

White Feather: Diary Entries : English : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore a character using the skills of deduction and inference	In this first lesson, children will summarise the main events within 'White Feather' before focusing in more detail on the characters. They will define, discuss, and apply their skills of inference and deduction in order to further explore a character's words, thoughts and actions. In their independent work, children will use extracts from the text to write character descriptions. In the FSD? activity, they are challenged in groups to find supporting evidence to agree or disagree with statements about different characters.	<ul style="list-style-type: none"> Do children understand what is meant by 'deduction' and 'inference'? Can children use the text to deduce and infer information about different characters? Can children describe characters in their own words? 	<ul style="list-style-type: none"> Slides Extract Sheets 1A/1B/1C Word Bank Worksheet 1A/1B/1C Agree or Disagree? Cards (FSD? activity only)
Lesson 2	To understand that characters can have different viewpoints of the same event	Children will explore the differing points of view of characters in this lesson. They will focus on a specific event within the book, and use the text to deduce and infer different characters' points of view. In their independent activities, children will create a written account of the event from one or more characters' viewpoints. In the alternative activity, children use role-play, thought bubbles and freeze frames to express the differing viewpoints of each character.	<ul style="list-style-type: none"> Do children understand what a viewpoint or point of view is? Can children explain why characters can have differing viewpoints of the same event? Can children write from the point of view of one or more of the characters? 	<ul style="list-style-type: none"> Slides Extract 2A (Teaching Input - optional) Worksheet 2A/2B/2C Challenge Sheet (FSD? activity only) Character Badges (FSD? activity only) Thought Bubbles (FSD? activity only)
Lesson 3	To explore the features of a diary	Children will identify and explore the features of a diary entry in this lesson. In particular they will focus on the use of rhetorical questions, hyperbole and idioms, and how they can be used to make a diary entry more informal and revealing about the writer. In their independent work, children will be challenged to identify the features in a given diary entry. In the alternative activity, children work in groups to discuss how and why different features have been used in a given diary entry.	<ul style="list-style-type: none"> Can children discuss the purpose of a diary? Can children list and explain the main features of a diary? Can children identify these features within a diary entry? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Diary Features Sheet Mrs Aubrey's Diary Entry (FSD? activity only) Question Cards (FSD? activity only) Diary Features Cards (Plenary) Diamond Sheet (Plenary)
Lesson 4	To gather ideas and make notes for diary entries	Children will begin this lesson by refreshing their understanding of the purpose of diary writing, and then will recall the main features of this genre. In their independent activities, children are challenged to make notes for a series of diary entries from Lieutenant Fortune's point of view, spanning the events in the book. In the FSD? activity, children will make notes for a diary entry from Charlie's viewpoint, using Lieutenant Fortune's confession as a basis.	<ul style="list-style-type: none"> Can children make notes for diary entries from their character's point of view? Have children included appropriate diary features within their notes? Can children talk through their notes with others, seeking advice and giving feedback? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Diary Features Sheet Extract 4A (FSD? activity only) Worksheet 4D (FSD? activity only)
Lesson 5	To write a series of diary entries	In this final lesson, as a class children will first learn about and discuss emotive language, and how it can be used to show and create empathy for a character. In their independent activities, they will write their diary entries from the viewpoint of their character, using their notes and a given, differentiated checklist.	<ul style="list-style-type: none"> Can children successfully write a diary entry from a character's point of view? Can children use a range of diary features to make their writing appropriate to the genre? Can children evaluate and edit their own and other's writing? 	<ul style="list-style-type: none"> Slides Children's notes from previous lesson Diary Template Checklist A/B/C Idioms Help Sheet Evaluating & Editing Guide Sheet (Plenary)

White Feather: Diary Entries : English : Year 5



Reading - word reading
<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension	
<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart 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 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.

Writing - transcription HANDWRITING
<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

Writing - transcription SPELLING
<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused 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 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.

Writing - composition
<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors.

Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

English Appendix 2	
WORD <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]. 	
SENTENCE <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]. 	TEXT <ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
PUNCTUATION <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity. 	TERMINOLOGY FOR PUPILS modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity