



PLAN A DIARY ENTRY-WRITING LESSON

Three choices for the start, middle and end.



THE IDEA

Offer different routes into the same writing goal.



IN THE CLASSROOM

Choose a starter, a main activity and a plenary.

Keep one clear writing focus throughout.



START OF THE LESSON

Activate thinking and establish a focus.

1 Viewpoint switch

Pairs describe the same event from two perspectives.

My diary ...

It was the best day because we found the lost cat.

Their diary ...

It was scary because I thought we were lost.



2 Feeling clues

Compare extracts and identify how emotion is conveyed.

My hands were shaking and my heart was racing.

word choice

detail

sentence style

3 Moment rehearsal

Partners recount a fictional moment and explain its significance.

Yesterday I found a key in the park ...

It felt important because ...



MIDDLE OF THE LESSON

Model the writing and build independence.

1 Model reflection

Think aloud while moving from what happened to what it meant.

What happened ...
I missed the bus.

What it meant ...
I realised I need to be more organised.

2 Inner voice workshop

Students write thoughts that fit a fictional character.

Why did I do that?
I wish I had said something. Maybe tomorrow ...



3 Event and reflection

Pairs balance recount and reflection, then draft independently.

Recount
what happened ...

Reflect
what it meant ...



END OF THE LESSON

Check learning and plan the next step.

1 Voice check

Students revise a sentence to fit the chosen viewpoint.

First version

I was nervous about the test.

Different viewpoint

I felt excited about the test.

2 Reflection upgrade

Students add what the character realised or questioned.

Before: It was a difficult day.

After:
It was a difficult day and I realised I need to ask for help.

3 Learning exit

Students explain one choice that conveys feeling.

I chose the word 'racing' because it shows how nervous I was.



EAL UPGRADE

Rehearse aloud before writing. Offer a short phrase bank and reduce prompts gradually.



TRY IT TOMORROW

Choose one writing move. Use it in the starter, practise it in the main task and check it in the plenary.



TEACHER LANGUAGE

What happened? How did it feel? What does the writer now understand?