

Get writing

SECTION

6

Bradley's diary

Objective: To use different narrative techniques to engage and entertain the reader.

What you need: Copies of *There's a Boy in the Girls' Bathroom*, flipchart or board, photocopiable page 28.

Cross-curricular link: PSHE.

What to do

- Read Chapters 32 and 33 together. Tell the children that they are going to write a diary entry from Bradley's viewpoint, describing events in these chapters. The diary should be written in the first person and convey main events that happen and how Bradley feels about them.
- Hand out individual copies of photocopiable page 28. Explain that this is a planning sheet to help them prepare what they are going to write.
- Ask the children to scan through the chapters carefully to help them answer the questions on the sheet. When they have finished, invite the

class to discuss their findings.

- Briefly revise diary form and style with the class. (For example: adding a date, writing in the first person, using informal language and so on.) Look at other books written in diary form as examples. Model a paragraph written in diary form on the board before they begin.
- Allow time for the children to draft, edit and revise their diary entries. Invite individuals to read them out. Encourage constructive feedback from the rest of the class.

Differentiation

For older/more confident learners: Challenge the children to write another extended diary entry for Bradley or for another character, such as Jeff or Carla.

For younger/less confident learners: Provide a list of words or phrases that might be useful for Bradley's diary. Challenge the children to write a diary entry about their own school day.

Carla's report

Objective: To establish, balance and maintain viewpoints in non-narrative texts.

What you need: Copies of *There's a Boy in the Girls' Bathroom*, photocopiable page 29.

Cross-curricular link: PSHE.

What to do

- Read Chapter 9 together. Ask the children to think of words to describe Carla and Bradley in the counselling session (Carla: warm, open, friendly. Bradley: wary, suspicious, distant). Ask: *How do you think each feels at the end of the session?*
- Hand out copies of photocopiable page 29 'Carla's report' to pairs of children. Explain that they are going to write a report from Carla after her first counselling session with Bradley.
- Ask them to scan the novel for information to help them fill in the photocopiable sheet. The top half will include comments from Mrs. Ebbel; the

bottom half will be Carla's report. Briefly discuss language and presentation features appropriate for a report: a general opening and concluding statement, the present tense, formal language.

- Review the children's work. Ask: *How is Carla's view of Bradley different from everyone else's? Why?* (She understands that Bradley puts on a 'front' because he is afraid of failure and rejection; she thinks he can change and become a better student.)

Differentiation

For older/more confident learners: Challenge the children to write Carla's report on Jeff or a progress report on Bradley as his behaviour improves/changes.

For younger/less confident learners: Provide children with page references to help them locate relevant information in the text. In a shared session, create a list of relevant words and phrases that the children could use in their report. Model writing one or two sentences of the report.