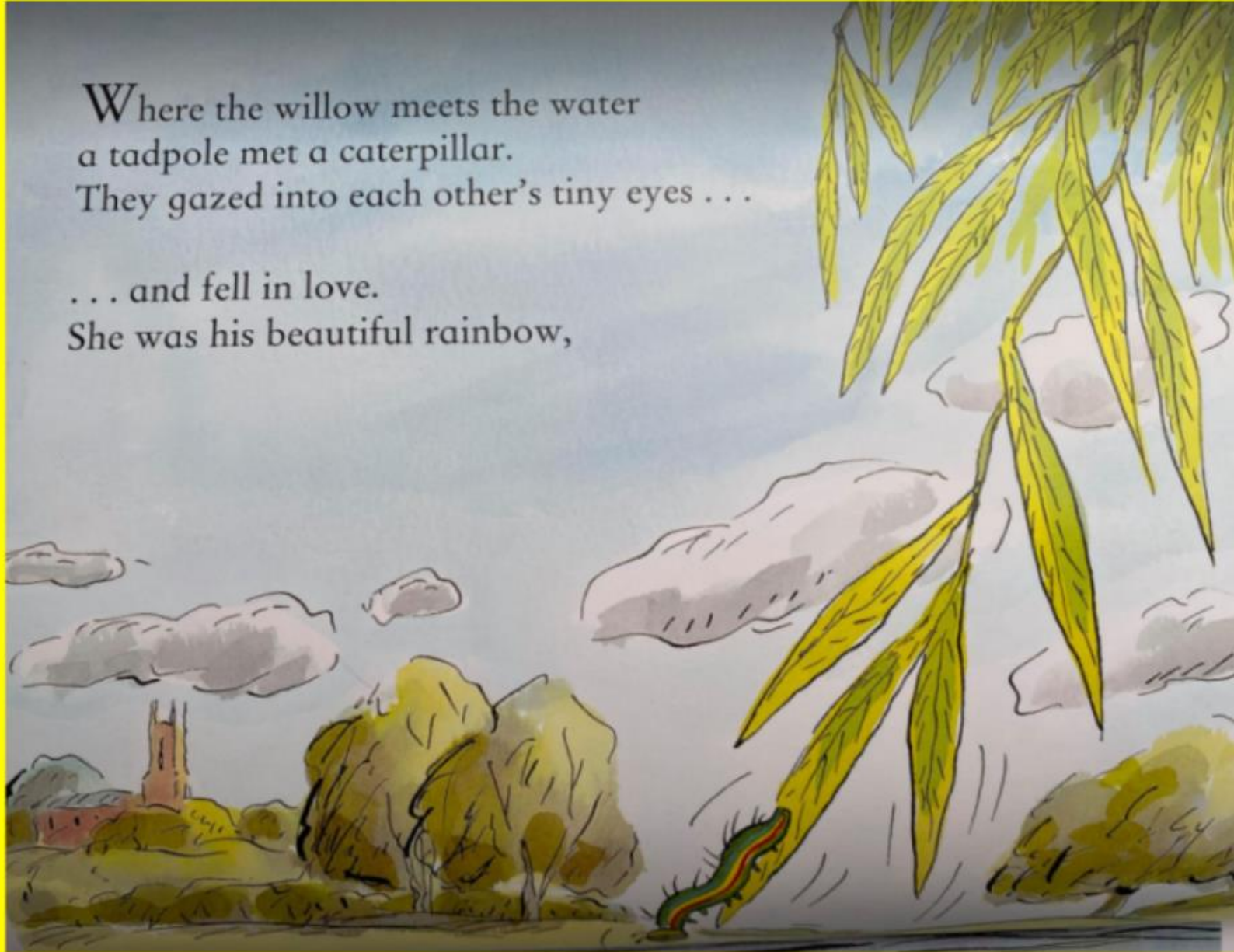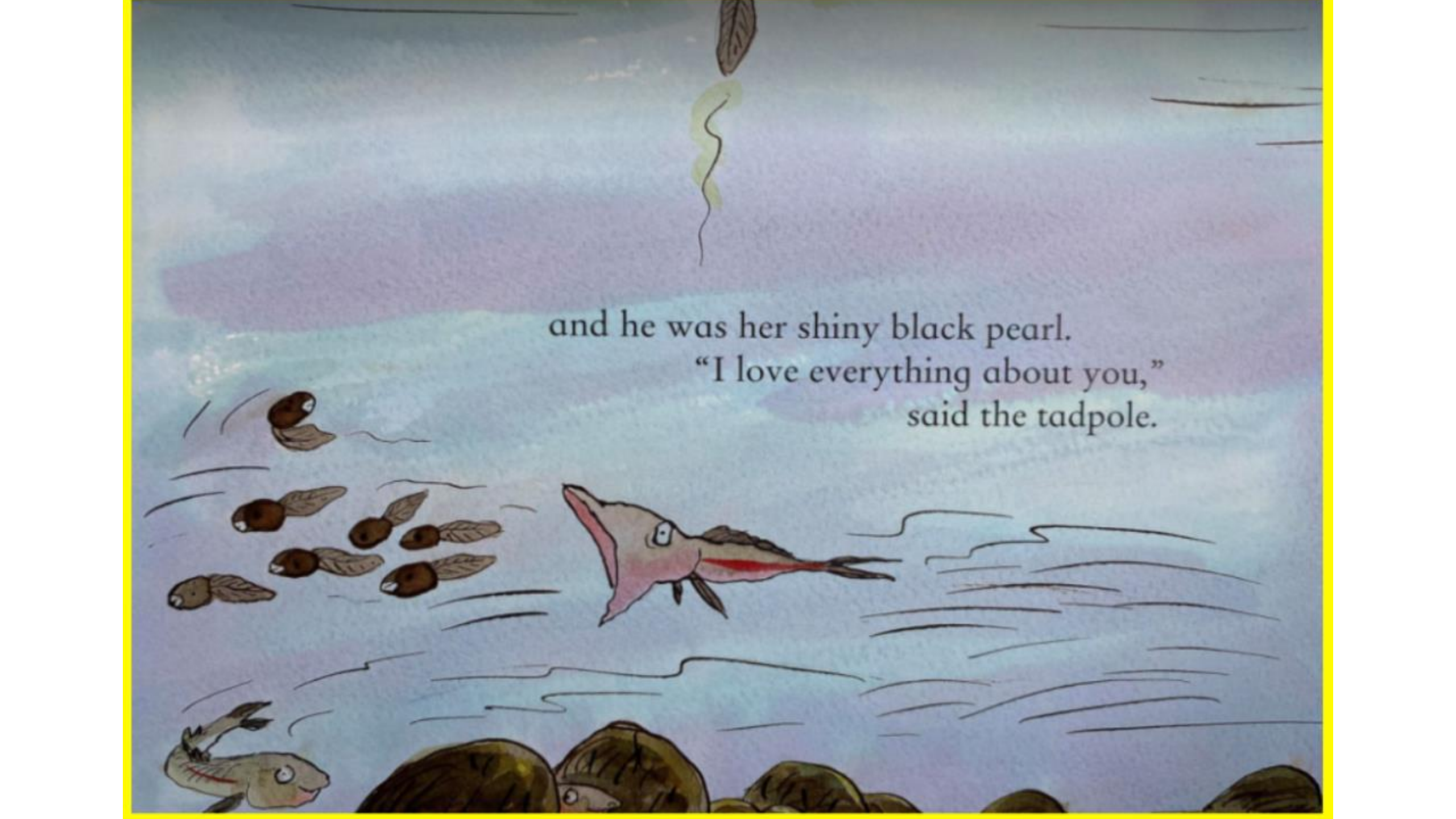<u>Thursday 25th February</u>

<u>I can write a diary entry that includes inferences made such as inferring characters' feelings, thoughts and motives from their actions and can sometimes find evidence to support this.</u>

Where the willow meets the water
a tadpole met a caterpillar.
They gazed into each other's tiny eyes . . .
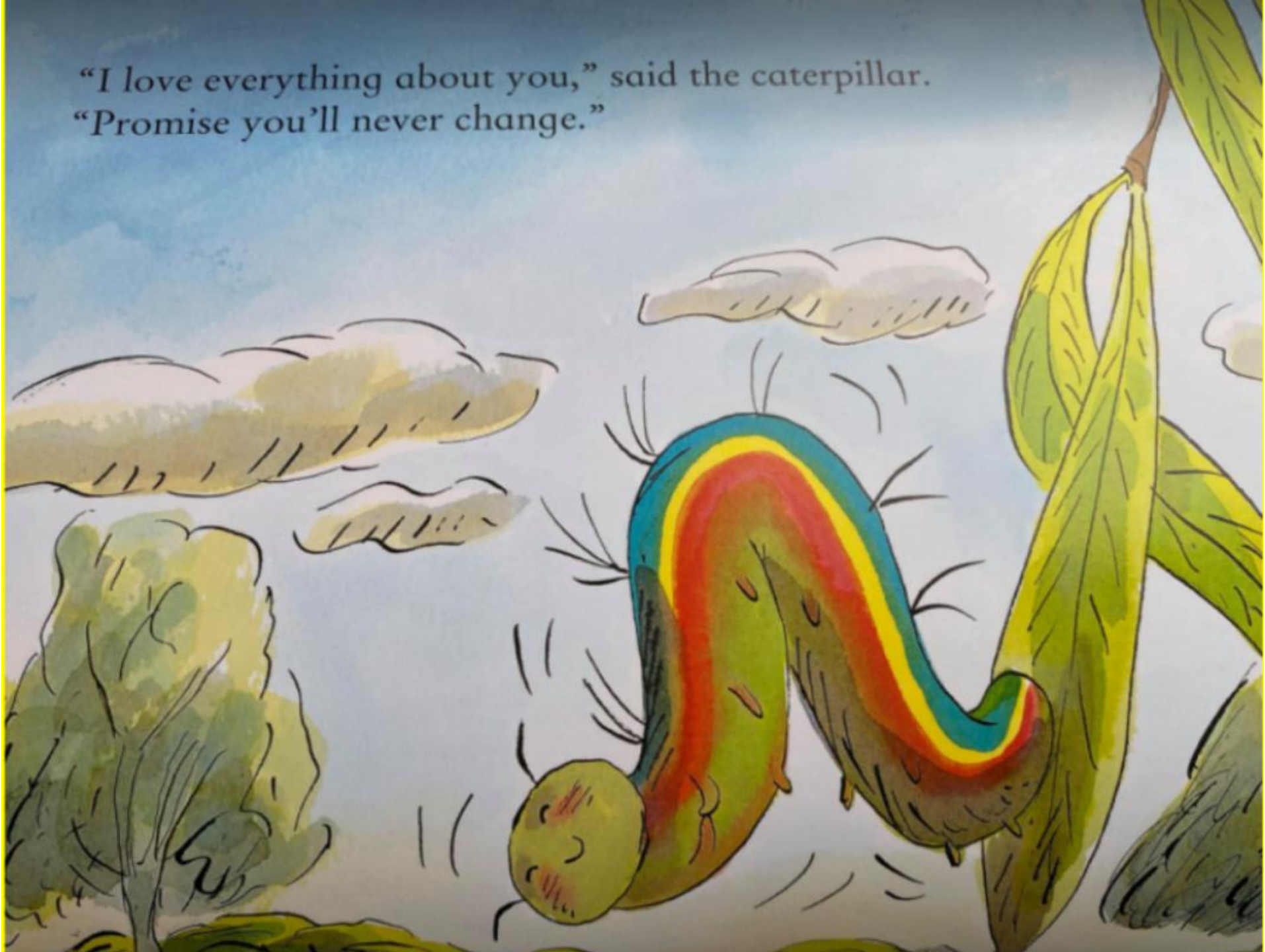
. . . and fell in love.
She was his beautiful rainbow,

and he was her shiny black pearl.
"I love everything about you,"
said the tadpole.

"I love everything about you," said the caterpillar.
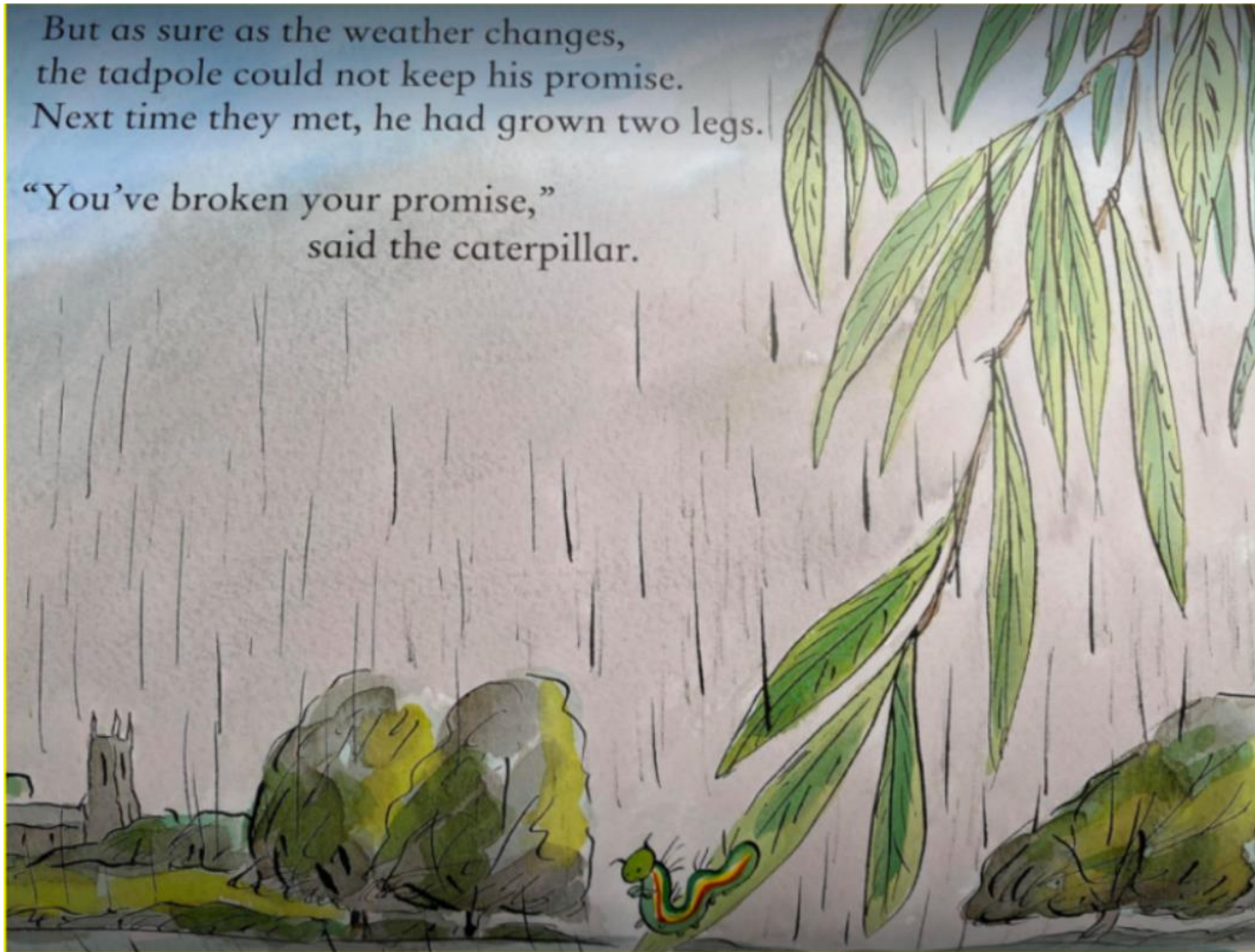"Promise you'll never change."

"I promise," he said.

But as sure as the weather changes,
the tadpole could not keep his promise.
Next time they met, he had grown two legs.

"You've broken your promise,"
said the caterpillar.

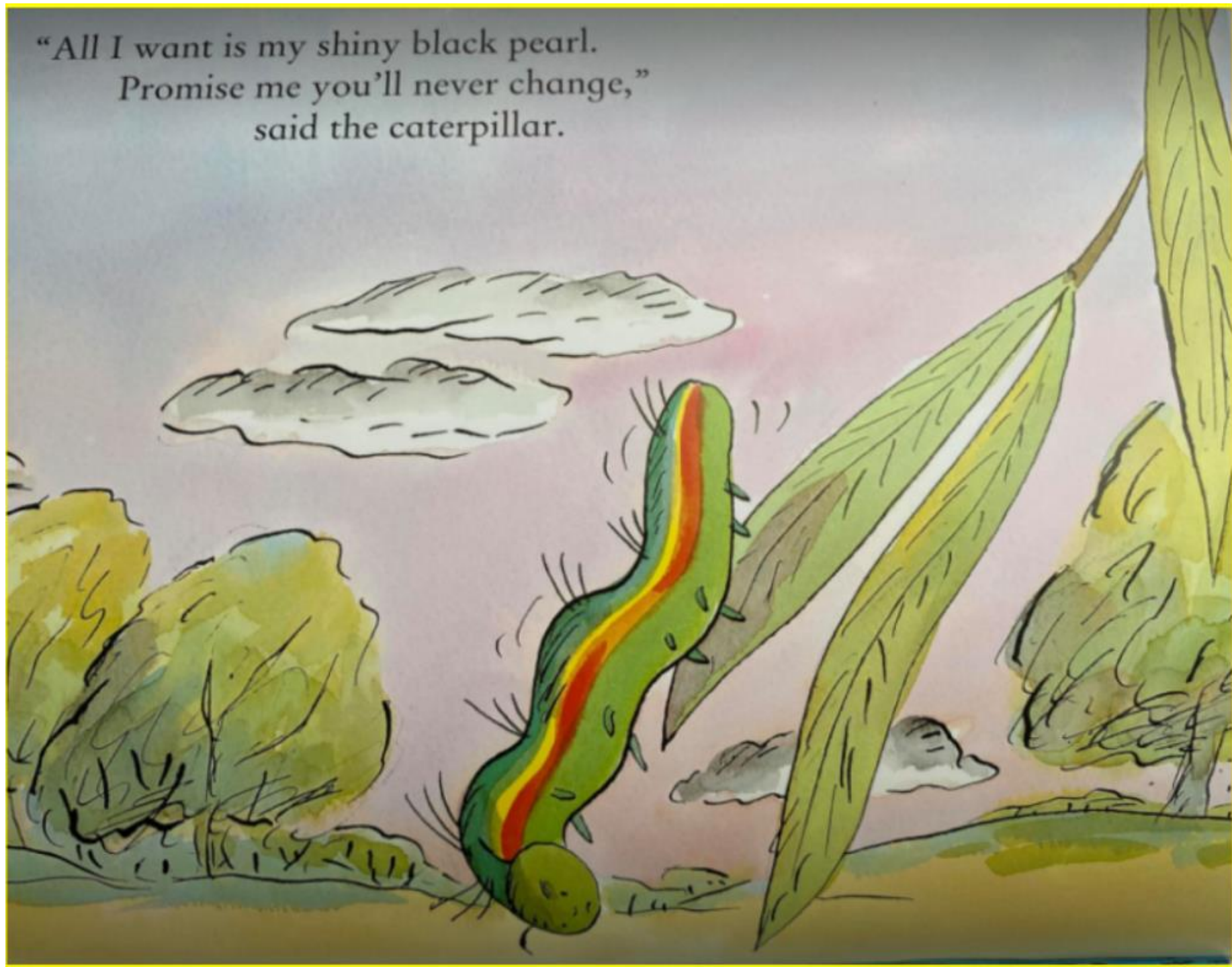"Forgive me," begged the tadpole.
"I couldn't help it. I don't want these legs . . .

All I want is my beautiful rainbow."

"All I want is my shiny black pearl.
Promise me you'll never change,"
said the caterpillar.

"I promise," he said.

But as sure as the seasons change,
the next time they met –
he had grown arms.

"That's twice you've broken your promise," cried the caterpillar.
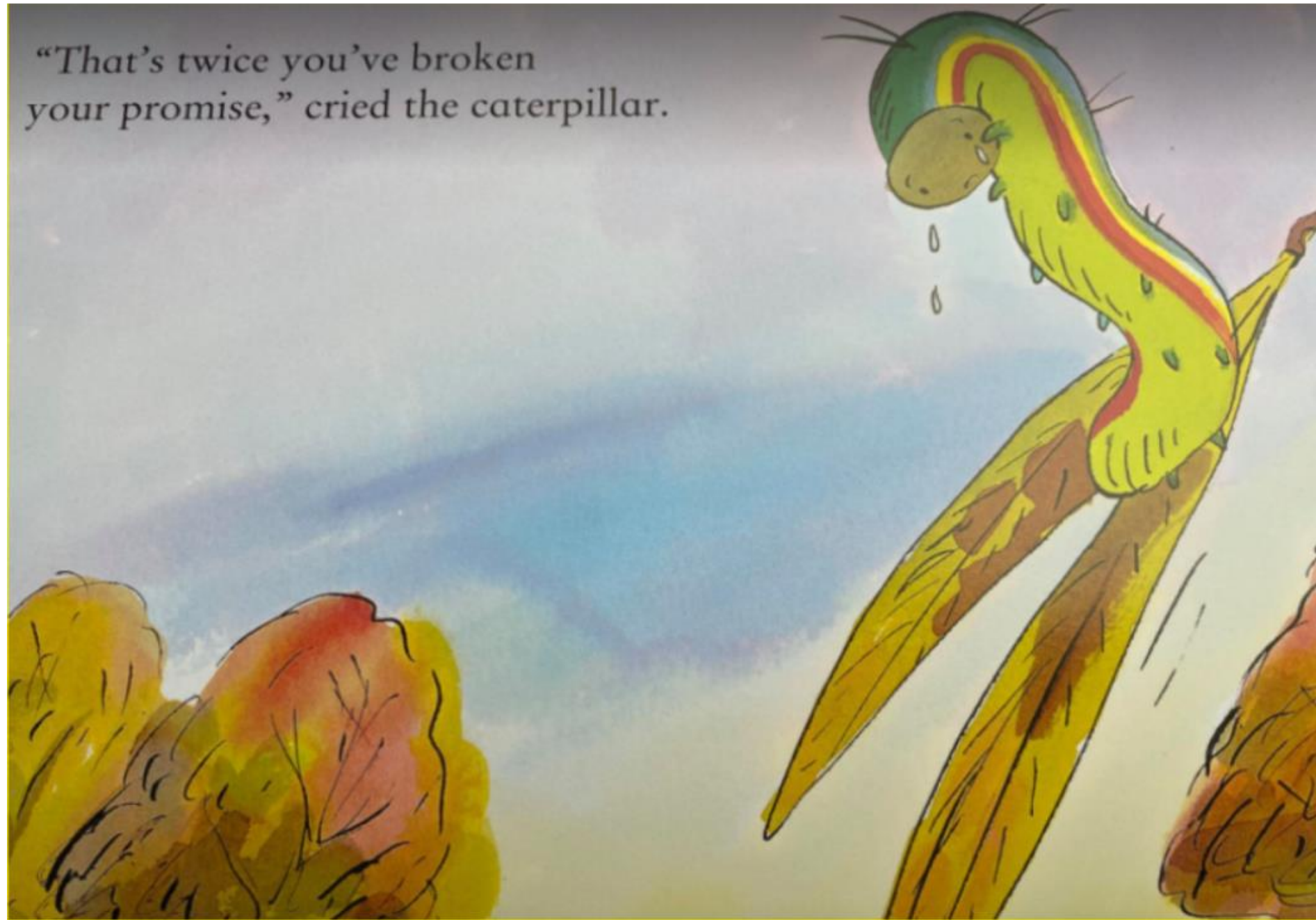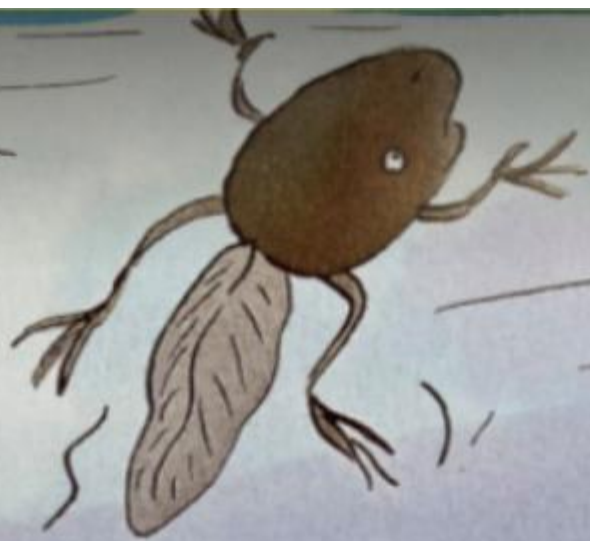
"Forgive me," begged the tadpole. "I could not help it. I do not want these arms . . .

All I want is my beautiful rainbow."

"And all I want is my shiny black pearl.
I will give you one last chance,"
said the caterpillar.

But as surely as the world changes,
the tadpole could not keep his promise.
The next time they met –

he had no tail.

"You have broken your promise three times, and now you have broken my heart," said the caterpillar.
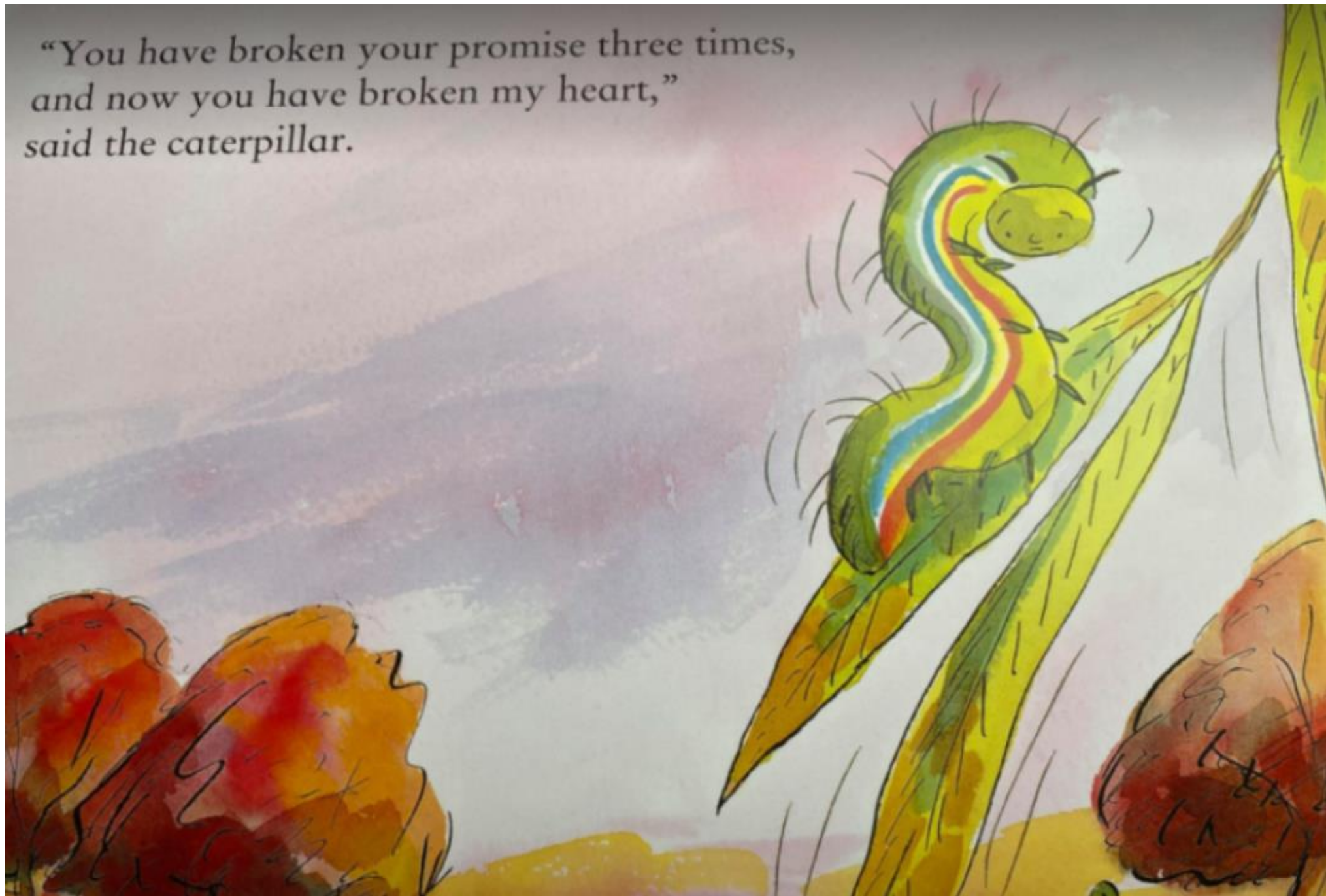
Your task- to write a diary entry from the perspective of the caterpillar.

Think about the following questions when you are pretending to be the caterpillar . . . .

What has happened?

How am I feeling?

Should I forgive tadpole again!?

Why am I so hurt?

What do I do now?

Features we should use in a diary . . . .

Did I...

include the date and/or time that the entry was written?

write in the first person?

use past tense for the main events?

tell events in chronological order?

include personal emotions and feelings?

use paragraphs to organise my writing (including an introduction and conclusion)?

use an informal style?

use time conjunctions and adverbials?

Year 5 writing STACmats we should include . . . .

	Some of the tricky words for Year 5/6 are spelt correctly
Hand-writing	Handwriting is legible, fluent and performed with increasing speed, with letters joined appropriately
Vocabulary, grammar and punctuation	Formal vocabulary and structures are used in writing, including when the writer is expressing their own opinion
	Expanded noun phrases are used to convey information concisely
	Modal verbs or adverbs are used to show degrees of possibility or shades of meaning (ie should, could, might)
	Sentence structure is varied through the use of a range of openers including fronted adverbials and speech
	Subject-verb agreement is accurate when using both singular and plural
	Relative clauses are used, beginning with: who, which, where, whose
	Some use of the passive voice
	Commas are used to separate clauses
	Tenses are used mostly accurately
	Bullet points are consistently punctuated
	Embedded clauses are mostly correctly used to insert detail and are punctuated with commas, brackets or dashes as necessary
Text structure & organisation	A wide range of devices is used to link ideas within paragraphs, including: pronoun links, adverbials, conjunctions and accurate choice of tense
	In non-fiction, a wider range of presentational and organisational devices is used to structure texts (ie headings, bullet points)
	Organisation of paragraphs is logical and clear (ie chronological or by related points)
	Paragraphs are sometimes extended, usually around a topic, main event or idea
	Connections between paragraphs are maintained through ongoing references (ie pronouns, adverbials, connecting words and phrases, consistent use of tense)
	Writing has an appropriate opening and closing
Effect on the reader	Able to identify audience and purpose for each piece of writing
	Main features of different text types are used appropriately and text types are beginning to be combined
	Viewpoint of writing is established and generally maintained
	In narrative, settings are described
	In narrative, characters are described
	In narrative, atmosphere is described
	In narrative, dialogue is used to show character and to move the action forward
	Able to make changes to grammar, punctuation and vocabulary to enhance the effect and make meaning clearer