

The National Literacy Strategy

Year 6 Booster Units

Unit 7 Diary

Summary and context

We developed a unit of work based on two books that most children enjoy and which we thought would motivate the less enthusiastic writers.

Overview of objectives

Target statements for writing	NLS Framework objectives
Spelling	
■ Apply knowledge of spelling rules and exceptions.	Y5 T3 W6
■ Build up words from other known words, and from awareness of the meaning of derivations of words.	Y6 T1 W2
Style: language effect	
■ Use appropriate grammatical features for different text types.	Y5 T3 S2
Style: sentence construction	
■ Write sentences in an appropriate and effective style, in relation to text type, audience and purpose.	Y6 T1 S5
Purpose and organisation	
■ Use pronouns and tenses accurately to establish textual cohesion.	Y5 T1 T21
■ Relate events logically so that writing is coherent and provides good coverage of chapter read.	Y5 T1 T24

Outcomes

- A diary entry (based on an extract from *Wreck of the Zanzibar*, Michael Morpurgo) from reading a chapter of fiction (*Danny the Champion of the World*, Roald Dahl, chapter 14).

Homework

- After a short retelling of story so far, read chapter 14 of *Danny the Champion of the World*, Roald Dahl.
- Rewrite given sentences, changing the verbs to the past tense.
- Complete a written evaluation about own ability to do this piece of writing.

Suggested texts

Danny the Champion of the World, Roald Dahl
Wreck of the Zanzibar, Michael Morpurgo

Resources

- Text extracts
- Writing frames [1–4]
- Homework for lesson 2
- Evaluation sheet for lesson 3
- Whiteboards.

Unit 7 Diary

Diary lesson 1

Lesson objectives

- to comment critically on the language and conventions of diary writing;
- to rehearse the generic features of diary writing;
- to rehearse work on verbs – past tense, first person;
- to rehearse using past tense in recounting events in diary writing.

Shared whole class work

- Read text together and discuss content and features of diary writing.
- Highlight the ‘asides’ that the character makes to herself.
- Note main events in chronological order.

Key points to highlight

- Recount events in chronological order.
- Correctly use past tense of regular/irregular verbs.
- Using a ‘chatty’ style or informal style appeals to readers.

Independent/guided work

(Differentiated in three levels – extension, general and focused)

- Write ‘diary’ of previous day’s activities or events.
- Use writing frame [1] to structure ‘diary’ writing as above.

Plenary

- Share some openings of ‘diary’ writing.

Homework

- After short retelling of story so far, children read chapter 14 of *Danny the Champion of the World*.

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Diary lesson 2

Lesson objective:

- to adopt the role of Danny and plan a diary entry for the night described in chapter 14.

Shared whole class work

- Retell events of *Danny the Champion of the World*, chapter 14, in chronological order; make notes.
- Note where 'asides' might go.
- Note where comments about feelings could be added.

Key points to highlight

- use of words or phrases for notes;
- events in chronological order;
- use of past tense;
- pick out events which amuse the reader.

Independent/guided work

To plan/make notes for piece of own 'diary' writing (setting, events, conclusion).

- All pupils: plan own piece of diary writing.
- Focus group; use simple writing frame [4] to structure writing.
- Extension task: use writing frame [3] to structure work.

Plenary

- To discuss 'in role' how they felt on the night.

Homework

- Rewrite given sentences, changing the verbs into the past tense.

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Diary lesson 3

Lesson objective:

- to use notes or writing frames to write a diary extract.

Shared whole class work

- Use examples of pupils' notes to demonstrate opening for diary writing, noting correct use of punctuation, past tense of verbs and first person.

Key points to highlight

An effective piece of diary writing will be written:

- in the first person;
- mostly in the past tense;
- relating events in chronological order;
- using paragraphs for changes of time, event and action.

Independent/guided work

- Children use notes or writing frame to do piece of diary writing in the role of Danny. They use the key points checklist to review their own work and make improvements where appropriate.

Plenary

- Discuss what children thought about their ability to write this piece. Where were they successful and why?

Homework

- Complete a written evaluation of this piece of writing.

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Diary lesson 1 example

Teaching	Teaching and learning strategies
<p>Objective T: <i>Let's remind ourselves of what it is that makes diary writing different from other pieces of recount writing and what the particular features of this text type are.</i></p>	
<p>Shared whole class work Distribute copies of text to pairs/individual children, with one displayed on OHP. Briefly set the scene of the piece and then read to class. Ask children to identify and give examples of the features of diary writing. Identifying Make notes of these on board or flipchart. Allow time for the children to discuss what happened and then ask them to recount the events in chronological order using whiteboards. Paired discussion Teacher takes examples of these and lists in order on the board. Listing Discuss parts of the text which are Laura's 'asides' to herself and highlight on the OHP. Why does the writer use this strategy? Discuss the use of asides, including the need for most verbs to be in the past tense and the whole text to be written in the first person. Making suggestions Ask the children to give examples of these and write some on the board or OHP. Revise, through discussion, the main features of diary writing: <ul style="list-style-type: none"> ■ events in chronological order; ■ written in first person; ■ use of past tense for most verbs; ■ use of asides to self. Summarising key points</p>	
<p>Independent task Tell the children that they are now going to have the opportunity to show that they understand the above features of diary writing by writing a diary extract themselves, recounting the events of yesterday/the weekend.</p>	

Guided task

Teacher works with the focus group.

Teacher: *We are going to do exactly the same task, but we are going to use a writing frame [1] to support our work.*

Read the beginning of the sentences and ask for any suggestions for change, then ask for contributions to complete each one. Teacher scribes as children give examples and continues until diary extract is finished on whiteboard or OHP. Prepare some children to read aloud their work in the plenary.

Making suggestions

Teacher scribing

Plenary

- Teacher recalls the key points and the purpose of the independent task then asks for targeted children to read aloud the beginning of their writing. Others are asked to listen and to note down examples of the features of diary writing as they spot them.
- Children read chapter 14 (extract) of *Danny the Champion of the World* for homework.

Presenting (reading)

Evaluating

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Diary lesson 2 example

Teaching	Teaching and learning strategies
<p>Objective Teacher: <i>Today we're going to take on the role of Danny and plan a diary entry for the night of chapter 14.</i></p>	
<p>Shared whole class work Children work in pairs with a copy of the text. Teacher leads class discussion to retell the events of that night, focusing on chronological order.</p> <p style="text-align: right;">Teacher demonstration</p> <p>Teacher demonstrates how to make notes on board or OHP. Discuss if and where any asides might go in the diary (making reference to the text) and annotate the note-making accordingly.</p> <p style="text-align: right;">Annotating</p> <p>T: <i>Would it be appropriate to add any comments about how Danny is feeling?</i> Refer to parts of the text where this might be indicated and insert these into the notes.</p> <p>T: <i>I'd like you to prompt me when I need to write in the first person and the past tense.</i> Demonstrates this explicitly while making notes. Highlight key points and list.</p> <p style="text-align: right;">Checking progress towards targets</p>	
<p>Independent task Children make notes for their own piece of writing, which they will do tomorrow. Remind them of all the key features of diaries that have already been noted.</p>	

Teaching	Teaching and learning strategies
<p>Guided task</p> <p>Teacher works with the focus group.</p> <p>T: <i>We are going to do the same task as the rest of the class, but we are going to use a writing frame [3] to support our work.</i></p> <p>Read the first sentence and the beginning of the next one, then ask for any changes that children might want to make.</p> <p>Teacher scribes these on enlarged text/OHP.</p> <p>Continue on through writing frame by reading aloud and asking children to contribute suggestions encouraging the use of complex sentence structure.</p>	<p>Teacher scribing</p> <p>Making suggestions</p> <p>Checking progress towards targets</p>
<p>Plenary</p> <ul style="list-style-type: none"> ■ Children discuss, in role, how they felt on the night. ■ Introduce the homework, explain the task and read through the sentences. ■ T: <i>For homework, rewrite given sentences, changing the verbs into the past tense.</i> 	<p>Improvisation (paired discussion)</p> <p>Transforming</p>

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Diary lesson 3 example

Teaching	Teaching and learning strategies
<p>Objective Teacher: <i>Today we're going to use notes and writing frames to do a piece of extended diary writing using all the generic features of this text type.</i></p>	
<p>Shared whole class work Using an example of pupil's notes (with permission) either enlarged or on OHP, teacher demonstrates how the beginning of an extended piece of diary writing makes correct use of first person.</p> <p>Children suggest four 'top tips' (in the first person; mostly in the past tense; relating events in chronological order; and using paragraphs for change of event) which can be displayed as an aide-memoire, to remind them to do this as they are writing.</p>	<p>Teacher demonstration</p> <p>Making suggestions</p>
<p>Independent task Children use their own notes/writing frame to write a longer diary extract in the role of 'Danny.' Remind them of the four top tips.</p>	<p>Using an aide-memoire</p>
<p>Guided task Teacher works with focus group. Teacher provides individual support during writing, reminding children as they come across the top tips and other diary conventions.</p>	<p>Checking progress towards targets</p>
<p>Plenary</p> <ul style="list-style-type: none"> ■ Children discuss how well they felt they were able to do this piece of work and whether/how they managed to include top tips. ■ Encourage them to refer to their own examples to illustrate this. Introduce the homework as an extension of this evaluation and explain how it is to be completed. 	<p>Whole class discussion</p>

Evaluation

This week I have been working on a piece of _____ writing.
It _____ a series of activities, in chronological order and
is written mostly in _____ tense and in the _____ person.

I _____ reading the extract from 'Wreck of the
Zanzibar' by Michael Morpurgo. It was _____
because _____

I thought that chapter 14 of 'Danny, Champion of the World' by
Roald Dahl was _____

My reason for thinking this, is because _____

When I did my own piece of diary writing, I found it (*delete as
appropriate*):

- Easy/ difficult to write in the first person
- Hard to organise events in the right order
- Interesting/ not very interesting to do
- Difficult to make notes
- Straightforward/ hard to know what to write

Next time, when I do a piece of diary writing, I will _____

Homework for lesson 2

Rewrite these sentences, changing the auxiliary verbs/ verbs into the past tense:

1. Dad's sweater is bulging very suspiciously.
2. It is a calm, sunny evening with little wisps of cloud in the motionless sky.
3. I feel very excited about going poaching with my dad.
4. The keeper's face is shadowed by the peak of his cap.
5. The birds are all madly pecking away at the raisins.
6. My dad is feeling very proud of me and I am feeling proud too.
7. I look at the mass of pheasants, which are the most beautiful birds I have ever seen.

Now write three more sentences of your own, using the past tense for the verbs.

Writing frame 1

Yesterday was just one of those days. It just went on and on! It all started when I

Then un/ fortunately

After that had happened, I

You wouldn't believe it, but then

And thankfully, just when I was thinking that I couldn't face any more,

I was so exhausted by the day's events, that I

Writing frame 2

Yesterday was a really interesting/ eventful/ awful day. The first thing that I did was

After that had happened, I

Later on I

I don't think you would ever guess, but then I

And

Finally, I

Writing frame 3

The night we went into the wood

I slipped out of the caravan in front of Dad and noticed he was wearing that old navy blue sweater which was bulging suspiciously.

He sent me back into

and after that, we walked

We chatted about

and as we got nearer the wood,

Eventually, we came to a gap in the hedge and we

We continued on through

After warning me to lie on my face if he did, we crawled on until

and I saw this fantastic sight of

I couldn't believe my ears, when Dad whispered to me that he could see a keeper! Cautiously, I

and then I saw my dad

Writing frame 4

The night we went into the wood

Before we set off, Dad sent me in to change and

We started walking along

As we got nearer the wood, I

Then we came to a gap in the hedge and

We walked on through

and started crawling when

I saw

as well as a

One by one, my dad started throwing

When we saw the keeper checking the edge of the clearing, we

Then, we

and I was glad to rest on the grassy bank, before going home.