

## Fast Five

Don't use the same one more than once.

1. He is not \_\_\_ clever as his brother.
2. He must be punished \_\_\_\_\_ he is guilty.
3. A fool \_\_\_\_\_ his money are soon parted.
4. He worked hard \_\_\_\_\_ he might pass the exam.
5. I waited for him \_\_\_\_\_ the clock struck seven.

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Can I write a diary entry?

# Plan

Today we will be using the plans we write yesterday, to create our diary entry. We will work on creating an effective diary from Auggie's point of view.

# Structure

Paragraph 1 - Who is Auggie?

Paragraph 2 - Family reactions ( based on chapter 1)

Paragraph 3 - Auggie and school (based on chapter 2)

Paragraph 4 - Auggie's friends

# Exploring a good example

**A diary can be many things – a place to preserve our most private thoughts free from self-censorship, a record of events, or simply an entertaining story.**

As readers, there is a special intimacy in learning about another person's world. This may be why so many diaries have become best-sellers. We can compare emotions and experiences, and perhaps even feel thrilled to know that writer or celebrity a little better.

But to be successful, a diary doesn't need to go on to sell millions. Some become treasured possessions to pass on to future generations, while most simply help us to be present in the moment, work out our own values, and witness how they change as we grow older.

This is an example of an imagined diary similar to Anne Frank.

*Thursday 14th June 1942*

*Dear diary,*

*Well this has been the most scariest day of my life! Luckily, I'm still here to tell the tale and hopefully shall be from now on.*

Start with a good opening that grips the reader. It also shows the reader the viewpoint of the character and how they are feeling.

# Paragraph 1

*At about half past eight this morning life was going as normal: well as in we were all creeping around in our stocking feet so the workers below couldn't hear us. Then it happened. The clank of footsteps could be heard coming up the stairs. I knew they'd reached the third step from the top - it creaked like grandmother's knees. Immediately we all stopped, stood still and held our breath. Mother went white as a sheet and made that face at me- like don't you dare make a sound! As if I would be so silly. This was our hiding place, our only chance of not being caught, our one secret that must never be told.*

The writer uses adverbials of time to let the reader know when things are happening. Similes are used to show fear.



## Paragraph 2

*It was as if time stood still (though after I'm sure it was no more than five minutes) like the air had been sucked out from all around me! Nothing, no movement, no sound. Just waiting to hear if the steps would descend back down the stairs. My heart was beating like a drum; my ears were pounding as they listened for any sound that would indicate we'd been found. I stood like a statue staring at my mother, who was doing the same, making no movement no sound. One minute, two minutes, three minutes, how many had passed? Still we stood, frozen to the spot.*

Brackets add extra information. They have used repetition to show how slowly time is passing.

## Paragraph 3

*After what seemed an eternity the footsteps turned, making that gritty sliding on floorboards sound. Voices could be heard getting fainter and fainter. Whoever it had been had finished their chore and had moved on. My mind filled with the most dreaded thought. Who could it have been? Gestapo? Workers collecting something? I stared wide-eyed at my mother. The all-clear signal to move was given to me by my mother. I crept into my small, cramped bedroom at the back of the secret annexe and quietly pushed the door to.*

Rhetorical questions are an effective way of showing what the writer is thinking about.

## Paragraph 4

*Collapsing heavily, the biggest sigh ever left my chest! I was sure that was the closest we'd ever come to being found. I can't even imagine what would happen to us if we did. How long do we have to live like this? There are so many things I miss: my school friends; visits to the park; theatre trips and just being outside!*

Use of other punctuation, such as exclamation marks can show a character is frustrated or excited.

# The ending

*It fills me with dread, what will tomorrow bring?*

The ending of the diary should leave the reader wanting to know more. Ending with a question makes the reader think more deeply about the character's position and situation

# General features of a diary entry

- Use past tense
- First person pronouns ( I, we,my etc)
- Describes points of view, thoughts and feelings
- Opinions as well as facts
- Ambitious words to describe people and places
- Informal style - as though speaking to someone
- Adverbials of time
- Paragraphs
- Use inverted commas if you are using direct speech

# Red Success Criteria

- Paragraphs
- Coordinating and subordinating conjunctions
- Consistent capital letters and full stops
- Question marks
- Commas in a list
- Apostrophe for contractions

# Yellow Success Criteria

- Paragraphs
- Coordinating and subordinating conjunctions
- Consistent capital letters and full stops
- Question marks
- Commas in a list
- Apostrophe for contractions
- Adverbials of time
- Commas for clarity
- Modal verbs
- Dashes

# Green Success Criteria

- Paragraphs, conjunctions, capital letters, full stops, commas
- Question marks
- Apostrophe for contractions
- Adverbials of time
- Modal verbs
- Dashes
- Semi-colon
- Colon
- Hyphenated words
- Check and ensure all spellings are correct