

Diary of a Spider



Unit texts:
Diary of a Spider – Doreen Cronin

Themes:

Key concept focus:
Personal response – Students will be asked to describe their personal response to this book, stating what they enjoy and why and anything they do not like.

Vocabulary – Study the vocabulary choices of Roald Dahl including onomatopoeia and the effect this has.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------------------|-------------------|---------------------------|---------------|--------|--------------------|--------------------|------------|
| Developing Fluency | Personal response | De/Constructing sentences | Comprehension | Intent | Effect on audience | Purpose / Features | Vocabulary |

Why here, why now?

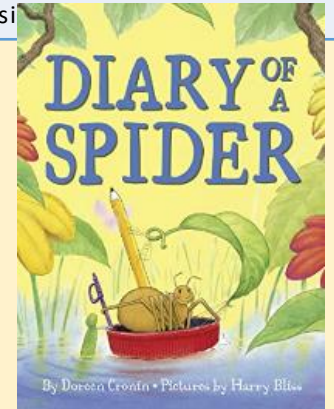
Previously:
To recount the actions of the cat – Diary of a Killer Cat (Willows cycle 1) recount the event of of a fable (Willows cycle 1)

Leading to:
Stig of the Dump (year 7) students will recount what happened to Barney in Stig of the dump. This will recap students knowledge of writing post cards and letters. The text that the engage with in this unit is more complex.

Contextual information:

Key vocabulary:
Adverb of time, dialogue, adverb of manner, author, dialogue, speech, speech marks.

Reading focus
Focus lens: language and vocabulary / Inference / Stating predictions / character/ feelings / (Questions should be selected based upon appropriate level from the Hooked on books progressi



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Willows Vocabulary

Sentence types

- Week 1;
1. Introduction and Predictions
Use the Hooked on Books lens to make predictions about the story based on the cover. Clarify students understanding of a diary.
 2. Introduce a description of a spider. Children identify nouns and adjectives from within the description. Use hooked on books to explore writer choices.
 3. Adding details through adjectives – WT use familiar adjectives to describe. Oakwood 1 – Add an adjective sentences. Oakwood 2+ 2A Sentence: Using two adjectives to describe the character, separated by a comma. Example: The spider was curious, adventurous, and always exploring new places.
Short Sentence: Creating a sentence with few words to add emphasis or create a dramatic effect.
 4. Label a spider using senses and add an adjective sentences. Use a synonym wheel to expand vocabulary and describe the characters with a wider range of vocabulary.

- Week 2;
1. SPaG - Punctuating Simple Sentences, full stop – question mark or exclamation.
 2. Establish purpose and audience. Teacher modelled version of a character description – using the writer's mind and modelling the key features, Include expanded noun phrases, add an adjective sentences, 2A sentences and short sentences. There is an example to support teacher modelling in the resource folder.
 3. students to write a description of the spider using scaffolds and frames to support writing as required. In their writing include: WT use familiar adjectives to describe. Oakwood 1 – Add an adjective sentences. Oakwood 2+ 2A Sentence: Using two adjectives to describe the character, separated by a comma. Example: The spider was curious, adventurous, and always exploring new places. Short Sentence: Creating a sentence with few words to add emphasis or create a dramatic effect.
 4. Share a model recount postcard with the class, discussing its features. Discuss the purpose, when and why might a person send a postcard? – Who are the intended audience? Explain the informal tone.
 5. First person –change he/she to I

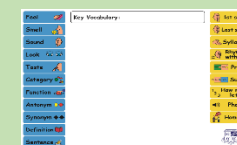
- Week 3;
1. SPAG – use Oakwood progression guide to find the appropriate level for each group.
 2. Establish purpose and audience. Model the process of writing a recount postcard as the spider in the story. Using first person. Ask students to map what the spider would want to say in a postcard. Teacher model example in resource folder.
 3. Conduct a whole-class group write to collaboratively write a recount postcard from the spider's perspective
 4. Provide scaffolds and support for students to write their own recount postcards independently

- Week 4
1. Establish purpose and audience. Share a model letter from the spider, discussing its features. Model the process of writing a letter from the spider's perspective. Examples in the resource folder. Focus on tone in comparison to post card written in the last week.
 2. Conduct a whole-class group write to collaboratively write a letter from the spider.
 3. Changing tone change the tone of sentences from formal to informal.
 4. Generate facts for a letter.
 5. Write a letter using necessary frames and scaffolds to support.

Language
Diary, informal. Adjective, noun, synonym, describe, recount, first person,

Punctuation language
Capital letter,
Full stop
Question mark
exclamation

Vocab board focus words highlighted



Teaching words bold

Working towards
Discrete teaching: Sentence sense
Daily recall: Sentence sense

Oakwood 1
Discrete teaching: List sentences
Daily recall:
(Choose one per day)
Add an adjective
List sentences

Oakwood 2
Discrete teaching: List sentences & 2 and sentences
Daily recall:
Choose one per day)
List sentences
Ad sentences

Oakwood 3
Discrete teaching: List sentences
Daily recall:
Choose one per day)
List sentences

| Social | Moral | Spiritual | Cultural |
|--|--|---|---|
| <p>Reflecting on the wonders of nature and the role of spiders in the ecosystem.</p> <p>Encouraging curiosity and awe about the natural world and its inhabitants.</p> <p>Developing empathy and understanding for animals and their perspectives.</p> | <p>Recognizing the importance of describing characters and animals with respect and accuracy.</p> <p>Understanding the moral responsibility to care for and protect the environment and its creatures.</p> <p>Encouraging honesty and truthfulness in describing spider characteristics.</p> | <p>Promoting collaboration and teamwork during whole-class group writing activities.</p> <p>Cultivating a positive and supportive learning environment for sharing predictions and ideas.</p> <p>Encouraging students to respect and appreciate each other's contributions.</p> | <p>Exploring different perspectives and experiences of spiders and insects in various cultures.</p> <p>Acknowledging the cultural significance of storytelling and diaries in different societies.</p> <p>Appreciating the diversity of languages and words used to describe spiders and their characteristics.</p> |

British Values

Democracy: Allowing students to share their predictions and ideas openly and valuing their input.

Rule of Law: Teaching students about the importance of following writing conventions and rules.

Individual Liberty: Encouraging students to express their creativity and ideas through writing.

Mutual Respect: Fostering a respectful and supportive learning environment for all students.

Summative assessment grid - Diary of a spider

I can . . .

| | | | | | | | |
|--|--|--|--|---|--|--|--|
| Identify the main protagonist in a text and tell the adult about them, | I can use 'sentence sense' to give a sentence about the spider verbally. | I can think of adjectives to describe the character. | I can write one or two simple sentences about the main character (may use a frame) | | | | |
| Predict story events based on cover | Identify nouns and adjectives in description | Punctuate simple sentences properly | Create 2A sentences with two adjectives | Include the main features of the text type. | Write in logical order when recounting | Use first person and imagine character perspective, some slipping. | |
| Understand tone in formal and informal writing | Write short sentences for dramatic effect | Use expanded noun phrases in character description | Write a detailed recount postcard from the spider | Write a postcard using first-person perspective | | | |

I know...

| | | |
|--|---|--|
| | What a noun is | How to choose and use powerful language in describing characters |
| How to find synonyms to make my writing more ambitious | What an adjective is | How to use sensory descriptions language in character descriptions |
| | The purpose of a diary . | |
| | The purpose of a recount (through a post card) | |
| | What first person writing is | |
| | Name some of the features of the text types studied | |

Formative assessment opportunities - Diary of a spider

Postcard from spider.
Punctuating sentences with a full stop, exclamation or question mark.