



The Boy in the Girls' Bathroom

Diary Entry

Day 1	Day 2	Day 3	Day 4
LO: To plan a recount. Read chapter 14 again. Discuss what has happened, key events. Explain to children that over the next two weeks they will be writing contrasting recounts of the same event. This event is the fight between Bradley and Jeff. Children to be writing it from Jeff's point of view as it happened. What is informal language? What informal language could be used here? Children to complete their planning sheet - writing about the fight from Jeff's point of view. P1 – Set the scene, describe where you are. What happens when you and Bradley see the girls? P2 – Describe the argument, what is happening? P3 – How and who hit Bradley? What happened after Bradley ran away? Plenary: Read chapters 21, 22, 23 and 24.	LO: To write a recount. Explain to children they will be Jeff and writing in first person (I, me, my, we) about how Bradley ended up with a black eye. Share model – P1 Children to write P1 using plans and punctuation and grammar features discussed. Edit and up level paragraph.	LO: To write a recount. Continue to write recount from Jeff's point of view. Recap what has happened and what children are writing about. Share model – P2 Children to write P2 using their plans and grammar and punctuation features discussed. Edit and up level paragraph.	LO: To write a recount. Recap what children have already written. Continue writing from Jeff's point of view. Share model – P3 Children to write P3 using their plans and grammar and punctuation features discussed. Edit and up level writing.
Day 5	Day 6	Day 7	Day 8

LO: To plan a recount. Read chapter 15 again and discuss what has happened. Children to plan from Bradley's point of view of how he got the black eye. P1 – Set the scene, where are you? What happens when you and Jeff see the girls? P2 – Describe the argument, what is happening? P3 – How and who hit you? What happened when you ran away?	LO: To write a recount. Recap on what they planned yesterday? Who are they writing as? Share model – P1 Children write P1 using their plans. SPaG features to be included. Edit and up level writing.	LO: To write a recount. Read yesterday's work and remind children that they are Bradley and writing from his point of view so need to remember first person. Share model – P2 Children to write P2 using their plans and SPaG features. Edit and up level writing.	LO: To write a recount. Look at plans and remind children what P3 is about. Share model – P3 Children to complete any of P2 and start and finish P3. Edit and up level writing. Include SPaG features discussed too,

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Narrative with Dialogue

Day 1	Day 2	Day 3	Day 4
LO: To identify what a successful narrative looks like. Reread chapter 16. As a class, deconstruct the text looking at the features. What makes a good narrative: Ambitious vocabulary Dialogue Show not tell Varied sentences Varied sentence openers Children to gather examples and feedback to the working wall. In books, children look for ways that the classroom is described. Feed back to working wall.	LO: To write a narrative with dialogue Reread chapter 16. Using yesterday's working wall, identify what the classroom looks like as Bradley enters for the first time after his fight. Model paragraph 1 under the visualiser Children to start writing paragraph 1.	LO: To write a narrative with dialogue Reread chapter 16. Deconstruct the conversation between Bradley and Mrs Ebbel about his black eye. How are words said? Grumbled, sniggered etc. Children to find examples and feedback to working wall. Why are these words important? Children to start writing paragraph 1 – the conversation between Bradley and Mrs Ebbel.	LO: To write a narrative with dialogue Remind children of the model from yesterday's lesson. Recap on the features and how dialogue must be punctuated. Children to continue writing paragraph 1 – the conversation between Bradley and Mrs Ebbel.

Day 5	Day 6	Day 7	Day 8
LO: To write a narrative with dialogue Reread chapter 16, the last part where Jeff and Bradley have a conversation. Remind children about what makes a good narrative. Children to gather examples and feedback to the working wall. In books, children to write down how the school hallway may be described, ready for the dialogue to move forward. Feed back to working wall.	LO: To write a narrative with dialogue Using yesterday's working wall, identify what the hallway may look/sound like as this will form the basis of the next dialogue Model paragraph 1 under the visualiser Children to start writing paragraph 1.	LO: To write a narrative with dialogue Children to continue writing paragraph 1 – the conversation between Bradley and Jeff	LO: To edit and improve our writing Children to be given time to edit and improve their narrative description.

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Formal Letter

Day 1	Day 2	Day 3	Day 4
LO: To deconstruct and identify the features of a formal letter. Share a formal letter with the class. Which features do they know of? Discuss difference between formal and informal. Children have copy of a formal letter. Deconstruct this focusing on features: sender's address, recipient's address, formal greeting date, introduction, concluding paragraph, sign off, salutation, formal language and other grammar and punctuation features. Tell children they will be writing a formal behaviour letter from Mrs Ebbel to Bradley's parents. Discuss and record what information could be included. Share model. Discuss what is good/bad about this example. Discuss what is missing and how it will improve the model.	LO: To plan a formal letter. Children to use planning sheet and plan informal letter from Mrs Ebbel to Bradley's parents. (Addresses, Greeting, introductory paragraph already completed) Paragraph 1 – What is Bradley like in class? How can he solve this? Paragraph 2 – What could Bradley's parents do to help? Concluding paragraph – What do you hope will happen next? Sign off	LO: To write a formal letter. Recap features of a formal letter, punctuation and grammar they should include. Children use their completed plans to begin writing paragraph 1 and move onto Paragraph 2. Edit and improve their writing so far.	LO: To write a formal letter. Children to complete paragraph 2 and move onto concluding paragraph. Read, edit and improve writing.

Day 5	Day 6	Day 7	Day 8
LO: To plan a formal letter. Children to use planning sheet to plan a formal letter from Bradley's mum to Mrs Ebbel. Discuss: What is Bradley like at home? What is Bradley doing well at? How is he improving? Complete planning sheet (addresses, date, greeting, introductory paragraph, paragraph 1, paragraph 2, concluding paragraph, sign off) Introductory – Thanking for the letter, not aware of his behavior, sharing concerns about this, need to know more. P1 – Addressing problems, could it be the work is easy, could it be where he is sitting? Writing about what he is like at home. P2 – What is Bradley doing well at? Creative, fantastic imagination, agreeing on homework and restricting devices at home. Concluding – How can we move forward? See school counsellor? Arrange meeting with teacher.	LO: To reply to a formal letter. Recap features of a formal letter. Discuss punctuation and grammar features too. Children to use planning sheet and begin writing letter as Bradley's mum. Include addresses, date, greeting, introductory paragraph and paragraph 1.	LO: To reply to a formal letter. Recap features of a formal letter. Discuss punctuation and grammar features too. Children to use planning sheet and begin writing letter as Bradley's mum. Include addresses, date, greeting, introductory paragraph and paragraph 2 and conclusion.	LO: To edit and improve our writing. Children to be given time to edit and improve their writing, focusing on SPG.