



Your target for the week:

Write diary entries from the perspective of a crew member.



Day 3

## 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

**Sentence Scribe**

Write a sentence using this word.

**vehicle**

A thing used for transporting people or goods.

**What Is It Worth?**

How many points is the word worth if A=1, B=2, C=3, etc.?



# SPaG Shape-Up

## Spelling

### Homophones

Copy out the sentence and choose the correct word to complete it.

1. The bride walked slowly down the **aisle** **isle**
2. Don't drop that there! Littering is not **aloud** **allowed**
3. The vicar stood behind the **altar** **alter**
4. "What a lovely **complement** **compliment**," she smiled.
5. I **past** **passed** your brother on my way here.
6. My **father** **farther** is an engineer.

# 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.**

# 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:

	<b>Working at the expected standard</b>	S/P	T
<b>1</b>	I can write effectively for a range of purposes and audiences, selecting appropriate language		
<b>2</b>	In narratives, I can describe settings		
<b>3</b>	In narratives, I can describe characters		
<b>4</b>	In narratives, I can convey atmosphere		
<b>5</b>	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:		
<b>6</b>	I can use contracted forms appropriately		
<b>7</b>	I can use passive verbs to affect how information is presented		
<b>8</b>	I can use modal verbs to suggest degrees of possibility		
	I can use a range of devices to build cohesion within and across paragraphs:		
<b>9</b>	I can build cohesion using conjunctions		
<b>10</b>	I can build cohesion using adverbials of time and place		
<b>11</b>	I can build cohesion using pronouns		
<b>12</b>	I can build cohesion using synonyms		
<b>13</b>	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:		
<b>14</b>	I can use inverted commas		
<b>15</b>	I can use commas for clarity		
<b>16</b>	I can use punctuation for parenthesis		
<b>17</b>	I can sometimes use dashes, semi-colons, colons and hyphens		
<b>18</b>	I can spell correctly <u>most</u> words from the year 5 / year 6 spelling list		
<b>19</b>	I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary		
<b>20</b>	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:

	<b>Working at the greater depth</b>	S/P	T
<b>1</b>	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)		
<b>2</b>	I can distinguish between the language of speech and writing and choose the appropriate register		
<b>3</b>	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		
<b>4</b>	I can use semi-colons		
<b>5</b>	I can use dashes		
<b>6</b>	I can use colons		
<b>7</b>	I can use hyphens		
<b>8</b>	I can use punctuation precisely to enhance meaning and avoid ambiguity		
IVJS 2018			

# Your task for today:

Write your third entry into your diary from the perspective of your chosen crew member.

## **To think about before writing:**

- What happened today?
- Where are you?
- How do you feel?
- What is your job on this ship? What tasks did you have to carry out today?
- What interactions do you have with the other crew members?
- What are you looking forward to?
- What can you see and hear?
- Have you encountered any obstacles?
- Is everything going smoothly with the expedition?



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