



Progression in Writing - Diary



Audience

Always consider your audience before beginning to plan and write.

Purpose

To record events, thoughts and feelings on something that has happened.

Generic Text Structure

Structure often includes:

Introduction

Usually includes an explanation of reason for diary entry and personal thoughts and feelings related to that event.

Main body

Different sentences or paragraphs in time order.

(KS2) Elaborate on events so the reader is able to visualise the experience.

(KS2) Include personal reflections on the event throughout and talk to the diary in a personal way

Conclusion

What did you think about the event?

A closing line of why you have to stop writing e.g. my mum is shouting me for my tea.

Planning and Preparation

- Discussion about character (if writing in role) and their thoughts and feelings before writing the diary.
- Drama
- Create word banks of appropriate vocabulary for display in the classroom. These might include use of senses, sights, sounds, feelings.
- Formal structured planning sheets (KS2)

Progression in skills

EYFS

- Written in the first person
- Past tense
- Retell important events
- Include date and dear diary (can be given)

<p>KS1 As for EYFS plus :</p>	<ul style="list-style-type: none"> • Simple adjectives to describe thoughts/ feelings. • Time adverbials • (Y2) Informal language/chatty style • (Y2) Some use of exclamation sentences e.g. What fun we had! • Include date at the beginning and 'Dear diary' <p><u>Suggested text</u></p> <p><u>layout:</u></p> <p><u>Introduction</u> What are you going to tell them about? What did you think about it?</p> <p><u>Main body</u> Simple sentences of what you did.</p>
	<p><u>Conclusion</u> What did you think about the event? A closing line e.g. my mum is shouting me for my tea.</p> <ul style="list-style-type: none"> • <u>Chatty tone:</u> Contracted forms of words e.g. can't won't etc. Questions and exclamations Informal connectives, as in everyday speech, e.g. and/ because/ so. Can also be used as openers.

LKS2
As for KS1
plus:

- 1st person
 - Use of 'you' when talking to the diary
 - Mainly past tense
 - Adjectives
 - More complex time fronted adverbials e.g. After lunch,
 - Personal, chatty style
 - Emotive language
 - Facts and opinions
 - Include date at the beginning and 'Dear diary'
 - Rhetorical questions e.g. don't they understand?
 - Paragraphs
 - **Chatty tone:**
Lively use of language e.g. 'powerful' verbs, adjectives and adverbs. 'Asides' (anecdotes and comments in brackets)
Conversational openers e.g. Anyway, / By the way, /After all
Exaggerations (hyperbole)
 - **Suggested text layout:**
Introduction
Why are you writing?
What are you going to tell them about? Thoughts and feelings
 - **Main body**
Different paragraphs in time order.
 - **Conclusion**
What did you think about the event?
A closing line of why you have to stop writing e.g. my mum is shouting me for my tea.
- Some present tense when writing about current thoughts/feelings

UKS2
As for LKS2 plus:

- Higher level time fronted adverbials e.g. Shortly before mum cameback,
- Parenthesis using brackets, dashes and commas to add additional information.

- **Chatty tone:**

As LKS2

Suggested text layout:

Introduction

Why are you writing?

What are you going to tell them about? Thoughts and feelings

Possible use of a flashback.

Main body

Different paragraphs in time order.

Elaboration on events so the reader is able to visualise the experience.

Include personal reflections on the event throughout and talk to the diary in a personal way

Conclusion

What did you think about the event?

A closing line of why you have to stop writing e.g. my mum is shouting me for my tea.

Perhaps relate event to past events that have been written about.