



Your target for the week:

Write diary entries from the perspective of a crew member.



Day 1

Learning Question:

LQ: How can I write a diary entry from the perspective of Ernest Shackleton or one of his crew?

Success Criteria:

- Use various sources to research a selected topic
- Understand the style of a diary entry e.g. first person, informal, descriptive
- Empathise with crew members
- Write descriptive sentences including imagined thoughts, feelings, sights and sounds

Vocabulary

- Homophones
- Verb
- Adverb
- Noun
- Pronoun
- Proper Noun
- Preposition
- Clause
- Fiction
- Genre
- Prefix
- Suffix

Week 2

Monday

prejudice

Tuesday

yacht

Wednesday

vehicle

Thursday

persuade

Friday

thorough

FANBOYS

Write a sentence using the word and a FANBOYS co-ordinating conjunction.

prejudice

Preconceived opinion that is not based on reason or actual experience.

News Narration

Write and perform a radio or TV news story of no more than three sentences using this word.



SPaG Shape-Up

Spelling

Homophones

Homophone definition: two or more words having the same pronunciation but different meanings, origins or spelling.

Choose the correct spelling and use it in a sentence.



bury or **berry**?



medal or **meddle**?



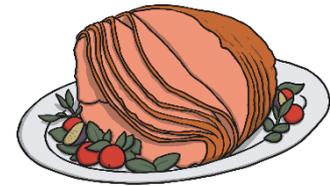
fare or **fair**?



plane or **plain**?



male or **mail**?



meat or **meet**?

Your task for this week:

- To select one crew member from Ernest Shackleton's ship and to write a series of diary entries from their perspective.
- You may, if you wish, select Ernest Shackleton himself.
- Don't forget to write in the correct style for a diary entry and to include all suitable features from the success criteria.

See next slides for diary entry features and success criteria.

Which crew member have you selected?

- Ernest Shackleton – Expedition Leader
- Frank Worsley – Ship's Captain
- Frank Wild – Second-in-command
- Tom Crean - Second Officer
- Lionel Greenstreet – First Officer
- Huberht Hudson – Navigating Officer
- Charles Green – Ship's Cook

See page 5 of PDF file 'Shackleton's Journey Text' for the full crew list

Features of a Diary

- Written in the past tense
- Use first person pronouns (I, we, my, etc.)
- Describes the writers point of view
- Includes thoughts, feelings, sights and sounds
- Includes opinions as well as facts
- Uses ambitious words to describe people and places
- Written in an informal style
- Uses temporal (time) conjunctions to link events
- Organise events into paragraphs

Don't forget to include all features from the success criteria.

Working towards expected standard success criteria:

	Working towards the expected standard	S/P	T
1	I can write for a range of purposes		
2	I can use paragraphs to organise ideas		
3	In narratives, I can describe settings		
4	In narratives, I can describe characters		
5	In non-narratives, I can use simple devices to structure the writing (e.g. heading, sub-headings, bullet points)		
6	I can use capital letters		
7	I can use full stops		
8	I can use question marks		
9	I can use exclamation marks		
10	I can use commas for lists		
11	I can use apostrophes contraction <u>mostly</u> correctly		
12	I can spell <u>most</u> words correctly (Including those on Year 3 and 4 list)		
13	I can spell <u>some</u> words correctly (Including those on Year 5 and 6 list)		
14	I can write legibly using my best handwriting		

Don't forget to include all features from the success criteria.

Working at the expected standard success criteria:

	Working at the expected standard	S/P	T
1	I can write effectively for a range of purposes and audiences, selecting appropriate language		
2	In narratives, I can describe settings		
3	In narratives, I can describe characters		
4	In narratives, I can convey atmosphere		
5	In narratives, I can integrate dialogue to convey character and advance the action		
	I can select vocabulary and grammatical structures that reflect what the writing requires:		
6	I can use contracted forms appropriately		
7	I can use passive verbs to affect how information is presented		
8	I can use modal verbs to suggest degrees of possibility		
	I can use a range of devices to build cohesion within and across paragraphs:		
9	I can build cohesion using conjunctions		
10	I can build cohesion using adverbials of time and place		
11	I can build cohesion using pronouns		
12	I can build cohesion using synonyms		
13	I can use verb tenses consistently and correctly throughout my writing		
	I can use the range of punctuation taught at KS2 <u>mostly</u> correctly:		
14	I can use inverted commas		
15	I can use commas for clarity		
16	I can use punctuation for parenthesis		
17	I can sometimes use dashes, semi-colons, colons and hyphens		
18	I can spell correctly <u>most</u> words from the year 5 / year 6 spelling list		
19	I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary		
20	I can maintain legibility in handwriting when writing at speed		

Don't forget to include all features from the success criteria.

Working at greater depth success criteria:

	Working at the greater depth	S/P	T
1	I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)		
2	I can distinguish between the language of speech and writing and choose the appropriate register		
3	I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this		
	I can use the range of punctuation taught at key stage 2 accurately		
4	I can use semi-colons		
5	I can use dashes		
6	I can use colons		
7	I can use hyphens		
8	I can use punctuation precisely to enhance meaning and avoid ambiguity		
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Example from Ernest's Perspective (Part 1)

These first few days that I have spent on Endurance have been incredible – I couldn't have dreamed of a more magnificent ship. The sails billow majestically in the wind and the hull glides effortlessly through the ocean. What a fantastic sight it is to behold!

I could not believe all of the admiring looks from everyone at the dock yard, Sandefjord in Norway, before we set sail. Being leader of this expedition has surely granted me a higher status in society: my name will go down in history as the greatest explorer of Antarctica this world has ever known. I have been on many voyages in my time, however, without doubt, this will be my most prestigious and profitable expedition to date. Simply being on this marvellous ship gives me such joy; I feel sure that everything will go our way on this tremendous voyage. I cannot wait to see what secrets Antarctica holds for us.

I am glad I advertised in the newspaper for crew members. I surely have the most able-bodied company anyone could have wished for. Not only are they all experienced sailors but they also: sing, dance and play music like no other crew I have experienced. What fun we will have! Within the first days of the expedition, all 27 men showed their worth and have completed every order quickly and with great skill and aptitude.

Example from Ernest's Perspective

(Part 2)

This evening, Charles Green, the ship's cook, surprised us with the most delicious meal imaginable. I have never tasted such wondrous food.

Although today went relatively smoothly, there was one small setback: a stowaway. Unbelievably, William Bakewell and Walter How believed Endurance was shorthanded and took it upon themselves to invite a stowaway aboard my ship! Percy Blackborrow (the stowaway) was interviewed for a position amongst my crew before we departed but was rejected. He is not experienced enough and is only 18 years of age – undoubtedly he will be a hindrance. I cannot tell you how furious I am. Not only will he be unable to keep up with the other able seamen but he will also require food and water – think of our rations! I do hope - for all their sakes - that he proves his worth quickly.

Your task for today:

Select one crew member from Ernest Shackleton's ship. You may choose Ernest Shackleton himself.

Write your first diary entry from their perspective. You can choose where you want to begin from.

You may choose to start your diary:

- After you read the advert in the newspaper for the first time
- With your preparations before boarding the ship
- During your first day on the ship
- After a few days on the ship
- After you have run into some trouble on the ship



Don't forget to write in the correct style for a diary entry and to include all suitable features from the success criteria.