



A Writing Root for Anne Frank by Josephine Poole and Angela Barrett



Literary Theme: Lessons from history
Mixed Age Theme(s): Lessons from History (4/5) and (5/6)

Recommended Age: Y5

Cross-curricular Coverage: History: the lives of significant individuals in the past who have contributed to national and international achievements; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Geography (Locational Knowledge): locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Text(s): Anne Frank by Josephine Poole and Angela Barrett

Duration: 2+ weeks, 10 sessions

Outcomes: Letters, short descriptions, extended diary entries, obituary, optional opinion piece
Main outcome: Newspaper article

Overview and outcomes: This is a two-week Writing Root for Anne Frank by Josephine Poole and Angela Barrett. This sequence of learning should also be supplemented by The Diary of a Young Girl which contains her original diary writing (this can be downloaded from the internet for free). The graphic novel adaptation by Ari Foreman and David Polonsky is also great particularly for its lively illustrations. Both – the original diary entries and the graphic novel - in their entirety are not always age appropriate and, with this sequence, only use extracts from both to support reading and understanding. It is however vital to use extracts from Anne Frank's original diary as this will help give children a deeper understanding and appreciation of her incredible character. The Writing Root begins with children discovering a package in class containing a red-chequered diary called Kitty and responding to a video of Otto Frank. As the sequence progresses, they will learn about Anne and her family's life. They will have opportunities to write extended diaries. The final pieces of extended writing will be an obituary, a newspaper report and an opinion piece. Children can then have fun publishing their own newspapers!

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand the guidance for adding them
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

Reading Comprehension

- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Making comparisons within and across books asking questions to improve their understanding
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- Identifying and discussing themes and conventions in and across a wide range of writing



Vocabulary, Grammar & Punctuation

- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
- How words are related by meaning as synonyms and antonyms
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Writing (Composition)

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using a wide range of devices to build cohesion within and across paragraphs
- Assessing the effectiveness of their own and others' writing
- Ensuring the consistent and correct use of tense throughout a piece of writing

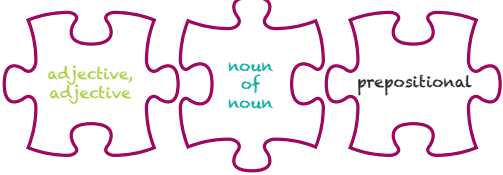
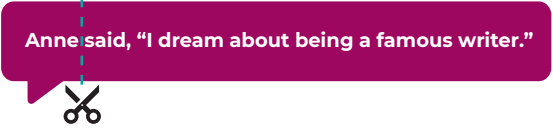


Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
1) to use modal verbs to make guesses about the past	<p>I can use a range of modal verbs</p> <p>I can use contractions</p> <p>I can use conjunctions to give reasons</p> <p>I can ask a range of questions</p>	<p>Children enter classroom to find a strange package with a Dutch stamp on it. On the package write 'Happy 13th Birthday Anne, Lots of Love'. In the package they should discover a diary (if possible, make sure that this diary has a red-chequered cover as this is the same as Anne's diary) with a sticker on it saying Dearest Kitty 1942 – 1944.</p> <p>Write on the first page:</p> <p><i>June 12, 1942</i></p> <p><i>Dearest Kitty, I hope I will be able to confide everything to you, as I have never been able to confide in anyone, and I hope you will be a great source of comfort and support.</i></p> <p>Also, in the package include pictures of Anne's original diary along with pages of her handwriting so children can see her original writing. You could also include film posters from the era, look for 1940s film stars like Bette Davis, Katharine Hepburn and Ingrid Bergman. Include general photos of Anne and her family for children to study.</p>	<p>A diary or booklet with a red-chequered cover</p> <p>Covers of other famous diaries</p>	<p>Past possibilities: Write on IWB children's answers to these questions and frame them using the past participle form of the verb:</p> <p><i>She must have liked movies because she collects movie postcards.</i></p> <p><i>She might have written these during her teenage years.</i></p> <p><i>Her family could've given her this as a gift, but it is hard to tell.</i></p> <p>This is a way we can talk about possibilities in the past and some are more definite than others. Which modals indicate certainty? Which show less certainty? Can you spot the contraction in the sentence? What other contractions can we make using the modal verb + have? Encourage GD writers to extend their sentences with conjunctions.</p>	<p>A telescope into history: What is the value of diaries from long ago? Can you name other famous diaries that have helped us understand the past?</p> <p>Children may be able to name Samuel Pepys', Howard Carter's and Ernest Shackleton's diaries.</p> <p>Explain how this is a primary source in history. What is the difference between a primary and secondary source?</p>
2) to write an informal letter	<p>I can use a range of contractions</p> <p>I can structure my letter</p> <p>I can ask questions</p> <p>I can use brackets to make jokey asides</p>	<p>Show children the website for Anne Frank's house and explain that this is an excellent archive which helps us to access a wealth of primary and secondary sources regarding Anne and her family and that we'll use this site as we go along. Draw children's attention to the pages about her diary.</p> <p>Look at the picture of the desk and see what children can spot. Are there any other clues about her character there? Play the video (1967) of her father Otto Frank talking about the diary. "...and so, especially in the time of adolescence, they get a lot of confidence and hope for their lives in reading about Anne and her experiences."</p>	<p>Special letter paper</p> <p>Handwriting pens</p> <p>Envelopes</p>	<p>Introduce children to the book Anne Frank by Josephine Poole and Angela Barrett. Read the extract from the diary at the start. What do you think the darkness is? What is the 'perfectly round spot'? How do you think she was feeling when she wrote this? Continue to read up to "...burst out laughing."</p> <p>Pen pals in the past: Show the following photo of Anne at school. Let's write a letter to Anne as if she was our pen pal. What questions would you want to ask her? How is her life the same as yours? How is it different to yours? What would you want to share with her? How will we get a friendly and personal tone?</p>	<p>Children write their letters on special letter paper and use this as a piece of instant publishing.</p> <p>Children read this out and share, magpie ideas from each other.</p> <p>How do we communicate with friends nowadays?</p>



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3) to use brackets to add information	<p>I can use first and second person</p> <p>I can use a variety of contractions</p> <p>I can parenthesis a range of clauses and phrases</p> <p>GD: I can change tense</p>	<p>Paper has more patience than people: Display the above statement on the IWB. This is a statement that Anne wrote in her diary. What do you think it means? Do you agree?</p> <p>From <i>Diary of a Young Girl</i>, read Sunday, June 14, 1942 and Saturday, June 20, 1942. Who is the 'you' she is addressing? Display this picture on the board as you read. Which contractions can you see? What are the different ways Anne uses brackets? Explain that she often uses them to add more information, but the tone is very informal and jokey. She sometimes brackets relative clauses, sometimes subordinate clauses starting with conjunctions, whole sentences or phrases, the main thing is that it's quite loose, relaxed and informal.</p> <p>We can often use brackets to create this relaxed tone. Play the game bracket match (see resources) and match the parenthesis to the statement.</p>	Bracket match	<p>Remind children of the last passage of <i>Anne Frank</i> by Josephine Poole and Angela Barrett. What are some of the main things that have happened in Anne's life so far? Children create a mini-timeline for her life:</p> <p>Born Jews treated Moved to Surprising unfairly Amsterdam sister</p> <p>—————→</p> <p>Children write a diary entry for two of these events focusing on her time at school and her relationship with her family. Children magpie the playful tone of Anne's diary using contractions and brackets.</p>	Children read out their diaries and celebrate outcomes.
4) to use tag questions to create a tone of uncertainty	<p>I can use a range of abstract nouns.</p> <p>I can use the appropriate punctuation</p> <p>I can use modal verbs</p> <p>GD: I can use noun phrases</p>	<p>Shades of meaning: Continue reading <i>Anne Frank</i> by Josephine Poole and Angela Barrett up to '...and bits of shopping. 'What was the Secret annex? What precautions did they take to not raise suspicion? What are some of the emotions that Anne was feeling when she moved into the annex? Complete a Shades of Meaning for the word <i>uncertainty</i>.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">doubt</div> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">danger</div> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">uncertainty</div> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">insecurity</div> <div style="margin-left: 10px;"> <p>What kind of nouns are these? Which words have a stronger meaning?</p> </div> </div>	<p>Zones of relevance</p> <p>Sentence strips</p> <p>Luggage tags</p>	<p>The uncertainty of questions tags: Introduce children to the following statement: <i>I will see you again.</i></p> <p>Anne here is talking to her cat Moortje. Can you spot the modal verb? How definite does she sound? What if we turn this into a tag question? <i>I will see you again, won't I?</i></p> <p>Does this change the certainty level of the sentence? Can we create more tag questions using statements and modal verbs? Use sentence strip and luggage tags to create their own tag questions.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; display: flex; align-items: center;"> <p style="margin-right: 10px;"><i>My father must be able to help,</i></p> <div style="border: 1px solid black; padding: 2px; transform: rotate(-15deg);"> <i>mustn't he?</i> </div> </div> <p>Children write a diary entry describing the move into the annex. Children write about the feelings Anne had leaving everything behind and use tag questions to express Anne's range of unsettling feelings.</p>	Children add a range of the abstract nouns used earlier? GD writers could vary the noun phrases they use...play jigsaw feelings (see resources).



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5) Use noun phrases to describe a setting	<p>I can use a range of prepositional phrases</p> <p>I can use a range of noun phrases</p> <p>I can use a range of synonyms</p>	<p>Synonym roll: How many synonyms for the word <i>small</i> can you find? Children pool knowledge and brainstorm all the words they can think of. Have a child using a thesaurus to add words. Words they may use are: cramped, claustrophobic, tight, compact, dinky, measly and minuscule.</p> <p>Read to 'No wonder they got on each other's nerves.'</p> <p>Visit the section of the Anne Frank website where you can go on the virtual tour of the annex. Have a range of pictures of the annex on children's tables. Using post-its, children describe the annex using a range of noun phrases and prepositions.</p>	<p>Post-its</p> <p>Pictures of the annex</p>	<p>Noun phrase jigsaw:</p>  <p>Show children the following on the smartboard and explain that creating a noun phrase is like putting together the pieces on a jigsaw. Children experiment with creating noun phrases to describe the annex.</p> <p><i>the compact, wooden desk in the corner this claustrophobic space behind the shop</i></p> <p>To heighten the sense of audience and purpose they could pretend they are tour guides for the museum, giving a tour of the annex.</p> <p>Shared writing: <i>If you look over here, you'll see Anne's cramped desk in the corner. She sat here everyday to write her famous journal.</i></p>	<p>Children read extract from diary Monday , September 28, 1942. This passage highlights the difficulties and arguments that happened between the Franks and the Van Daans.</p> <p>What other problems could you imagine happening in the annex?</p> <p>Build up and model the skills that children have collected so far: parenthesis, contractions, abstract nouns, tag questions etc.</p>
6) to use a relative clause in dialogue	<p>I can use the appropriate punctuation</p> <p>I can use the conventions of dialogue</p> <p>I can use a relative clause</p> <p>GD: I can use show not tell</p>	<p>Continue to read up to, 'tree outside the window.' Play Who Said What? (see resources). Children sort speech bubbles and infer whether or not this was said by Anne or Peter. Can they order the dialogue into a conversation? Elicit that we still need to insert reporting clauses and to tell the story. What was the speaker doing and privately thinking when they said this?</p>  <p>Have a piece of dialogue on a sentence strip and model cutting open the reporting clause and inserting a relative clause.</p>	<p>Sentence strips</p>	<p>Children write a piece of dialogue between Peter and Anne focusing on using relative clauses in the reporting clause. Children also build up 'show not tell' to build up the information between each part of the dialogue in order to show characterisation and advance action.</p> <p>Shared writing: <i>Peter put his arm around Anne and held her hand tightly. He stared out the window and looked at the birds flying past and nesting on the trees. The birds seemed wonderfully oblivious to all their troubles. Peter, who liked to think about what they'd after the war, asked, "What do you want to do when you grow up?" "I dream of being a famous writer."</i></p>	<p>Read this extract from her diary: Friday, May 5, 1944</p> <p>"...I've often been down in the dumps..."</p> <p>What do these thoughts tell you about Anne and her dreams for the future?</p>



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<p>7) to describe and reflect on a character</p> <p>To write an Obituary</p>	<p>I can use a range of adjectives</p> <p>I can use conjunctions</p> <p>I can give my opinion</p> <p>Ext: I can use idiomatic language</p>	<p>Continue to read up to, "...her story had come to an end."</p> <p>Warm-up: give children a range of adjectives – decent, confident, observant, disobedient, tolerant, independent, inspiring, optimistic, humorous, idealistic, timid, scared...which adjectives best suit Anne? Why? Can you add anymore? Use zone of relevance (see resources) to help children decide and discuss.</p> <p>Ask children the questions: what do you think of Anne's character? What adjectives from the warm-up would you use to describe her? Would you add any others? What is your opinion of Anne? What lessons do we learn from her life?</p>	<p>Zone of Relevance</p>	<p>Children write a character description about Anne Frank. This may start to sound like an obituary in style. Explain that the job of the obituary is to publicly give facts and celebrate the life of a person. It also gives information about how the person died and a biographical sketch of a person's life. It will also inform the public when/ where the memorial will be. Therefore, it can be divided into these sections: Title; Announcement of Death; Biography/Important Achievements; Friends and Family; Special Messages/Line of poetry/Life Lessons...</p> <p>Explain also that the tone will be formal and certain word choices and vocabulary need to reflect this. A word bank could include words such as: weep, mourn, service, eulogy; cremation; deeds; achievements.</p> <p>Extension: Play Idioms of Life and Death. Children can edit work and try and add some of these into their writing (not all are appropriate) as these are often used in memorials.</p>	<p>Read diary extract Tuesday, June 13, 1944</p>
<p>8) to write a diary entry from a different perspective</p>	<p>I can use short sentences</p> <p>I can use noun phrases</p> <p>I can use a dash</p> <p>Ext: I can change tense</p>	<p>Jigsaw feelings: Show children the picture of Otto finding and reading Anne's diary and ask children what it must have been like for him to come home and find the diary. Read this page again and highlight the phrase, "He felt utterly alone."</p> <p>Children play jigsaw feelings (see resources) and use abstract nouns to emphasise the weight of Otto's feeling on his return home.</p> <p>Model writing using these noun phrases. These could be preceded by an em dash or written as a short sentence to add further emphasise.</p>	<p>Picture of Otto</p> <p>Noun Phrase Jigsaw</p>	<p>Children write a diary entry in the role as Otto returning back home after the war. This could be written over two sessions. One day being coming home and the next day being given Anne's diary from Miep.</p> <p>Shared writing: <i>Dear Diary, In the pit of my stomach, I have an overwhelming sense of loneliness as I sit here - Anne's diary is on my desk and I have read it over and over (what seems like a thousand times). I am surprised as she is not the little girl I thought she was - did I ever really know her?</i></p>	<p>Extension: could you switch tense in your writing by adding a flashback or thinking about the future?</p>



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9+) to write a newspaper article	<p>I can provide a catchy headline</p> <p>I can use a range of adverbials of time</p> <p>I can include formal vocabulary</p> <p>I can use the passive voice</p>	<p>Read the final page and the Chronology.</p> <p>Headline: <i>Otto Frank Returns Home to Find Long Lost Daughter's Diary and Plans to Publish this for all to Read</i></p> <p>This longwinded sentence could be edited in a number of ways e.g. Otto Returns/Diary Found/Diary Published/Lost Daughter Published. Explore creating a headline for a possible newspaper article about diary being found by Otto. Experiment with using the passive voice also to create a formal tone.</p> <p>Active Voice</p> <p style="border: 1px solid red; border-radius: 10px; padding: 5px; display: inline-block;">Otto Frank discovered the diary.</p> <p>Passive Voice</p> <p style="border: 1px solid red; border-radius: 10px; padding: 5px; display: inline-block;">The diary was discovered by Otto Frank.</p>		<p>Children write up a newspaper article. Children can find facts and important dates in the Chronology at the back of the book. The Anne Frank website may be useful for information here.</p> <p>Shared writing: <i>Last week, a special diary was discovered by a survivor of the holocaust. Otto Frank, who was the only surviving member of his family, found the diary when returning to his home in the Netherlands. The diary was brought to him by a friend who has cherished it during the war.</i></p> <p>The diary belonged to...</p>	<p>Children edit, improve and redraft work as appropriate taking particular care over cohesive devices: pronouns, paragraphs, tense, adverbials of time and structure.</p> <p>Can they research and include any quotes from Otto Frank?</p>
10+) to write an opinion piece	<p>I can write in first person</p> <p>I can use a range of sentence starters</p> <p>I can structure my article</p> <p>I can give my opinion</p>	<p>Explain to the children that there are lots of different kinds of writing in a newspaper. We have written two already – an obituary and a newspaper article. What other kinds of writing do we find?</p> <p>Ask the children if they have ever read an opinion piece? Opinion pieces are pieces of writing where the writer is able to give his/her opinion about an important and perhaps controversial question. They are usually found in the centre of the newspaper after the leading articles. Perhaps take a look at some age appropriate articles on the Guardian Opinion section. Usually the title of an opinion piece will be the question the writer wishes to discuss. They will state why it is a relevant question, their opinion on the matter, give examples to back up their point of view and may finish by looking into the future.</p>	Example of opinion pieces	<p>Why is the diary of Anne Frank still important?</p> <p>This is the question we are going to discuss and give our opinion on. Children write their opinion piece and roughly follow the structure discussed.</p> <p>Shared writing: <i>Anne Frank's life was one tragically cut short by the events of WW2. Her diaries give us an insight into the very personal thoughts and feelings of a teenage girl living in extraordinary times. Many people still read her diaries and visit her house in Holland but what do her words still have to teach us?</i></p>	<p>Children can join their published news article, obituary and opinion piece together to form their own newspaper. This could be displayed.</p> <p>Anne wanted to be a published writer/ journalist when she grew up and this is partly why she kept a diary. Has Anne inspired you in anyway? How?</p>



Glossary

Role on the Wall – Activity where children are provided with an outline of a character. Within the outline they add words and phrases to describe how that character might be feeling or what they might be thinking. Outside the outline, they add words and phrases to describe other people's perceptions of that character.

Talk to the Hand – Children use 6 question stems (who, what, when, where, why and how) to ask questions about a story, setting or character.

Zone of Relevance – A strategy for activating dormant vocabulary by providing children with a range of adventurous/ambitious vocabulary that they order and arrange on a 'target' depending on their relevance to a setting, atmosphere, character or theme.

Shades of Meaning – Children choose a 'base' word and, using a colour chart (with different shades of the same colour) and then identify different words with the same meaning, matching their strength to the intensity of colour. This is best done collaboratively, giving children an opportunity to put words in sentences.

Book Talk – 'Book-talk' is about the ability to talk about books, developing the confidence to offer ideas and then reshape them in the light of other contributions. It helps children to trust their own ideas and interpretations, to talk effectively about a book, deepening their understanding, shifting their ideas, thinking together as a group and moving comprehension forwards.

Likes, Dislikes, Puzzles and Connections – Children work collaboratively to shape ideas about a text, expressing opinions about aspects they enjoyed and also disliked, as well as asking questions about things that may have puzzled them and making links to other texts, films, theatre productions, school visits or any other valid experience they have had. Encourage children to justify their responses with reasons.

Grammar Splat – Use the text to identify a specific word class, write them on a post-it and stick them to the grammar splat to form a word bank based upon the author's vocabulary choices.

Bare-bones – Identify the main elements of the narrative and use boxes to sequence them in order.

Talking Partners – Usually in whole-class teaching, each child has a partner, with whom they feel comfortable and with whom they share ideas, opinions and planning, before feeding back to the class.

Independent Writing – Remind pupils of the specific writing focus before they write. Some pupils may need support. Prior to writing, refer to models of quality examples, including those developed in class. Refer to prompts on working wall. Display examples of pupil work during plenaries or further class sessions to support editing process.

Teacher-in-Role – Teacher takes on a role from the text.

Writing-in-Role – Whilst in role, model writing as a character from the story.

Shared Writing (may refer to):

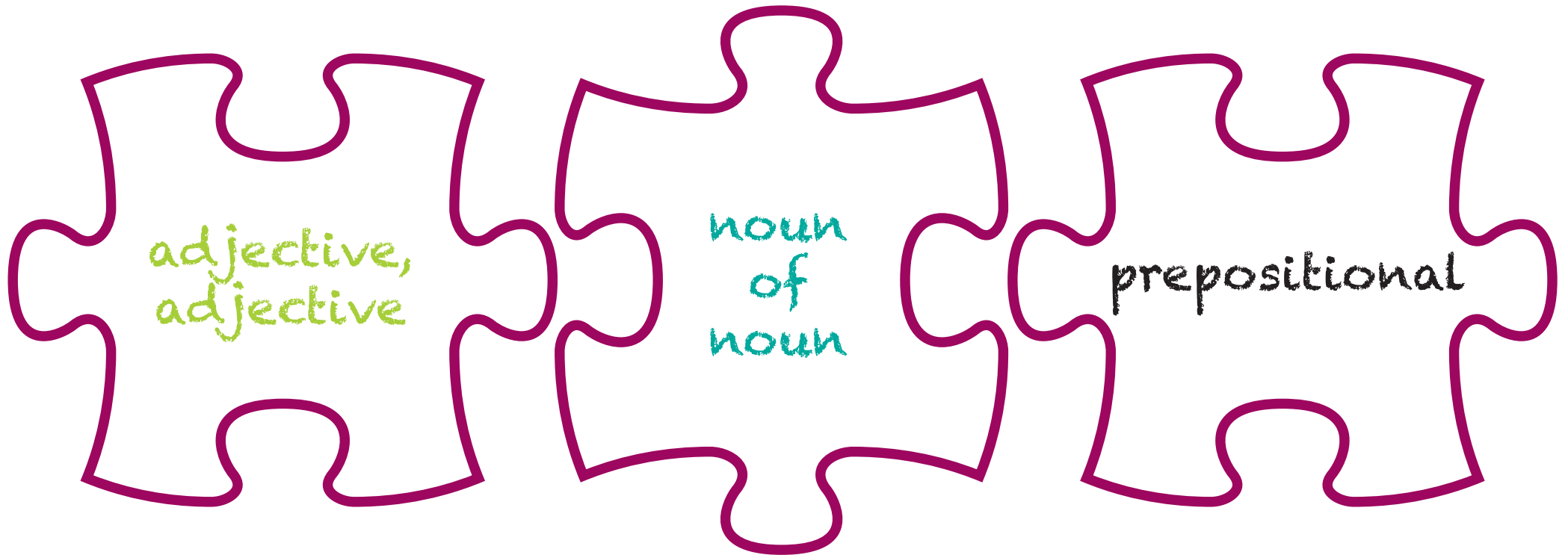
Modelled Writing – Demonstrate by explaining aloud, talking as a writer, focusing upon the objective, include: new and difficult aspects of writing; transforming a plan into writing; rehearsing, evaluating, rereading, referring to checklists, scaffolds & models.

Teacher as Scribe – Pupils participate with the teacher as editor and scribe. Keep focus clearly on the learning objective. Encourage pupils to rehearse sentences and reconsider children's suggestions when necessary. Maintain pace.

Supported Writing – Practise trying out words, sentences or paragraphs on whiteboards or sentence strips. Use a range of strategies such as writing partners, working from modelled text, writing frames, sentence prompts etc.



Noun phrase jigsaw



Bracket match

I saw you lying on the table among my other birthday presents.

(I went along when you were bought, but that doesn't count)

I went to the dining room, where Moortje welcomed me.

(the cat)

From Daddy and Mama, I got a bottle of grape juice which tastes like wine.

(after all, wine is made from grapes)

I got another book as well, Camera Obscura.

(but Margot has already read it, so I exchanged mine for something else)

I got a platter of homemade cookies.

(which I made myself, of course, since I've become quite the expert)



Jigsaw feelings

Adjective (ing)	Noun	Abstract Noun
a spiraling	sense of	anxiety
a twisting	pang of	insecurity
an overpowering	wave of	despair
a deepening	flush of	danger
an electrifying	rush of	doubt



Who said what?

I dream of being a famous writer when I grow up.

What do you want to do when you grow up?

When will this war ever end?

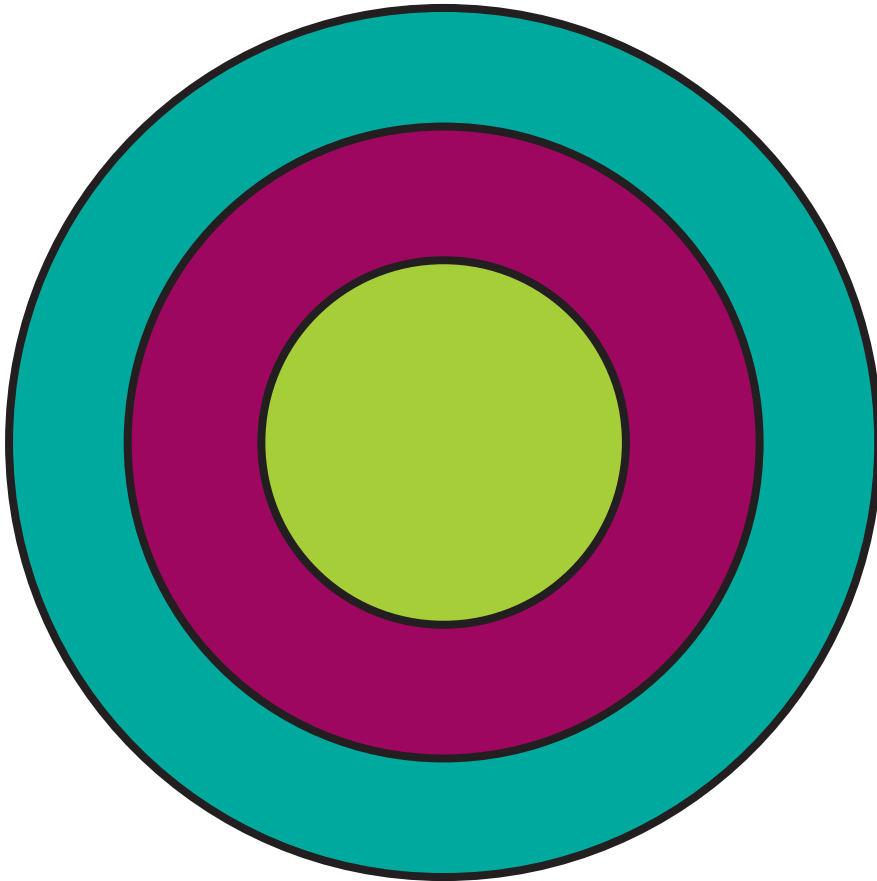
That sounds amazing, I think I would like to be a pilot or an explorer

Who knows! Like you, I can't wait to be free.

We could go travelling and see the world!



Zone of relevance



decent	confident	observant
optimistic	humorous	timid
scared	polite	talkative
impolite	boring	caring
imaginative	lonely	anxious
strong	persistent	argumentative
stubborn	strong-willed	unhappy



Idioms of life and death

she died as he lived	live on in our memories	breathe her last
a matter of life and death	life lessons	kiss of death
passing away	a life worth living	life and limb
brush with death	cheat death	stare death in the face

