

Dear Parents,

We have put these slides together in order to help the children with the writing process. If you are able to go through the slides with them that would be very helpful.

Most of the activities can be completed independently but your child would find it easier if they are able to talk through their ideas, even if it is in your home language.

We want to ensure your child is not at a disadvantage when they return to school.

If you have any questions please email the school learning@wembleyprimary.brent.sch.uk

Year 6 Team

Diary

Day 1 - Features

What is the purpose of a diary?

Why would someone want to read a diary?

What features would you expect to see in a diary?

Have a look at this diary entry which has been written by a Year 6 child.

- What have they included from the assessment framework

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil 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)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Dear Diary

Right now I'm not actually holding this pen-it is miraculously hovering in the air and writing down my thoughts for me. Because ghosts can't hold stuff, right? I've never really liked writing a diary but my parents always told me it would be fun to look back on when I am older. But I'll never be 'older'. I s'pose I can look back on the day I died.

It was all fine at first - my brothers teasing with me about my 'giants' necklace and Mum and Dad ~~cutting~~ brushing off the burnt toast. I thought, "Just a couple more inches of shells for my necklace - then I shall reach the toaster!"

Soon enough we were all lying on the beach staring out into the shimmering turquoise water. Everything was fine; it all seemed so calm. After about twenty minutes everyone started climbing back up to the house to pack up. I thought that if I just stayed maybe another hour, I'd surely have enough shells to finish my necklace.

As I was bent over the sand, I realized that almost three hours had passed and I still had fifty shells to go. I looked up from my work and the sky had suddenly turned an angry grey colour and I could already see the monstrous waves gathering out in the Atlantic. Fifty would take no more than ten minutes, right? Or so I thought...

By now the frothing water was thrashing against my ankles. The rocks were only a metre or so away... I was so determined that I was even collecting the glistening pink shells on my way to the Spiky rocks. I was so stupid. Why didn't I just go home as soon as the storm gathered? The rocks were slippery but the house seemed so close now. Suddenly the salty water was all around me. In my mouth, up my nose, stinging my eyes. The crashing waves pulling me down. I was conscious that I was drowning. Everything went ~~quite~~ quiet and still. And then the frothing blue water faded into black.

I woke up coughing and spluttering ~~and then~~ in a daze. My clothes were drenched. I wasn't just physically lost: I had no one - I had nothing. My first thought was my shells but only a few remained - scattered in different pockets. As I looked up, I saw a warm ^{around} yellow light glowing from the cliff face. My curiosity got the better of me. I scrambled to my feet and climbed up the cliff; it ^{seemingly} turned out there was a tunnel - strewn with little lanterns. Inside were two miners - one young and one a jolly man with a bedraggled beard. They were very kind to me but something was still bothering me. Mother had told me that the tin mining business had been ~~set~~ shut down over a hundred years ago so what were they doing here? Were they dead? Then how could I see them?

List the features you saw and examples.

- Parents – Please allow the children to list the features they found before moving on to the next slide.

Do not send this work in to be marked.

Were you able to find these statements?

Dear Diary

Right now I'm not actually holding this pen – it is miraculously hovering in the air and writing down my thoughts for me. Because ghosts can't hold stuff, right? I've never really liked writing a diary but my parents always told me it would be fun to look back on when I am older. But I'll never be 'older'. I s'pose I can look back on the day I died.

It was all fine at first – my brothers teasing with me about my 'giant's' necklace and Mum ~~and~~ Dad cutting brushing off the burnt toast. I thought, "Just a couple more inches of shells for my necklace – then I shall reach the toaster!"

Appropriate selection of verb forms (the present progressive, the simple present, the present perfect, the simple past, and modals) skilfully manages the different time frames and raises questions about the narrator's identity at the outset, demonstrating excellent control over language to create a specific effect.

[GP]

Soon enough we were all lying on the beach staring out into the shimmering turquoise water. Everything was fine; it all seemed so calm. After about twenty minutes everyone started climbing back up to ~~the~~ the house to pack up. I thought that if I just stayed maybe another hour, I'd surely have enough shells to finish my necklace.

As I bent over the sand, I realized that almost three hours had passed and I still had fifty shells to go. I looked up from my work and the sky had suddenly turned an angry grey colour and I could already see the monstrous waves gathering out

The semi-colon used to separate 2 short independent clauses creates a link between the calm of the 'shimmering turquoise water' and the narrator's mistaken assumption that all was, and would be, well.

[GP]

Selection of the progressive form creates a sense of immediacy, helping the reader to experience the scene alongside the narrator. In contrast, the simple past form denotes Cherry's reflective comments and the abrupt end of her struggle with the waves. This section demonstrates excellent control of verb forms to communicate specific information.

[GP]

in the Atlantic. Fifty ~~would~~ would take no more than ten minutes, right? Or so I thought...

By now the frothing water was **thrashing** against my ankles. The rocks were only a meter or so away... I was so determined that I was even collecting the glistening pink shells on my way to the spiky rocks. I was so stupid. Why didn't I just go home as soon as the storm gathered? The rocks were slippery but the house seemed so close now. Suddenly the salty water was all around me. In my mouth, up my nose, stinging my eyes. The crashing waves pulling me down. I was conscious that I was drowning. Everything went ~~quite~~ quiet and still. And then the frothing blue water faded into black.

I woke up coughing and spluttering ~~out the~~ in a daze. My clothes were drenched. I wasn't just physically lost: I had no one – I had nothing. My first thought was my shells but only a few remained – scattered around in different pockets. As I looked up, I saw warm yellow light glowing from the cliff face. My curiosity got the better of me. I quickly scrambled to my feet and climbed up the cliff; it turned out there was a tunnel – strewn with little lanterns. Inside were two miners – one young and one a jolly with a bedraggled beard. They were very kind to me but something was still bothering me. Mother had told me that the tin mining business had been ~~out~~ shut down over a hundred years ago so what were they doing here? Were they dead? Then how could I see them?

A colon and a dash mark the boundaries between 3 short independent clauses. The 2 balanced clauses that follow the colon elaborate on the idea of physical loss expressed in the first clause, while their repetitive structure reinforces Cherry's sense of isolation.
[GP]

Appropriate choice of the passive verb alludes to the historic closure of the tin mine.
[GP]

Appropriate choice of the passive verb form for different effects: the passive form in the relative clause (*which was filled with...*) creates a sense of formality in keeping with the 'official looking people', whereas the past perfect passive form in the simile (*looked like it had been hit by a bomb*) effectively emphasises the impact of the tragedy on the family.
[GP]

One of the miners kindly took me above the cliff and I finally felt safe. I couldn't wait to tell the whole ~~fami~~ family that I had survived! I was okay! I ran as fast as I could all the way until my front door. My racing heart was pounding at the speed of light under my dripping sweater. My hands urged me to knock and before ~~I~~ I knew it, I was hammering on the door. There was no answer. I waited. And waited. So I tried again. No Answer again. Why weren't they answering? Didn't they want to see me? Without thinking, I flung open the door. The room, which was filled with official looking people, looked like it had been hit by a bomb.

"Hello!" I called, "It's me – Cherry! I'm home. I've survived." Why was everyone ignoring me? And then it dawned on me. The miners, the water, the no answering. I leant against the wall and slowly slid down in a crumpled, sobbing heap. I was dead. Nobody survives a drowning in an Atlantic storm. I ~~was a~~ am very stupid and very, very dead. Then I cried. I cried until there were no more tears. ~~to be~~ I bit down on my lip until I tasted blood. Blood? The reality of it all came flooding into my mind. Innocent, young Cherry is a dead ghost. What now? Reality?

The integration of a short piece of dialogue neatly advances the action, and the inclusion of the question (*Why was everyone ignoring me?*) positions the reader to share in the narrator's gradual realisation of the truth.

[GP]

Frankie chooses to shift from a first-person narrative to a simple statement at the end of the piece. The deliberate choice of questions completes the ending powerfully, inviting the reader to put themselves in Cherry's position and ponder what might happen next.

[C]

The full range of punctuation taught at key stage 2 is used, including dashes, colons and semi-colons to mark the boundary between independent clauses.

[GP]

Spelling is mostly correct, including *curiosity* from the year 5 / year 6 spelling list.

[T]

Joined handwriting is legible.

[T]

As well as these examples of Year 6 assessment statements you would also expect to see the following features:

- Written in the first person
- Past tense for events
- Present tense for feelings
- Future tense for hopes and dreams
- Emotive language
- Description of events in chronological order
- Description of feelings and reflections about the events.

You do not need to send
this into school.

Day 2 – Using semi-colons

Using a Semi-colon

A semi-colon contains a comma and a full stop. It is helpful to remember this. A semi-colon is stronger than a comma, but not as final as a full stop.

•
/

Semi-colons are used to link sentences that are closely related.

For example:

The wood was silent and absolutely still; Little Red Riding Hood realised that she had not truly seen its beauty until now.

A semi-colon works perfectly here to allow a smooth transition between sentences.

A full stop between the sentences might detract from the impact of Little Red Riding Hood's observation and create too great a 'stop'. Using a comma here would be incorrect; a comma cannot be used to link two independent sentences.

Semi-colons can also be used to link one sentence to another closely related sentence that uses a **conjunctive adverb**.

For example:

The wolf liked Little Red Riding Hood. Nevertheless, he was looking forward to eating her.

The wolf liked Little Red Riding Hood; nevertheless, he was looking forward to eating her.

Little Red Riding Hood didn't like the forest much. However, she did like visiting Grandma.

Little Red Riding Hood didn't like the forest much; however, she did like visiting Grandma.

Other examples of conjunctive adverbs which could be preceded by a semi-colon:

otherwise

therefore

moreover

nevertheless

thus

besides

accordingly

consequently

instead

hence

However, you do not *always* have to use a conjunctive adverb after a semi-colon. Here are some great examples of sentences which contain a semi-colon that is **not** followed by a conjunctive adverb:

Grandad is going bald; his hair gets thinner each time we see him.

We had too many fumbles; we lost the game.

Shaun wanted to call our new puppy Scritch; I hated the name.

I am so sorry; will you ever be able to forgive me?

As you can see in these sentences, using a semi-colon works perfectly to allow a smooth transition between sentences.

A semi-colon can also be used to separate items in a list (where the list also contains commas).

For example:

There are lots of characters in the story: Big Bad Wolf, the baddie; Little Red Riding Hood, the heroine; Grandma, the victim; and Mr Woodcutter, the rescuer.

We spoke to the main characters: Grandma, 81; Big Bad Wolf, 30; Little Red Riding Hood, 11; and Mr Woodcutter, 55.



Task 1 – Most of you should do this.

1. Tick all the sentences where a semi-colon has been used correctly.

| | |
|--|--|
| The bicycle track runs; through the forest it follows the river. | |
| The bicycle track runs through the forest; it follows the river. | |
| Martin squinted to look at the board; he needed new glasses. | |
| Martin squinted; to look at the board he needed new glasses. | |

2. Rewrite these sentences with the correct punctuation.

a) i love peanut butter Hannah hates peanut butter

b) the sun was shining brightly jade put on sun cream and her sunglasses

c) i have a big test tomorrow i cant come to football training tonight

You do not need to send
this into school.

3. Complete these sentences with a suitable main clause.

a) I didn't see the step in front of me; _____

b) Jamie attended Scouts every Friday night; _____

Challenge

Write a paragraph about what you are looking forward to doing when you come back to school including three semi-colons.

Task 2 – If you are unsure about task 1

1. Tick one box to show which sentence has used a colon and semi-colon correctly.

| | |
|--|--|
| My family is filled with people who have: interesting jobs my mum, who is a zoo keeper and specialises in big cats; my dad, who is a police detective and; my auntie, who is a pilot and flies all over the world. | |
| My family is filled with people who have interesting jobs: my mum, who is a zoo keeper; and specialises in big cats my dad, who is a police detective and; my auntie, who is a pilot and flies all over the world. | |
| My family is filled with people: who have interesting jobs my mum, who is a zoo keeper and specialises in big cats my dad, who is a police detective and my auntie, who is a pilot and flies all over the world. | |
| My family is filled with people who have interesting jobs: my mum, who is a zoo keeper and specialises in big cats; my dad, who is a police detective; and my auntie, who is a pilot and flies all over the world. | |

You do not need to send this into school.

2. Place the semi-colons in the correct places in these extended lists.

a) The school production attracted many important guests: the city mayor, his wife and their children residents from the local residential home and their carers and a famous pop star, who comes from the area with her whole band.

b) My handbag held the following items: a blue and green pencil case which my mum bought me from WH Smiths my black leather purse which doesn't have much money in it and my keys which consists of five different keys and many keyrings from around the world.

Challenge!

Finish this sentence with a suitable list. Remember to place the semi-colons in the correct places.

The café served a wide variety of breakfast foods: _____

Day 3

LO: To plan a diary.

You will be writing a diary as one of the Tudor royals.

You could write as Henry VIII when he tries to get permission for a divorce or you could write as one of his wives. Try to choose someone who interests you and who you think you would have a lot to write about.

Remember to use the model diary entry to help.

Before you start remember:

- Purpose – Record thoughts and feelings about events in a person's life.
- Audience – Yourself (e.g. Henry VIII)
- Text – Diary

<https://www.bbc.com/bitesize/clips/zfj76sg>

<https://www.bbc.com/bitesize/clips/z3m6n39>

- Watch these clips to give you an idea about the circumstances surrounding Henry's desire to divorce Catherine of Aragon and marry Anne Boleyn.

Henry was angry with the pope for not allowing him to have a divorce.

- Think about some idioms, similes or metaphors you could use to describe anger e.g. I saw red.

Anger

turn red with fury

blood boiled

seething with anger

eyes flashed
with anger



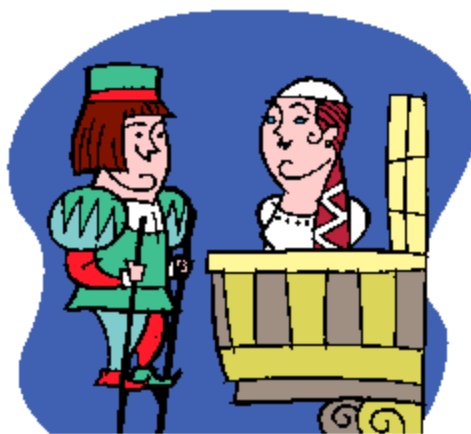
saw red

the last straw

You could also use some Tudor vocabulary in your diary. Use the next slide to give you some ideas and think back to our Shakespeare workshop.

Glossary

| | | | |
|---------------|--------------|---------------|-------------------|
| affright | - frighten | parley | - talk |
| asunder | - apart | pate | - head |
| attire | - clothes | plaints | - complaints |
| <u>avaunt</u> | - go away! | <u>prithe</u> | - please |
| behold | - look | quaff | - drink |
| betimes | - soon | <u>shoon</u> | - shoes |
| blithe | - merry | slew | - killed |
| caitiff | - coward | smite | - hit |
| capon | - chicken | strife | - dispute |
| conceit | - idea | swoons | - faint |
| cozen | - cheat | <u>trow</u> | - trust |
| damsel | - maiden | varlet | - low class rogue |
| <u>enow</u> | - enough | knave | - villain |
| entreat | - beg, plead | visage | - face |
| ere | - before | | |
| forsooth | - honestly | | |
| <u>ifaith</u> | - honestly | | |
| methinks | - I think | | |
| naught | - nothing | | |
| nay | - no | | |
| noisome | - harmful | | |



| | |
|---|------------------------|
| Introduction Henry's first response to Pope's decision not to allow him a divorce | |
| Reasons for divorcing Catherine | 1. 2. 3. |
| How Henry feels about Anne Boleyn - Who she is - Where she is from - Description of her - Hopes and dreams for the future | |
| Solution | |

Task 1

- Plan your diary entry.
- Remember to include historically accurate facts.
- Look at the Year 5/6 spelling list, you will be able to fit some of them in!

Day 4

LO: To write a diary entry.

- Purpose – Record thoughts and feelings about events in a person's life.
- Audience – Yourself (e.g. Henry VIII)
- Text – Diary

Read my model diary entry.

Remember to keep the diary entry formal as you are writing as a royal.

You do not need to send your plan in to school.

Diary Checklist

Personal Pronouns

I, we, my, me

Correct Tense

Events that have already happened written in the **past** tense.

Feelings in the **present** tense

Hopes for what is to come in the **future** tense.

Key Dates

1509 – marries Catherine of Aragon

1522 – Meets Anne Boleyn

October 1528 – when Wolsey went to Rome

Describes Feelings

Using adjectives, metaphors and similes to describe feelings

Coordinating conjunctions

FANBOYS

Subordinating Conjunctions

because, since,

Variety of punctuation

., ? ! “ ” ; : () -

Modal Verbs

should, would, could, must, will, ought

Relative Clauses

Anne Boleyn, who...,

The feast that...

Tudor Language

methinks, naught, nay, maiden

Year 6 Spellings

achieve, amateur, conscience, determined, correspond, hindrance, privilege, thorough, necessary, sincere, symbol, sacrifice, persuade

Full Stop

This Punctuation mark is used to indicate the end of a sentence.



Brackets

Round brackets are mainly used to separate information that isn't essential to the sentence. If you remove the section in brackets the sentence will still make sense. This is called parenthesis.



Mount Everest (8,848m) is the highest mountain in the world.

Question mark

This punctuation mark is used to indicate that a question is being asked.

Have you seen the film?



Exclamation mark

The main use of the exclamation mark is to end an interjection or exclamation and indicate strong feelings.

Wow! Hello!



Inverted commas

Inverted commas are used to mark the beginning and end of direct speech.

"What time will he arrive?" Mary asked.



Semicolon

Semicolons are used to separate two main clauses that are closely related to each other, but could stand on their own as sentences.

I have a big test tomorrow; I can't go out tonight.



Apostrophe

Apostrophes have two main uses:

showing possession and showing omission.



Possession - Here the apostrophe indicates that a thing or a person belongs or relates to someone or something.

E.g. Ben's party.

Omission - Here the apostrophe is used to show that letters or numbers have been omitted.

I'm (short for I am)

He'll (short for he will)

Colon

Colons have two main uses:

- To separate two clauses where the second clause defines or explains the first.

E.g. It wasn't easy to begin with: I had to find the right house.

- To introduce a list.

At the shop, I need to buy a few items: carrots, chicken, potatoes and fruit juice.



Remember to show that you can use the full range of punctuation.

Refer back to our lesson on semi-colons.

Quotes

In your diary you can include a quote from another person. This provides evidence that you can use speech marks for direct speech.

In my model I used this example:

Even the servants have said, “That Cafrine ain’t the queen we want to ‘av!”

By using a quote from the servant I am able to show I can change the formality of the writing within the text.

Brackets

- Remember bracket show extra information. If you didn't include it in the writing it would still make sense.
- In my model I used this example of brackets.

Anne Boleyn (daughter of the Earl of Wiltshire) caught my eye when she became Catherine's Lady-in Waiting.

Day 5

LO: To edit and improve.

- Purpose – Record thoughts and feelings about events in a person's life.
- Audience – Yourself (e.g. Henry VIII)
- Text – Diary

Reread your writing or ask someone to read it.

- Does it make sense?

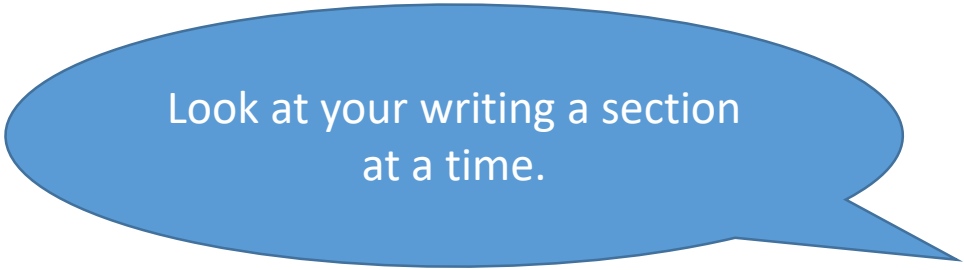
Have you used Year 5/6 spellings?

I have highlighted words which would suit this text type but you can use any. Try to include at least 5.

| | | | | | | |
|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | category | determined | forty | marvellous | programme | soldier |
| accompany | cemetery | develop | frequently | mischievous | pronunciation | stomach |
| according | committee | dictionary | government | muscle | queue | sufficient |
| achieve | communicate | disastrous | guarantee | necessary | recognise | suggest |
| aggressive | community | embarrass | harass | neighbour | recommend | symbol |
| amateur | competition | environment | hindrance | nuisance | relevant | system |
| ancient | conscience | equipment | identity | occupy | restaurant | temperature |
| apparent | conscious | equipped | immediate | occur | rhyme | thorough |
| appreciate | controversy | especially | immediately | opportunity | rhythm | twelfth |
| attached | convenience | exaggerate | individual | parliament | sacrifice | variety |
| available | correspond | excellent | interfere | persuade | secretary | vegetable |
| average | criticise | existence | interrupt | physical | shoulder | vehicle |
| awkward | curiosity | explanation | language | prejudice | signature | yacht |
| bargain | definite | familiar | leisure | privilege | sincere | |
| bruise | desperate | foreign | lightning | profession | sincerely | |

Have you used capital letters correctly?

- In a poem each line should begin with a capital letter as well as any proper nouns.



Look at your writing a section
at a time.

Edited version

In order to seal our future, I have decided that this great nation does not need to be part of the Catholic Church. No longer will I **entreat** the Pope for a divorce as I have made a decision, which will strengthen this powerful country of ours. I will start my own church and will call it the Church of England. My conscience is clear. The monarch of England will be head of the church and to those who insist on following the Pope I shall say, “Off with their heads!”

Ask is an example of tier 1 vocabulary so I need to make it tier two.
I can use an adjective to describe the country.
I need to use a comma in the final sentence.

Original

In order to seal our future, I have decided that this great nation does not need to be part of the Catholic Church. No longer will I **ask** the Pope for a divorce as I have made a decision, which will strengthen this **country** of ours. I will start my own church and will call it the Church of England. My conscience is clear. The monarch of England will be head of the church and to those who insist on following the Pope I shall say **“Off with their heads!”**

Task

- Using a green pen, edit your writing and rewrite your poem.