he changes over the course of the story.	<ul style="list-style-type: none"> <li>Can children discuss and explain the features of a diary entry?</li> <li>Can children write a diary entry from the perspective of a character from 'Skellig'?</li> <li>Can they include diary features effectively in their writing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Notes Sheets and Extract Sheets from previous lesson</li> <li>Features of a Diary Sheet</li> <li>Diary Writing Checklist A/B/C</li> <li>Mina's Diary Front Cover</li> <li>Diary Page Template</li> <li>Diary Back Cover</li> <li>Skellig Notes Sheets from previous lesson (FSD? activity only)</li> <li>Skellig's Diary Front Cover (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To evaluate and edit our writing	In this final lesson, children will briefly discuss the importance of evaluating and editing their writing. They will then look together at an example of an entry from Michael's dad's diary, and focus in on different aspects of the text, evaluating them one at a time, using given question prompts to guide them. Children will apply this technique when evaluating and editing others' work in their independent activities.	<ul style="list-style-type: none"> <li>Do children understand why it is important to evaluate and edit our writing?</li> <li>Can children evaluate and edit the effectiveness of their own and others' writing?</li> <li>Can children decide what edits to make from the suggestions they receive, and explain their reasoning?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Completed diary entries from previous lesson</li> <li>Dad's Diary Sheet (Unedited &amp; Edited) (Teaching Input)</li> <li>Editor Role Badges &amp; Questions Cards</li> <li>Completed Skellig diary entries from previous lesson (FSD? activity only)</li> <li>Evaluating &amp; Editing Guide Sheet (FSD? activity only)</li> </ul>

# English : Skellig : Diary Entries: Year 6



Reading - comprehension		
<ul style="list-style-type: none"><li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>reading books that are structured in different ways and reading for a range of purposes</li><li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li><li>recommending books that they have read to their peers, giving reasons for their choices</li><li>identifying and discussing themes and conventions in and across a wide range of writing</li><li>making comparisons within and across books</li><li>learning a wider range of poetry by heart</li><li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li><li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>asking questions to improve their understanding</li><li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul>	<ul style="list-style-type: none"><li>predicting what might happen from details stated and implied</li><li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>identifying how language, structure and presentation contribute to meaning</li><li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>distinguish between statements of fact and opinion</li><li>retrieve, record and present information from non-fiction</li><li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>explain and discuss their understanding of what they have read, including through formal presentations and debates</li><li>maintaining a focus on the topic and using notes where necessary</li><li>provide reasoned justifications for their views.</li></ul>	
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar	
<ul style="list-style-type: none"><li>write legibly, fluently and with increasing speed by:</li><li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>choosing the writing implement that is best suited for a task.</li></ul>	<ul style="list-style-type: none"><li>develop their understanding of the concepts set out in English Appendix 2 by:</li><li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>using passive verbs to affect the presentation of information in a sentence</li><li>using the perfect form of verbs to mark relationships of time and cause</li><li>using expanded noun phrases to convey complicated information concisely</li><li>using modal verbs or adverbs to indicate degrees of possibility</li><li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li><li>learning the grammar for years 5 and 6 in English Appendix 2</li><li>indicate grammatical and other features by:</li><li>using commas to clarify meaning or avoid ambiguity in writing</li><li>using hyphens to avoid ambiguity</li><li>using brackets, dashes or commas to indicate parenthesis</li><li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li><li>using a colon to introduce a list</li><li>punctuating bullet points consistently</li><li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li></ul>	
Writing - transcription SPELLING		
<ul style="list-style-type: none"><li>use further prefixes and suffixes and understand the guidance for adding them</li><li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li><li>continue to distinguish between homophones and other words which are often confused</li><li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li><li>use dictionaries to check the spelling and meaning of words</li><li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>use a thesaurus</li></ul>		
Writing - composition	<b>English Appendix 2</b>	
<ul style="list-style-type: none"><li>plan their writing by:</li><li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>noting and developing initial ideas, drawing on reading and research where necessary</li><li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li><li>draft and write by:</li><li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>precising longer passages</li><li>using a wide range of devices to build cohesion within and across paragraphs</li><li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li><li>evaluate and edit by:</li><li>assessing the effectiveness of their own and others' writing</li><li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>ensuring the consistent and correct use of tense throughout a piece of writing</li><li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>proof-read for spelling and punctuation errors</li></ul>	<b>WORD</b> <ul style="list-style-type: none"><li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li><li>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li></ul>	
	<b>SENTENCE</b> <ul style="list-style-type: none"><li>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li><li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of <b>subjunctive</b> forms such as If I were or Were they to come in some very formal writing and speech]</li></ul>	<b>TEXT</b> <ul style="list-style-type: none"><li>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b></li><li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li></ul>
	<b>PUNCTUATION</b> <ul style="list-style-type: none"><li>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, It's raining; I'm fed up]</li><li>Use of the colon to introduce a list and use of semi-colons within lists</li><li><b>Punctuation</b> of bullet points to list information</li><li>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li></ul>	<b>TERMINOLOGY FOR PUPILS</b> <ul style="list-style-type: none"><li>subject, object</li><li>active, passive synonym, antonym</li><li>ellipsis, hyphen, colon, semi-colon, bullet points</li></ul>