



## Teaching Script: Diary Writing through 'Leo and the Gorgon's Curse'

**Lesson Overview:** Year 3 (Age 8) Creative Writing

**Duration:** 60 minutes

**Focus:** Diary Writing Skills Development

**Text Reference:** 'Leo and the Gorgon's Curse'

**Learning Objectives:**

- Create an engaging first-person diary entry from Leo's perspective
- Apply emotional language effectively in creative writing
- Use time connectives to sequence events logically
- Express character thoughts and feelings authentically

- ✓ Visual diary templates (A3)
- ✓ Emotion word cards
- ✓ Differentiated writing frames
- ✓ Character props
- ✓ Interactive whiteboard
- ✓ Individual whiteboards
- ✓ Success criteria cards

Pre-Lesson Setup (15 minutes before)

*[Room Organization]*

**Display Setup:**

- Position 'Dear Diary' template prominently on main board
- Create emotion word wall with illustrated vocabulary
- Post differentiated success criteria at student eye level
- Arrange character images in story sequence

## Room Layout:

- Arrange desks in collaborative groups of 4-6
- Create dedicated quiet writing space
- Set up resource station with leveled materials
- Position visual supports for SEN accessibility

## Essential Preparation:

- Test interactive whiteboard functionality
- Prepare differentiated writing frames
- Sort emotion cards by complexity
- Position props for dramatic reveal

## Lesson Introduction (0-15 minutes)

### 0-5 minutes

#### *[Dramatic Hook]*

"Class, I've made an extraordinary discovery! [Reveal ancient-looking diary with theatrical gesture] This mysterious diary washed up on a Greek shore... could it belong to Leo himself?"

[Anticipated responses: excitement, curiosity, questions about authenticity]

## Engagement Strategies:

- Use mysterious music during reveal
- Pass diary around carefully
- Encourage prediction and wonder

### 5-10 minutes

#### *[Feature Exploration]*

"Let's investigate what makes this diary special. What do you notice about how it's written?"

## Key Features to Highlight:

- First-person perspective ('I' and 'my')
- Date and time markers
- Personal thoughts and feelings
- Informal language choices

## Support Strategies:

- SEN: Provide visual feature cards
- EAL: Use picture cues for vocabulary
- HA: Identify advanced language features

**15-20 minutes**

*[Shared Writing Demonstration]*

"Watch as I show you how to start our diary entry. Dear Diary, Today was the most terrifying day of my life! I came face to face with..."

**Modeling Process:**

- Think aloud while writing
- Show editing and improvement
- Demonstrate emotional language
- Model time connective use

**Writing Focus Points:**

- Opening with impact
- Building tension
- Including sensory details
- Showing emotional reactions

**Common Pitfalls to Address:**

- Switching between past and present tense
- Forgetting first-person perspective
- Limited emotional vocabulary
- Poor event sequencing

**20-40 minutes**

*[Independent Writing Time]*

"Now it's your turn to be Leo. Use your planning sheet to help organize your thoughts. Remember to include how you felt when..."

**Differentiated Support:**

Support Level	Resources	Guidance
SEN/EAL	<ul style="list-style-type: none"><li>- Picture writing frames</li><li>- Word banks with images</li><li>- Sentence starters</li></ul>	<ul style="list-style-type: none"><li>- Regular check-ins</li><li>- Scaffolded writing</li><li>- Break tasks into steps</li></ul>
Core	<ul style="list-style-type: none"><li>- Basic writing frames</li><li>- Emotion word lists</li><li>- Success criteria</li></ul>	<ul style="list-style-type: none"><li>- Group support</li><li>- Guided writing</li><li>- Regular feedback</li></ul>

Extension	- Open templates - Advanced vocabulary - Challenge cards	- Independent writing - Peer support role - Extended tasks
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## Guided Practice & Assessment (40-50 minutes)

**40-45 minutes**

*[Peer Review Process]*

### Partner Reading Protocol:

1. Students pair up with writing partners
2. First reader shares diary entry dramatically
3. Listener completes feedback card focusing on:
  - o Emotional language used
  - o Sequential clarity
  - o Character voice authenticity
  - o Descriptive detail strength
4. Partners switch roles and repeat

### Success Indicators:

Criteria	Working Towards	Meeting	Exceeding
Emotional Language	Basic emotions named	Varied emotional vocabulary	Sophisticated emotional expression
First Person Voice	Inconsistent use	Consistent perspective	Compelling personal voice
Event Sequencing	Basic order present	Clear chronology	Sophisticated time management

## Plenary & Reflection (50-60 minutes)

**50-55 minutes**

*[Gallery Walk]*

"Authors, prepare to showcase your diary entries. As we walk around, notice how different writers captured Leo's emotions and experiences."

### Organization:

- Display entries on desk/wall
- Provide sticky notes for peer feedback
- Structure movement patterns
- Time each viewing station

### Student Reflection Questions:

- Which emotional descriptions stood out to you?
- How did different writers show Leo's personality?
- What techniques made some entries particularly engaging?
- How could you improve your own entry after seeing others?

## Extension Activities & Home Learning

### Additional Challenges:

- Write a follow-up entry from another character's perspective
- Create an illustrated diary page with decorative elements
- Compose a reply letter from a diary reader
- Develop a series of entries showing character development

### Home Learning Tasks:

Level	Task Description	Success Criteria
Core Task	Write a diary entry about another adventure	- Use first person - Include 3 emotions - Sequence events clearly - Develop character arc
Challenge Task	Create a multi-entry diary spanning a week	- Show changing emotions - Link entries thematically

## Teacher Reflection & Assessment Notes

### Key Observation Points:

- Student engagement with emotional vocabulary
- Understanding of diary writing conventions
- Application of sequential thinking
- Character voice development

### Class Progress Tracker:

Learning Objective	Assessment Method	Next Steps
Emotional Expression	Vocabulary audit	Build emotional vocabulary bank
First Person Writing	Perspective check	Practice switching perspectives
Event Sequencing	Timeline analysis	Time connective focus

**Emotional Language Bank:**

**Basic**

**Intermediate**

**Advanced**

Happy, Sad, Scared      Delighted, Miserable, Terrified      Ecstatic, Devastated, Petrified  
Angry, Worried, Excited      Furious, Anxious, Thrilled      Enraged, Apprehensive, Exhilarated

**Differentiated Writing Templates:**

**Support Template:**

Dear Diary,

Today I felt \_\_\_\_\_ because \_\_\_\_\_.

First, \_\_\_\_\_.

Then, \_\_\_\_\_.

Finally, \_\_\_\_\_.

I can't believe \_\_\_\_\_!

From,

Leo

**Extension Template:**

[Date]

[Time]

[Location in Greece]

[Opening reflection]

[Event sequence with emotional journey]

[Personal thoughts and questions]

[Future concerns/hopes]

[Closing thoughts]

**Subject Integration:**

- History: Ancient Greek context and artifacts
- Geography: Greek locations and mapping
- Art: Illustrating diary entries
- Drama: Hot-seating as Leo
- PSHE: Exploring emotions and empathy



**40-50 minutes**

*[Sharing and Feedback]*

"Let's celebrate your amazing diary entries! Who would like to share their work with the class?"

**Success Indicators:**

- Consistent first-person voice
- Varied emotional vocabulary
- Clear event sequencing
- Authentic character perspective

**50-60 minutes**

*[Reflection and Next Steps]*

- Partner feedback using two stars and a wish
- Self-assessment against success criteria
- Class discussion of powerful vocabulary choices
- Setting personal targets for next writing task

**Optional Extension Activities:**

- Write a follow-up diary entry from another character's perspective
- Create an illustrated diary page with decorative borders
- Record an audio version with emotional expression

**Assessment Notes:**

Record individual progress against writing targets in assessment tracker. Note students requiring additional support with emotional vocabulary or perspective writing.

**Preparation for Next Lesson:**

Prepare feedback comments and identify exemplar pieces for display. Update writing working wall with successful examples.