

Literacy Plan - newspaper report

Aims of the topic:

Literacy: Writing – composition

Develop positive attitudes towards and stamina by writing narratives about personal experiences and those of others (real and fictional).

Consider ideas, vocabulary and what they want to say.

Make additions, revisions and corrections. Perform and evaluate their own work and give appropriate feedback to others.

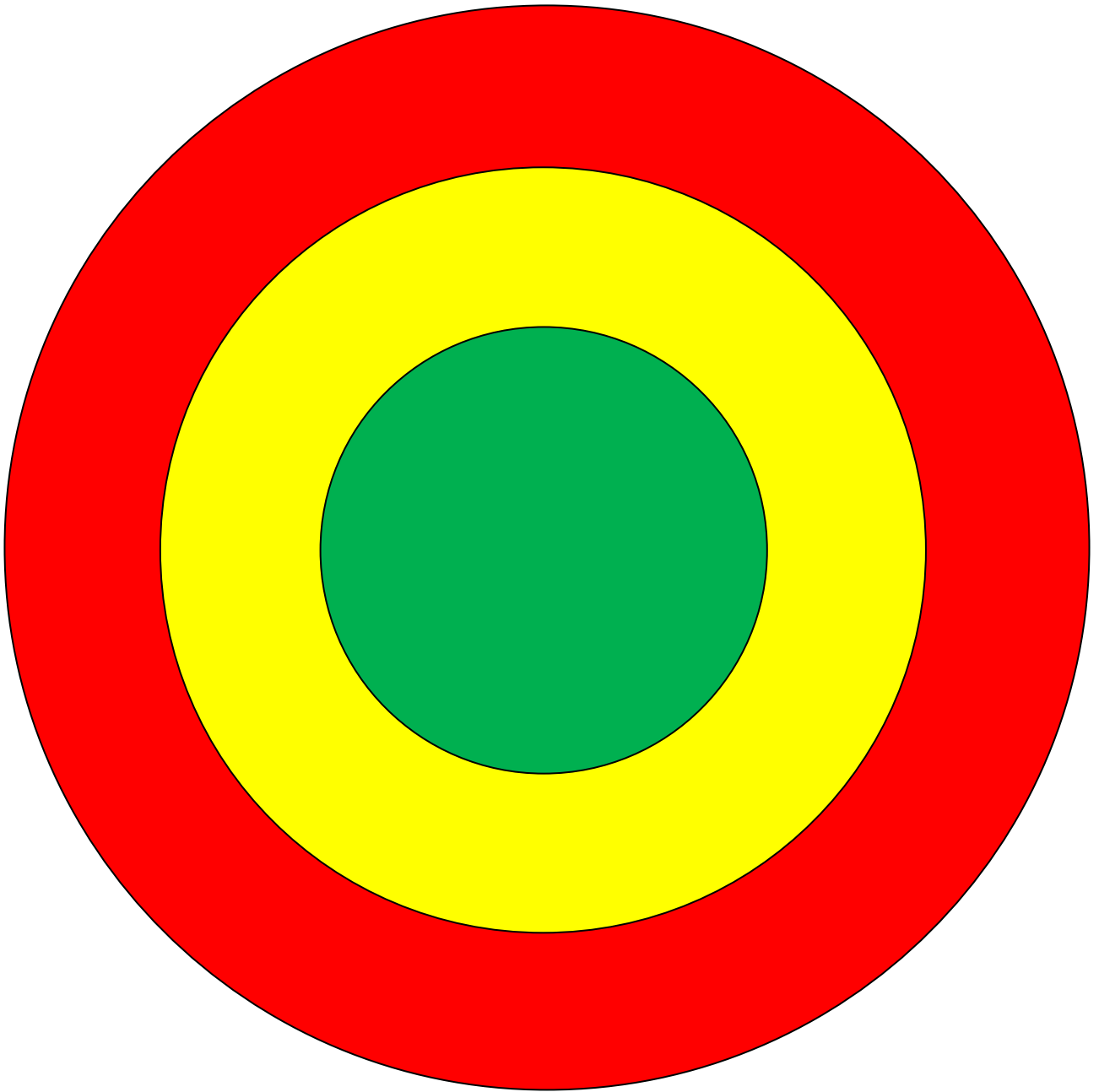
<u>Learning Objectives and Success Criteria</u>	<u>Teaching Sequence</u>	<u>Vocabulary and Resources</u>
Lesson 1 <u>We are learning</u> to identify the sequence of events that will be reported. <u>What I'm looking for:</u> <ul style="list-style-type: none"> I can put events in chronological order I can use adverbials to sequence events (first, firstly, next, after, later) I can use subordination to explain consequences (then, because) 	<p><u>Guiding Questions:</u> What are the key events that need to be shared and what order did they happen in? How do you ensure that the reader understands the sequence?</p> <p><u>Introduction/Minds on:</u> Review the timeline. What were the main ways people found out about news in this era? Thumbs up/down which of these were available in the First World War? Televisions, radio, newspapers, phones, computers, cinema films. Ensure children understand that newspapers and cinema films (Pathe news) were the main sources of information for people.</p> <p><u>Activities:</u> Watch clip of people leaving cinema after watching film https://www.youtube.com/watch?v=UNMgu6-v_sq Explain that the class is going to write a newspaper article about Phoebe Chapple (if class has read Vlad and the First World War remind them about her at the hospital). Watch film about Phoebe Chapple's life https://www.youtube.com/watch?v=3iw9RRG010A Use appendix 1 to sequence the events that lead to Phoebe Chapple receiving the Military Cross and write a sentence using adverbials and conjunctions. For example: First Dr Phoebe Chapple came to Britain because she wanted to help the wounded soldiers.</p> <p><u>Consolidation:</u> Share the sequence of events and ensure everyone understands what happened. What do you think Phoebe Chaple thought about the way she had been treated?</p>	<p><u>Vocabulary:</u></p> <p>first firstly next after later then because when that</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> Sequencing activity

<p>Lesson 2</p> <p><u>We are learning</u> to recognize and use features of newspaper reports.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> • I can name and label key parts of newspaper reports • I can write a headline 	<p><u>Guiding Questions:</u> What are the key features of a newspaper report?</p> <p><u>Introduction/Minds on:</u> Groups of children share and read articles in the newspapers. Split the paper up between pairs and ask them to choose a story that they find interesting. Pairs share what they have found within their group.</p> <p><u>Activities:</u></p> <p>Look at the features of a newspaper report [For this activity use First News as an example of a newspaper with age appropriate content and language]</p> <p>Identify the following features of a newspaper report (see appendix 2)</p> <p>Children cut out an article from the newspapers that they have been studying, stick them in their books and label them appropriately. Remind them that they must select an article that has the necessary features.</p> <p>Study headlines Ask children to read out some of the headlines of the articles that they selected. Ask the class to indicate if they want to read the rest of the story using thumbs up/down to show how they feel. Ask some children why they feel that way. Identify what makes an enticing headline (mystery-wanting to find out more; interest-something that excites you; anticipation -wanting to know what happened or what will happen next).</p> <p>Discuss writing eye-catching headline – in pairs discuss and suggest headlines and share with class</p> <p><u>Consolidation:</u> Ask children to share a story with class and explain why they chose that story.</p>	<p><u>Vocabulary:</u></p> <p>headline subheading photograph caption text</p> <hr/> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Newspapers eg First News • Features of a news report
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<p>Lesson 3</p> <p><u>We are learning</u> to write about real events.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> • I can use past tense to write about events • I can add descriptive words to develop and expand reports 	<p><u>Guiding Questions:</u> When did the events occur and is that consistently reflected in the report?</p> <p><u>Introduction/Minds on:</u> When did stories in newspapers happen? [ie past, present, future] Review past tense forms with quick fire questions about past form of key verbs (eg go, travel, sail, treat, attack, rescue, award etc)</p> <p><u>Activities:</u> Use the verb target sheet to identify verbs that might be useful in this report. [Appendix 3 - children cut out the individual words, and in groups or pairs decide if each word is a good word for this work. Appropriate words go on green, less useful words on yellow and words that are not appropriate on red]</p> <p>Take the words that have been put on green and put them onto a whiteboard or sheet of paper. Next to each word write down the past tense of the verb.</p> <p>Look back at the sequence of events pictures. Write sentences using the past tense verbs from the activity. Ensure children remember that they are writing in the third person ie about Phoebe Chapple (not pretending to be her).</p> <p><u>Consolidation:</u> Share sentences. Allow children to note examples they like to improve their own writing and encourage everyone to suggest ways to improve sentences.</p>	<p><u>Vocabulary:</u></p> <p>Past tense verb Third person narrative</p> <hr/> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Verb target sheet
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<p>Lesson 4</p> <p><u>We are learning</u> to write a newspaper report.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> I can edit and complete my work 	<p><u>Guiding Questions:</u> Does the work describe events fully? Is the writing engaging?</p> <p><u>Introduction/Minds on:</u> Review the work from the last lesson and remind each other of good examples.</p> <p><u>Activities:</u> Use feedback to make final edits.</p> <p>Write out the final copy in format wanted eg in books, for display on newspaper template (appendix 3)</p> <p><u>Consolidation:</u> Did Phoebe Chapple deserve a medal?</p>	<p><u>Vocabulary:</u></p> <p>Revise correct</p> <hr/> <p><u>Resources:</u></p> <ul style="list-style-type: none"> Newspaper template
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run	treat	help
play	award	inspect
draw	dance	attack
eat	celebrate	shelter
throw	march	catch

THE DAILY TIMES

[illegible]