

Curriculum objectives

- To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- To choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- To identify the audience for and purpose of the writing, selecting the appropriate forms and using other similar writing as models for their own.

Resources

Photocopiable page 107
'Susan's diary text'

Curriculum objectives

- To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- To use passive verbs to affect the presentation of information in a sentence.
- To use brackets, dashes or commas to indicate parenthesis.

Resources

The Lion, the Witch and the Wardrobe by CS Lewis; thesauruses

4: Letters home

Introduction

- Ask the children to summarise the difference between a diary entry and a letter recount of an event.

Whole-class work

- Display Susan's fictional diary from photocopiable page 107 and ask the children to read it. Discuss the audience for the diary (Susan herself, no-one else). Discuss the content and ask the children if they think Susan would write the same things in a letter home. What do they think should be added or left out and why? Do they think Susan would tell her mother she was worried about Lucy? Why or why not? Annotate the diary with their suggestions.
- Model how to write a letter home from Susan using the content of the diary and the children's ideas on the whiteboard.

Paired work

- Remind the children about the style and content of the real evacuee letters they read in the previous lesson.
- Direct the children to discuss the content of two letters they might write home as evacuees – the first one if they were happy in their new home, and then a second letter as if they were unhappy – and make notes to share later. Remind the children that mothers love neat handwriting.

Review

- Invite the children to share their ideas about content for letters home. Discuss how they could convey their feelings without causing undue concern to their parents.

5: Dear diary

Introduction

- Ask the children which child in the story shows their emotions the most. Hold a show of hands.

Whole-class work

- Remind the children of the diary entry that they looked at in the last lesson. Explain they are going to write a diary entry in the role of Lucy, Edmund or Peter.
- Challenge them to use a dash and one instance of the passive voice.
- Discuss how emotional the entry might be or not, and why. A diary entry is intended to be read only by the person who writes it. What information will they include? Will they say anything about how the others are acting?
- Encourage them to try to capture atmosphere in their diary. Remind them to use a thesaurus to help them.

Independent work

- Invite the children to write a diary entry in the role of Lucy, Edmund or Peter.

Differentiation

- Support children by encouraging them to role play the characters.

Review

- Invite the children to read their diary entries aloud. Discuss which characters they chose and why. Ask them to say what the effect of the passive voice instance is in their diary entries.