

Year 5 and 6 Diary Writing

Your writing task is linked to this week's learning for REFUGEE WEEK! You will be writing a diary entry by putting yourself in the shoes of a refugee and considering how events in their lives may have affected them.

Monday

To add detailed descriptions to our diary entry this week, we are going to recap how to use expanded noun phrases - you might remember these from SPAGERCISE! Look at the following webpage; watch the video clip and have a go at the activities to help you recap what expanded noun phrases are and where we might use them in our writing.

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f>

Now try the activities below to help you practise...

Expanded Noun Phrases

A note to parents: An **expanded noun phrase** gives more detail or information about a noun in a simple noun phrase. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the **dark, mysterious** forest.

In the example above, the expanded noun phrase is 'the dark, mysterious forest', the words 'dark' and 'mysterious' have been used to expand the noun phrase. They make writing more interesting as they help the reader to build an image in their mind.

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence.

1. The brightly-coloured parrot flew through the canopy.
2. After his lunch, Harold ate a sweet, delicious chocolate brownie.
3. Under the waves, the stripy fish swam quickly through the reef.
4. In a forest clearing, a dark, mysterious jaguar sauntered by the water.
5. "Pass me the blue shoes please," Mum asked Sophia.
6. As John sat at the bus stop, he saw three large, black cars go past.
7. "These strawberry yoghurts are out of date!" complained the customer in the shop.
8. "Whose is this writing pencil?" asked the teacher as she held it in the air.
9. When he reached the top, the climber stared at the vast, breath-taking view.
10. Happy and elated, the winning team held their trophy in the air.



Watch the following clip telling Ali's story. As you watch, try to think about how he would be feeling at different points of the story. You could make some notes in your book to come back to later.

<https://www.bbc.co.uk/newsround/18489472>

Let's reflect (record the answers in your book)

The adjectives word bank may help you when you are asked to describe Ali's feelings.

- Where did Ali come from?
- How did he feel at the very beginning of his story?
- What was life like in his home town before he left?
- How did Ali feel about what was happening before he left?
- Why did his grandma decide the family needed to leave?
- How did Ali feel when he was at the airport? Why do you think he felt this way?
- How do you think Ali felt when he was on the plane? Why?
- How do you think Ali felt when he arrived in England? Why?
- What was life like for Ali in England at first?
- When did Ali start to feel a little bit more positive? Why?
- What happened after 4 and half years?
- How do you think Ali felt then?

Wednesday - Let's look closely at how a diary entry is written

Below is an example of a diary entry written by a refugee child. Read carefully and have a go at the challenges on page 5.

I was 15 when I left Afghanistan. I still felt like a child, but I tried to act like an adult. The situation there was very difficult for me and my family; it's a long story, but I left home because of the civil war and a family dispute. It took two months to get to France: walking, in cars and lorries, on a boat. We walked 15 hours through the mountains to cross the Iranian border into Turkey.

My 16th birthday came and went without me even realising. I was living in a tent in the refugee camp in Calais. I had a phone, but the connection was very bad and it was hard to charge it. On that day, my family didn't call. I didn't celebrate my birthday much in Afghanistan, either: I'm one of seven children, and we faced problems from all sides; we didn't think much about birthdays.

*I was in Calais for seven months. For the first two, I spent most nights trying to get to the UK. I got on a lorry so many times, but every time I was taken off by the police. One time, I jumped from a lorry and broke my hand. It was very painful, but I didn't go to hospital. I found a doctor in the camp who bandaged it. Then I met lawyers from the charity **Safe Passage**, who told me there was a legal way to join my sister in the UK. After that, I stopped trying to get on lorries and waited for a decision to be made.*

There was a school in the camp, but when you don't feel relaxed, you can't take in the words. I was very depressed, and hungry. At first, there was only one meal a day; later there were two, but you had to be quick to get breakfast. Usually, I didn't sleep at night – there was no law, no police in the camp. It was the same as Afghanistan: very scary and violent. After I got to London, it took weeks to get used to sleeping in a normal, comfortable bed.

I arrived in London by train on 7 April – I remember looking out of the window when we came out of the Channel tunnel. My sister and brother-in-law met me at the station, and we took a taxi to their home. There were so many people, so many nationalities. The men looked the same as they do in Afghanistan; the girls looked different. In Afghanistan, you should cover your head and your body, but it's different here.

Now I'm studying at college, focusing on English and maths. My English is getting better, but sometimes I find it hard to understand British people. The school is much better than the ones in Afghanistan. Here, the teachers are nice.

When I had days off school in Afghanistan, I'd play football and see friends, but my family wouldn't let me go anywhere central, because it wasn't safe. It feels safe here. We live in a house and I have my own room. The rooms are smaller than in Afghanistan, but I like it. I still miss my country and my old friends. Sometimes I feel lonely, because I don't have my family, my mother and father.

I'd like to be a politician, an accountant or a web designer. A few weeks after I arrived, I was invited to talk about my experiences to MPs in the Houses of Parliament. There was no translator, so I had to speak English. Slowly, as I spoke, it got easier. Later, I spoke in front of 500 people at the National Theatre; it was the first time I'd spoken in front of so many people. That's when I thought I'd like to be a politician. I want to serve the country I live in. I want to make myself here, to grow my talents, and go back to Afghanistan at some point. If I was a politician, I'd focus on trying to stop the conflicts in Syria and Afghanistan.

- How does the diary entry start?

- Record how each paragraph starts... eg/ Now, When, I
- Highlight examples of expanded noun phrases.
- Underline words or phrases which show how he is feeling.
- Circle words which show the passing of time eg/ a few weeks after, later etc.
- List the names of different places included (proper nouns). Remember they need a capital letter.
- List all of the different punctuation that is used.

Thursday - let's plan our diary entry

Use the images from the clip you watched on Tuesday to help you plan your diary entry to describe Ali's experience as a refugee. Remember to use descriptive vocabulary and expanded noun phrases. You could re-watch the clip to help you with your plan.





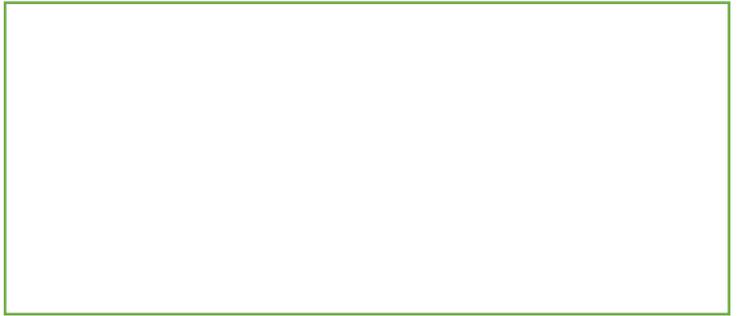
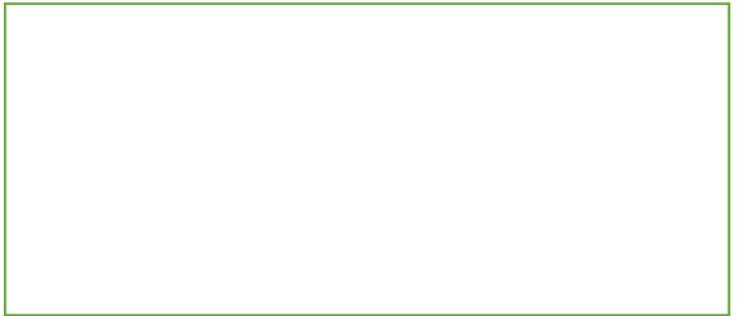
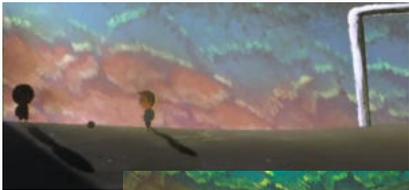
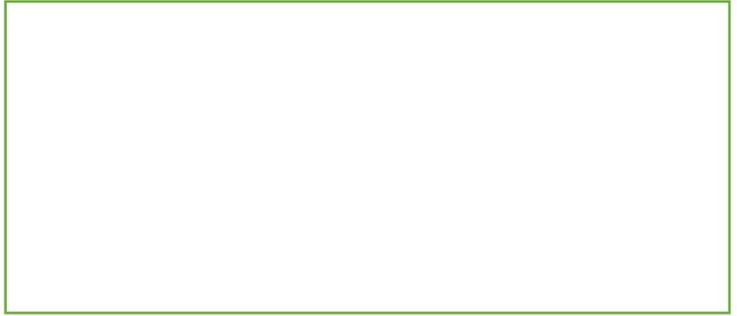


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Friday - Diary Writing

It's diary writing time! Let's have a go at using our plan to write a diary entry! Remember, to tick parts of your plan as you use them so that you don't miss any ideas.

Year 5 and 6 Writing task



You may change your plan as you go as your ideas develop. REMEMBER YOU ARE WRITING AS IF YOU ARE ALI!

TIPS:

- *Re-read the diary example on page 4 to give you some inspiration.*
- *Look back at your answers on page 5 to remind yourself of some features you might include in your diary entry.*
- *Always consider how you will show feelings in your diary entry.*
 - *Include expanded noun phrases to add description.*

Once you have finished, remember to check through your writing and make any changes needed to spelling, punctuation and vocabulary to ensure accuracy and to make sure it is engaging for your readers. Also, consider if any of it can be improved in any way....

- Could you add a wider range of Punctuation?
- Could you include more ambitious vocabulary?
- Could you play around with sentence length to add variety?
- Could you include more expanded noun phrases with ambitious vocabulary?

Adjectives

People	Objects	Comfortable feelings	Uncomfortable feelings	Size	Time
adorable adventurous aggressive annoying beautiful caring confident clumsy confident considerate excitable glamorous grumpy happy helpful important intimidating obnoxious odd talented thoughtless timid handsome	bright clear distinct drab elegant filthy gleaming grotesque long magnificent precious sparkling spotless strange unsightly unusual valuable	brave calm cheerful comfortable courageous determined eager elated encouraged energetic excited exuberant fantastic fine healthy joyful pleasant relieved	angry annoyed anxious ashamed awful bewildered bored confused defeated defiant depressed disgusted disturbed dizzy embarrassed envious frightened hungry lonely scared terrified worried	big colossal enormous gigantic great huge immense large little long mammoth massive meagre mighty miniature minuscule petite puny short tall teeny tiny	ancient brief early fast late modern old quick rapid short slow swift young

