

English Support
Year 3
Day: 13/05/2020

Lesson eight:

Learning objectives for this lesson:

To make plausible inferences about a character's emotions throughout a text.

Success criteria:

I can predict how a character is feeling I can use emotional words and phrases

How?

- Begin by reading onto '*Journey to London*'.
- Ask your child to identify phrases that convey Sophie's emotions.
 1. *What kind of character is Sophie?*
 2. *How much do we know about her so far?*
 3. *What events in her life have helped to make her so courageous?*
- Children to collect ideas about her character whilst listening to chapters and create a brief character profile of Sophie in jotters/books.

Children to write a diary entry as Sophie looking back at the events that have taken place so far. Children to use the phrases they had collected and incorporate them so they are being contextualized in a first person recount.

Independent work:



Complete the task below.

Pretend you are Sophie. Fill in the diary writing template below reflecting/ looking back at the events that have taken place so far. Use the phrases you have collected and incorporate them so they are being contextualised in a first person recount.

Here is my diary entry to help if needed:

Dear Diary,

I was wrong about the giant. He is actually really nice. He only took me because he was afraid I would tell other people the truth and then they would come looking for him. He thinks they will put him in a zoo, and I think he is right. He is called The Big Friendly Giant or BFG for short. He is the only giant who doesn't eat people. I asked him how many humans he has eaten and he hasn't eaten any! The other giants here are much taller and uglier than him. And they are always bullying BFG. I feel so bad for him. The other giants travel every night around the world to eat people. It's so scary. I finally figured out what the BFG does with that weird trumpet I saw him with. He travels to Dream Country to collect dreams, which he places into jars and then blows them into windows of children at night. I always wondered where my dreams came from. I'm starting to feel more and more safe with the BFG.

From Sophie

What has happened? What are you writing about? Describe its sights and sounds. You could also use figurative language to help describe. Avoid writing too much; focus on one or two things.

How are you feeling? Consider using a range of words to express this? Use emotive language to help the reader understand.

What have you been thinking about? Do you have any particular worries or highlights? Is there anything you are looking forward to or perhaps you are dreading something?

Is there a particular anecdote you could share in your diary? An anecdote is a short, interesting story. You might use this to illustrate a point.

★★ Complete the task below.

Pretend you are Sophie. Write a short diary entry below reflecting/ looking back at the events that have taken place so far. Use the phrases you have collected and incorporate them so they are being contextualised in a first person recount.

Use these diary entry features poster below to help you. There is also a diary entry checklist.

Here is my diary entry to help if needed:

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From Sophie

Colloquial Language

You should try to use chatty/informal language.

Follow a "Diary Style"

Start each entry with a date and "Dear Diary".

First person

Remember to use personal pronouns (in particular: I/We)

Chronological order

Your diary should be in time order, using adverbials.

HOW TO WRITE A:

DIARY

Self-reflection

Try to include your thoughts, feelings, opinions and hopes (inside speech marks).

Past Tense

A diary is about what has already happened.

Detailed descriptions

Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.



Describe the places where the events happened.

Is written in the past tense.

Talks about the most important events.

Uses some personal pronouns: I, we, my, me.

Talks about feelings.

Uses time conjunctions (e.g. before, next, after) to show when things happened.

★★★ **Complete the task below.**

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Has an introduction to set the scene.

Describes the places where the events happened.

Is written in the past tense.

Tells the story of an episode of the writer's life.

Is written as if talking to someone.

Uses some personal pronouns: I, we, my, me.

Talks about feelings, reactions and opinions.

Uses time conjunctions to show when things happened.

Writes about events that are important to the writer.

Uses paragraphs to organise events.