

Teacher notes

Full teaching sequence: Diary from the Great Fire of London

Model Text - Nell Saunders' Diary by Gabrielle Kent

In this two-week unit, pupils will read a diary recounting the events of the Great Fire of London from a child's point of view (Nell Saunders). They will learn the features of a diary and will sequence the events using resources provided. Pupils will learn how to form adjectives by adding the suffixes -er and -est to words and will use noun phrases to add description to their writing. They will write their own diary recounting the events of the Great Fire of London from a child's point of view. This unit gives pupils the opportunity to write for a range of purposes and could be used as part of a history unit on The Great Fire of London.

Two fully resourced lessons are included for Year 2

English objectives:

1. to use adjectives ending in the suffixes -er and -est
2. to use expanded noun phrases

Teacher notes, teaching slides and activity sheets are included to deliver these in a fun and interesting way, linked to the model text where appropriate.

There are also opportunities to teach other aspects of the year 2 curriculum, such as: punctuating sentences; using conjunctions; to use an apostrophe for contraction; rereading writing to check that it makes sense; proof-reading to check for errors in spelling, grammar and punctuation; and reading aloud what they have written.

Phase 1 – Familiarisation

Activity	Teaching points	Task
Hook	<ul style="list-style-type: none"> ➤ What do pupils know about The Great Fire of London? ➤ Show images linked to The Great Fire of London and discuss what they are depicting. Some examples are included in the resource pack. ➤ Discuss why there is a monument in London where the fire started (image included in the resource pack). ➤ How do pupils think people felt during this historical event? 	<ul style="list-style-type: none"> ➤ Using the images, pupils should discuss how they would feel if they were there and why there is a memorial in the place where the fire started.
1) Read the model text	<ul style="list-style-type: none"> ➤ Read the model text Nell Saunders' Diary to the pupils. ➤ Do pupils know what type of writing this is? (diary recount) ➤ Using the diary poster, discuss this type of writing and why it is written. Do any of the pupils keep a diary? Or do they know someone who does? ➤ Whom do pupils think the diary is written for? (Nell herself) ➤ Explain that diaries are usually informal and may use contracted words. Find examples of these in the text. ➤ Discuss what we know about Nell from the diary. 	<ul style="list-style-type: none"> ➤ Using the Role on the Wall worksheet, pupils should write what they know about Nell (information about her on the outside of the figure; her thoughts and feelings on the inside).
2) Discuss new vocabulary	<ul style="list-style-type: none"> ➤ Use the word cards showing tier 2 vocabulary (columns, terrified, valuables) and tier 3 vocabulary (ash, bakery, embers, fiery, London, scorching, Thames) linked to the Great Fire of London. ➤ Reread the story to the pupils and ask them to identify when they hear one of the tier 2 vocabulary words. 	<ul style="list-style-type: none"> ➤ Complete the vocabulary match activity included with the vocabulary cards. ➤ Pupils should match the word to the image that illustrates it and its written definition.

Activity	Teaching points	Task
3) Mapping the text	<ul style="list-style-type: none"> ➤ Remind pupils that this is an example of a diary. ➤ Reread the text and identify the key points in the diary recount. ➤ Using the diary planning sheet, map out the text for Nell Saunders' diary. Write the key events in each circle and add descriptions and Nell's feelings around the outside of each one. You may wish to share with the pupils that each circle is a paragraph (or section) of writing. ➤ Alternatively, use the diary planning sheet with headings, which has the main events written in, with the pupils. 	<ul style="list-style-type: none"> ➤ Pupils should use the class planning sheet, or create their own, to orally retell the diary. ➤ Groups could also act it out to help internalise the structure.
4) Sequencing the events	<ul style="list-style-type: none"> ➤ As a class, use the planning sheet to orally retell the diary as a class. ➤ Revisit the meaning of new vocabulary using the tier 2 and 3 vocabulary cards. 	<ul style="list-style-type: none"> ➤ Use the sequencing sentence cards to order the events in the text.
5) Understanding events	<ul style="list-style-type: none"> ➤ Reread the text and ask pupils to identify when days of the week are mentioned. ➤ Discuss what happens on each day, including what may be happening on days that Nell does not mention. 	<ul style="list-style-type: none"> ➤ Pupils should complete the What happens when? worksheet, recording the events that happens each day. ➤ CHALLENGE: Pupils could also record how Nell feels about events, using information from the text to retrieve or infer this.
6) Writing opportunity – After the fire	<ul style="list-style-type: none"> ➤ Discuss how Nell might feel on Friday (after the fire once she had returned home). What might she and her family do? ➤ Record pupils' ideas for them to use in the writing task. 	<ul style="list-style-type: none"> ➤ Using the Nell's diary worksheet pupils should write what happens on Friday, after the fire.

Phase 2 – Teaching & Rehearsing

Activity	Teaching points	Task
1) Vocabulary to use adjectives ending in the suffixes -er and -est	<ul style="list-style-type: none"> ➤ See resource 1 	
2) Grammar to use expanded noun phrases	<ul style="list-style-type: none"> ➤ See resource 2 ➤ ADDITIONAL TASK: pupils can write a diary entry about a recent real event, using expanded noun phrases 	
3) Common exception words	<ul style="list-style-type: none"> ➤ Revisit or teach common exception words used in the story using the CEW cards (door, floor, children, cold, father, people, Mr, could, would, every, last, half, parents, whole, path, because, great(est), break). ➤ Model reading the text to the pupils with the story visible on screen. Pause when a CEW is reached and invite pupils to read the word. 	<ul style="list-style-type: none"> ➤ Pupils can practise reading and spelling common exception words using the CEW cards provided in the pack. ➤ CHALLENGE: Can pupils use these words in a sentence, either orally or in writing?
4) Conjunctions	<ul style="list-style-type: none"> ➤ Reread the text and identify conjunctions used (examples of subordinating conjunctions are highlighted in the annotated text). 	<ul style="list-style-type: none"> ➤ Pupils could: Write sentences about the Great Fire of London using conjunctions taught.

Activity	Teaching points	Task
6) Time adverbials	<ul style="list-style-type: none">Investigate how time adverbials are used to sequence events in the diary. Record examples found in the text, for example: Early on Sunday morning; By Tuesday; Then; By Thursday.	

Phase 3 – Application

Activity	Teaching points	Task
1) Planning a diary	<ul style="list-style-type: none"> ➤ Explain that pupils will be writing their own diaries from the point of view from a child recounting the events from the Great Fire of London. Display the writer's craft instructions. ➤ Model using the planning sheet to record ideas for a diary. 	<ul style="list-style-type: none"> ➤ Pupils should create their own plan, using a copy of the diary planning sheet. ➤ SUPPORT: Pupils may retell the original story.
2) Writing a diary recount	<ul style="list-style-type: none"> ➤ Remind pupils how to use skills taught throughout the unit as necessary. ➤ Show pupils the writer's checklist and model writing sentences asking them to help you with the skills listed, using the plan created in the previous session. 	<ul style="list-style-type: none"> ➤ Give pupils the opportunity to write their diary using their planning sheet to help them. ➤ SUPPORT: Pupils could write a series of simple sentences stating what has happened each day. ➤ CHALLENGE: Encourage more confident writers to include the challenge statements on the writer's checklist.
3) Checking writing	<ul style="list-style-type: none"> ➤ Explain to pupils that the purpose for writing is so that it can be read back so that we can save our ideas and stories. ➤ Encourage pupils to read their work aloud either to themselves or a friend to check that their writing makes sense. 	<ul style="list-style-type: none"> ➤ Pupils should be encouraged to read back their own writing and begin to identify where changes are needed to spelling, punctuation or grammar. ➤ CHALLENGE: Some pupils may be able to use the writer's checklist to self-assess their own writing with some adult support.