



The Final Year

Diary Entry

Day 1	Day 2	Day 3	Day 4
Week 1: Introducing Nate and His World LO: To make predictions about a text using clues from the front cover Retrieval Task What clues help us understand a story before we start reading? Key Questions - What do you notice first? - What might "The Final Year" mean? - What clues can we gather about the main character? - What themes might the book explore? Success Criteria I can use evidence from the cover to make a prediction. I can explain my ideas using evidence. I know that predictions can change as I read. Main Task	Lesson 2 LO: To use visualisation to deepen understanding of a text Read Before We Begin (pp.4-9) three times. Slide Sequence Slide 1 LO and key vocabulary Slide 2 What is visualisation? Slide 3	LO: To explore Nate's voice and identify features of dialect. Retrieval Task What did we predict yesterday? Key Questions - How is Nate's voice different from other characters you've read? - Why has the author used dialect? - What do we learn about Nate from the way he speaks? Success Criteria ✓ I can identify examples of dialect. ✓ I know authors choose language carefully. ✓ I can explain what Nate's voice tells us about him. Main Task	LO: To infer what Nate is like as a character using evidence from the text Lesson Purpose Today we are learning to be reading detectives by finding clues about Nate's personality, feelings and worries. Retrieval Task What examples of dialect did we find yesterday? Key Questions - What do we know about Nate already? - What clues tell us how he feels? - What does "The Beast" represent? - What can we infer about Nate? Success Criteria ✓ I can find evidence from the text. ✓ I can make an inference about Nate. ✓ I can explain my thinking using evidence. Main Task Role on the Wall Outside: - Facts about Nate Inside: - Feelings - Worries - Personality traits - Dreams and hopes Use:

Annotate the front cover - What do I think this book will be about? - Who might the boy be? - What challenges might he face? Adaptations Support - Sentence stems: - I think.. - I predict.. - This makes me think.. EAL/SEND - Partner discussion first. - Visual prompts. Challenge Can you justify every prediction using evidence from the cover?	Listen only Slide 4 What did you see? Slide 5 Listen again and sketch Slide 6 Listen a third time and add detail Main Activity Children sketch: Nate his neighbourhood the flats/houses roads family members	Create a "Voice Detective" chart: - Word/Phrase - What it means - What it tells us about Nate Adaptations Support - Pre-highlight language examples. EAL - Vocabulary matching activity. Challenge Can you explain why standard English would be less effective here?	- Me (Gonna Do Mine in Rhyme) - The Beast Adaptations Support - Provide quotes already selected. - Trait word bank EAL/SEND - Matching emotions to evidence. - Picture-supported emotions. Challenge - Explain why the author wants us to sympathise with Nate.
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	emotions colours they imagine Gallery Walk Show some examples under the visualiser Questions: What appeared in lots of pictures? Why might that be? Which images surprised you? Children must annotate their drawings using the language in the text.		
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Day 5	Day 6	Day 7	Day 8
LO: To explore relationships between characters Lesson Purpose Today we are learning how relationships help us understand a character and move a story forward. Retrieval Task What did we learn about Nate from our Role on the Wall?	To explore how the author presents friendship changes Lesson Purpose Today we are learning to spot clues that friendships are changing. Retrieval Task Who are the most important people in Nate's life? Key Questions How is PS changing?	LO: To explore how Matt Goodfellow uses language to show Nate's changing emotions Child-Friendly Lesson Purpose Today we are learning how authors help readers understand a character's feelings through carefully chosen words and events. Retrieval Task	LO: To plan and write a diary entry from Nate's point of view Child-Friendly Lesson Purpose Today we are stepping into Nate's shoes and using everything we have learned about his thoughts, feelings and experiences to begin writing a diary entry in his voice. Retrieval Task

Key Questions - Who matters most to Nate? - Why does he describe PS as family? - How do friendships affect us? - What do relationships reveal about a character? Success Criteria ✓ I can identify important relationships. ✓ I can explain how characters feel about each other. ✓ I can use evidence from the text. Main Task Create a relationship map showing: - Nate - PS - Mum - Dylan - Jax - Auntie Sam Children write evidence on connecting lines. Adaptations Support - Relationship sentence stems. - Key quotations provided. EAL/SEND - Visual relationship web. Challenge - Rank relationships from most to least important and justify.	- How does Nate react? - Why does the author build tension? - What evidence shows friendship problems? Success Criteria ✓ I can identify clues about friendship changes. ✓ I can explain Nate's feelings. ✓ I can use evidence from the text. Main Task Read: - Summat I worry about.. - Text from PS to me Complete a table showing evidence, what it shows and Nate's feelings Adaptations Support - Guided text marking. EAL/SEND - Highlight evidence beforehand. Challenge - Explain why Matt Goodfellow doesn't directly tell us the friendship is ending.	Think, Pair, Share How was Nate feeling when PS started drifting away from him? Can you find one piece of evidence from the text that shows this? Key Questions - What emotions does Nate experience throughout the story so far? - Which events cause his emotions to change? - Which words and phrases help us understand his feelings? - Why has the author chosen this language? Success Criteria ✓ I can identify Nate's emotions. ✓ I can explain why his emotions change. ✓ I can find language that reveals his feelings. ✓ I can explain the effect of the author's choices. Teaching Input Revisit key moments: - Meeting Mr Joshua - PS becoming friends with Turner - Writing poetry - Caleb becoming a friend - The Beast appearing Model: "The Beast begins to stir" Discuss: - What emotion is being shown? - Why didn't the author simply say "Nate was angry"? - What effect does this image have on the reader?	Complete the sentence: One event that had a big impact on Nate was _____ because _____. Partner discussion: - Which emotions might Nate include in his diary? - What would he want to remember from that day? Key Questions - What would Nate be thinking? - How would Nate describe his emotions? - How can I sound like Nate? - Which events should I include? Success Criteria ✓ I can write in first person. ✓ I can write from Nate's perspective. ✓ I can include thoughts and feelings. ✓ I can use evidence from the text. ✓ I can begin to use Nate's voice. Shared Planning (Teacher Model) Diary Focus: The day Nate realises PS is drifting away from him. Create a class planning grid: <table><tr><th>Event</th><th>Thought</th><th>Feeling</th></tr><tr><td>PS ignores me</td><td>Why is he acting different?</td><td>Worried</td></tr><tr><td>PS spends time with Turner</td><td>I've done something wrong</td><td>Hurt</td></tr><tr><td>Thinking about The Beast</td><td>I need to stay calm</td><td>Angry</td></tr><tr><td>Thinking about Mr Joshua</td><td>Maybe things will get better</td><td>Hopeful</td></tr></table> Teacher models turning notes into sentences.	Event	Thought	Feeling	PS ignores me	Why is he acting different?	Worried	PS spends time with Turner	I've done something wrong	Hurt	Thinking about The Beast	I need to stay calm	Angry	Thinking about Mr Joshua	Maybe things will get better	Hopeful
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	Main Task Part 1: Nate's Emotion Journey Children create an Emotion Graph <table><tr><th>Event</th><th>Emotion</th><th>Strength (1-10)</th></tr><tr><td>Meeting Mr Joshua</td><td>Hopeful</td><td></td></tr><tr><td>PS changes</td><td>Worried</td><td></td></tr><tr><td>Friendship struggles</td><td>Lonely</td><td></td></tr><tr><td>Caleb's friendship</td><td>Happy</td><td></td></tr><tr><td>The Beast appears</td><td>Angry</td><td></td></tr></table> For each event identified on the graph: <table><tr><th>Quot e</th><th>Emotio n</th><th>What does it tell us?</th><th>Why is it effective?</th></tr></table> Example: "The Beast begins to stir" Anger Nate struggles with overwhelming feelings Creates a powerful image Class Discussion - Which emotion appears most often? - Which event affects Nate the most? - How does Matt Goodfellow make us feel sympathy for Nate? - Which quotation is most powerful and why? Adaptations Support - Pre-selected quotations: - Emotion word bank: - worried - lonely - frustrated - hopeful - angry - relieved EAL/SEND - Use emoji cards alongside emotions. - Adults support matching emotions to quotations. - Highlight evidence before independent work.	Event	Emotion	Strength (1-10)	Meeting Mr Joshua	Hopeful		PS changes	Worried		Friendship struggles	Lonely		Caleb's friendship	Happy		The Beast appears	Angry		Quot e	Emotio n	What does it tell us?	Why is it effective?	Example: Dear Diary, Summat doesn't feel right with PS lately... Discuss how this sounds like Nate. Main Activity Part 1 (10-15 mins) Children complete their own planning grid. Part 2 (25-30 mins) Children immediately begin their first draft. Encourage them to: - Refer to their plan - Write in Nate's voice - Include emotions - Mention The Beast - Reflect on changing friendships Adaptations Support Planning scaffold: <table><tr><th>What happened?</th><th>How did I feel?</th></tr></table> Sentence starters: - Dear Diary, - Today was... - I couldn't stop thinking about... - It made me feel... - The Beast started... EAL/SEND - Use emotion cards. - Adult-supported planning. - Oral rehearsal before writing. Challenge Can you: - Include dialect inspired by Nate's voice? - Refer to The Beast as a metaphor?	What happened?	How did I feel?
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		Challenge Can you explain why Matt Goodfellow often shows emotions through images such as The Beast instead of directly telling the reader how Nate feels? Can you identify language that creates different emotions at different points in the story and compare their effects?	• Show changing emotions throughout the diary entry?
		Outcome Children leave the lesson with: • A completed emotion journey for Nate. • Analysis of key quotations. • Strong understanding of Nate's feelings and authorial language choices.	

Narrative Setting

Day 1	Day 2	Day 3	Day 4
LO: To describe a setting using powerful vocabulary. Discuss what the different settings are in the story so far. Read chapters 14, 15 and 16. What do we learn about the classroom? Mind map vocabulary around a classroom picture. Use thesaurus to aid. Use the vocab from the lesson to begin writing some sentences about Mrs Ebbel's classroom.	LO: To write a setting description of a classroom. Read chapters 17 and 18. What do we know about the classroom? Look at the powerful vocabulary work from yesterday. Use this to build up a paragraph about Mrs Ebbel's classroom. Use expanded noun phrases, Year 3/4/5/6 spellings, parenthesis, similes, adverbs and relative clauses.	LO: To plan a narrative description. Read chapters 19 and 20. Discuss what happens and what Bradley is like in class. Use planning sheet to plan the following: P1 – Describe the classroom as Bradley enters for the first time with a black eye. P2 – As the morning continues, describe what is happening and how Bradley is avoiding people looking at him. P3 – Describe what is happening and how Bradley's black eye is revealed to the rest of the class. Include some of the following punctuation and grammar features: Parenthesis, relative clauses, similes, powerful vocabulary, show not tell sentences, yr3/4/5/6 spellings. (share examples of these so children know what they are)	LO: To write a narrative description. Explain third person: Bradley, he, they, Jeff, Mrs Ebbel. Write P1 – Narrative description of the first lesson Bradley has back after getting a black eye. Use plans to help. Model Children to write their P1.

Day 5	Day 6	Day 7	Day 8

LO: To write a narrative description. Recap on narrative writing. Children to read over last paragraph. Write P2 - As the morning continues, describe what is happening and how Bradley is avoiding people looking at him. Model Children to write their P2.	LO: To write a narrative description. Recap on narrative writing. Children to read over work so far. Write P3 - Describe what is happening and how Bradley's black eye is revealed to the rest of the class. Model Children to write their P3.	LO: To edit and improve our writing Children to be given time to edit and improve their narrative description.	
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The Boy in the Girls' Bathroom

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
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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.