Unit Two

Journalistic writing

Y6





Developing the writing skills of

advanced EAL learners

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Resources Overview

**Literacy objective:** to write own journalistic recounts about a particular event

(Vikings and Volcanoes!!)

**Success criteria:**

* To identify and use different language features of a newspaper recounts
* To be able to write direct quotes and reported speech within a short paragraph
* To understand and use appropriate vocabulary
* To write in an effective style that fits the purpose and audience
* To understand and identify different viewpoints to the same event.

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| RESOURCES | PUPIL ACTIVITY | TEACHER NOTES |
| **1. Headlines – writing own headlines** | Power point – looking at images and writing headlines for that image – paired activity on independent w/b | *First activity is to encourage word play (puns, alliteration, homophones…)*  *Is important that pupils talk through headlines together so they are verbalizing skills/features.* |
| **2. Boxing up – finding features of text** | Boxing up activity – get children to read model text in pairs (Vikings Vade in) and then read it again – look at headline and discuss it – play on words etc and stop at certain points to look at the vocabulary/word choices etc. Box up the features of the article into English books (children copy table into books) NB/ structure of activity is to focus on one box and then feedback as a class before moving onto the next focus. | Boxing up helps pupils to look at the component parts that should be included in a particular genre. Therefore it is important that the text the pupils are studying does include the features you want them to learn within the unit of work. This was an article that I found (on TES by M Jones) but altered and adapted it as it did not have all the features that we wanted the children to pick up on. We also altered some of the other newspaper texts used later in the unit if they did not include features we wanted to highlight. |
| **3. Dictogloss activity – recreating a text** | Dictagloss Power point– first time, the class just listen; next time they write the sentence openers; and third time the children record key phrases/words. 3-4 mins to pair up and compare notes and then 15/20 mins to recreate it as close to original the original text from memory ‘hugging the text’. Give the children a few mins at the end of session to re-read original and see how close they managed to re-create the article. | Hugging the text!! Getting very familiar with the style and tone of the writing.  Read the section of the Newspaper article slowly and clearly, without the pupils looking at the text.  Purpose of this activity is to get pupils to imitate a style as closely as they can without having to think of their own content. It helps to internalize features, vocabulary and style of text or film clip |
| **4. Comparing and contrasting two different articles** | Read through a different newspaper article (a current story from a newspaper today). As a class and discuss meaning of ambitious vocabulary and any other featuresidentified.Compare and contrast activity – get the children to compare and contrast the ‘Vikings Vade In’ article with current news article and to record their observations in a Venn diagram. | Pupils will be familiar using an intersecting Venn Diagram in mathematics but this also works really well in Literacy lessons as a graphic organizer.  More able pupils could also be challenged to compare and contrast 3 different pieces of work. |
| **5. Identifying irrelevant information** | **Tell the class they are going to be newspaper Editors.** Children to identify unnecessary information in three extracts written in a journalistic style on interactive whiteboard – pairs identify and write down on white-boards part which is unnecessary/irrelevant information in the extract. | Editing work is a really important skill for pupils to learn – this short activity illustrates that other writers work also needs editing.  Discuss and justify pupils reasons for why a particular sentence is not relevant (sometimes pupils come up with very unexpected but still relevant reasons). Justifying reasoning is also an important and higher order skill that pupils will need to develop to support learning in other curriculum areas. |
| **6. Sorting journalistic features** | Sorting activity – write 4 different headings (fact/opinion/emotive language/rhetorical question) under which children will sort/ categorize the statements/sentences from newspaper reports. Children go onto write their own example of each feature to show understanding. | Note – question mark is missing from rhetorical question on purpose so it is harder to identify!  Pupils need to read each statement and identify what language feature it belongs to. Work in small groups and encourage pupils to talk about how they know which is which (some may be able to fit into more than one category). Also important for the children to add an extra example themselves. |
| **7. Expanding vocabulary** | PowerPoint – Journalistic Glossary and definition bingo  Pairs write a definition for a word (related to journalistic writing)  Then take feedback from some pairs and praise clear definitions that explain word well.  Look at definition (taken from online dictionary – pupils could come up with better ones!)  Finally image to add a visual to help consolidate learning.  Once all words have been considered, show a list of all the words.  Pairs then choose 4 and write down.  Play definition bingo. Pick a word at random.  Read out the definition.  Pupils may cross out the word if they have it as one of their 4 words. | The PowerPoint slides can be printed out in handout from (2 to a page) to use as the bingo cards at the end of the session when class are playing Bingo.  These can also be displayed on the wall after as a key word bank to support pupils writing.  A good way of teaching specific vocabulary for EAL pupils in other subjects too (science/history/geography). |
| **8. Class Glossary** | Create class glossary (for word wall) – each pair given one word to write up word and description e.g. emotive language, bias, opinion, fact, rhetorical question, formal, headline, sub-heading, summary, direct and indirect speech, And some other key words from text (i.e. reported, journalist, predict) | Pupils given a wide range of topic related words. They then work collaboratively to write a clear definition and if possible also illustrate it.  These can then be used to make a large word wall in classroom. When pupils are writing remind the pupils that you expect to see a range of these words included in their writing.  Words from primary resources. |
| **9. Exploring Point of view** | Display picture of Lindisfarne and get them to brainstorm anything they can remember about what happened there (2 mins.  Quickrecap of the Lindisfarne invasion through slides. Show the children videos at <https://www.youtube.com/watch?v=K5n_5y2XhSI> <https://www.youtube.com/watch?v=Q_KWEMmbHjM&safe=active>    Explain to children that they will become journalists and are about to interview a Monk or a Viking from the Lindisfarne invasion. Using slideshow, discuss with children the difference between direct and reported speech.  Children write 3 questions they would like to ask a Viking or a Monk about the invasion.  Hot seating activity – have volunteers come to the front and act as a Viking or a monk. Other children will act as journalists and ask their questions to Viking/Monk. (if possible have some props to help the children get into role – cape/toy weapon/microphone...)  Discuss with children how opinions differ based on one’s position in a situation. For example, the monks and Vikings would have felt very different after the Lindisfarne invasion. Explain the difference between a fact and an opinion –facts cannot change but opinions depend on the person/group (can link to current world events).  Task – Children to write notes about the films and hot seating activity, including some direct quotes (which they will use in next writing task) | This activity will build ideas and direct quotes which the pupils can then use when they write their own article.  It may be necessary or teacher or other adults in class to have the first go at being a Viking or Monk for the hot seating activity to set the tone and also to model some answers and vocabulary that will be relevant. |
| **10. Super Sentences** | Power point – The Invader Super Sentences. Level up sentences from Viking Victory newspaper article.  Pairs to re-write sentences including different journalistic features. | Again discuss the role of an Editor to improve the reporters writing.  Activity again encourages the pupils to focus on certain journalistic features and have a go at including in it within a sentence. |
| **11. Writing task** | Introduce task and success criteria – provide pupils with a writing ladder.  Task write a newspaper article about the Lindisfarne Invasion with a bias point of view from the monks or Vikings Perspective. Focus on describing what happened at Lindisfarne, how they felt as well as including a direct quote and reported speech.  Allow ten minutes to plan ideas before writing. | After writing newspaper reports (another day), give the pupils time to pair up and see if they have included all the features we hope to see in Journalistic writing.  Pupils should then go back to writing and edit and improve their own reports before a final write up.  Could use ICT to produce a final typed piece set out in columns. |
| **12** | Volcanic Vocabulary - Look Volcano vocabulary glossary PowerPoint at the start of the session Show the class a word. Pairs write a definition on whiteboard before looking at example form dictionary and image (e.g. crater, lava, eruption., vent.....) Play definition bingo.  Additional word mat for LAP pupils | Introduction of key vocabulary before even reading article and listening to news report to ensure pupils understanding of key terms.  Again power point can be printed off for game and as a word wall resource. |
| **13** | Introduce the event of the Volcanic eruption. What do the children already know about this recent event?  Look at an article about the Japanese Volcanic eruption. Brainstorm the features i.e. purpose, audience and key features. | Initially ask the children what they know about volcanoes and any events that have happened that are real involving volcanoes. Brainstorm ideas a s a class.  Then give each pair the newspaper article to read.  What is this about?  Ask them to find out the 5 w’s.  Can they make a list of all the journalistic features included in this. |
| **14** | Explain that today they are beginning to investigate TV journalism. What differences will they expect to see? Watch the video through and discuss the children’s reactions to the event.  Watch BBC news video – www[bbc.co.uk/news/world-asia-29399186](http://WWW.bbc.co.uk/news/world-asia-29399186)  *Model: Re-watch the report with teacher stopping at points throughout it to* highlight the use of key features and relate to the written form.  Fill in chart showing features for newspaper article and TV clip. | Compare and contrast newspaper article with news report. (Use chart or Venn diagram if preferred) so that the pupils can find similarities and differences.  Take feedback about what is the same and what is different about these reports of the same story. |
| **15** | Explain that different people within the community involved: volcanologists, eye witnesses, victims, the government, families of the victims will all have a different viewpoint on the events  Look at PowerPoint with different quotes – can the children guess who would have said this ? What is a viewpoint and why do they differ? (write answers on whiteboards).  Then give each table a shared write task (one piece of writing together on a large sheet of paper). To write a paragraph from a newspaper report from a particular point of view. *(give each table a particular focus – government, volcanologist, eye witness, survivor, family member of victim, rescuer). Groups to keep their POV secret from other groups. At the end of lesson each group to read out their paragraph. Can the class guess POV?*  *All groups start with the same opening sentence!* | Identify that a POV of the same event can be very difference for different individuals/groups. Ask the pupils to think of other events/experiences when they think this would also be true.  Discuss if everything we see on the internet/TV and newspapers is always balanced?  What does the word bias mean? Why does this happen sometimes in news reports even though they should be balanced?  As groups read out their paragraphs at end of the session give feedback about some of the journalistic features they have used e.g. I really like the way you used emotive language, well done for using both reported and a direct quote in your paragraph…. |
| **16** | Super Sentences Power point – leveling up using journalistic features | Activity reinforces the use of particular journalistic features so pupils focus on them and have a go at including in it within a sentence. |
| **17** | Review the purpose and audience of journalism (look at PowerPoint recapping on main features)  Class to look at a range of written articles (highlighting features – direct quotes/facts......) including some Japanese volcano articles and a range of others from local and national press (Including First News). Pairs to each be given an article. Identify the main features included within it.  Highlight and label each of these parts (stick article in middle of sugar paper then highlight different features and label different parts – to create colour coded article and labeled diagram of features) | Recap on main features before final writing task.  Teacher needs to collect a variety of suitable newspaper reports for different groups to examine.  Discuss journalistic vocabulary included in reports and new words the pupils may not have encountered before. Encourage pupils to find out what they mean by looking up themselves. If they still cannot find then explain meaning.  Different newspapers will suit different abilities. First News (children’s newspaper excellent for LAP, whilst broadsheets like Times/Guardian give more challenge for HAP pupils. |
| **18** | Teacher work through the process of planning beginning of own newspaper article and writing opening paragraph with a step by step approach.  Then pupils to have time to plan own article in detail. Use planning frame. | Teacher to model the planning and opening paragraph of their own article (guided writing – this is teachers’ only work **so do not include** children’s contributions ). This is to ensure that the writing modeled is of a high standard and sets a high benchmark for the pupils to aim for (you may need to have written it in advance or know well what you will include). It is important for the pupils to see how you construct your own text – think out loud the choices you make, model adding extra detail, changing a word for a more ambitious word, re reading and adding a missing piece of punctuation…… |
| **19** | Big write  Use plan from previous lesson to write own newspaper article about the Mount Ontake Eruption.  Word wall for LAP puils (can highlight on it as they write the words they use, to remind them to include journalistic and relevant vocab.  Steps to success ladders (differentiated for different abilities). | Again day after writing newspaper reports, give the pupils time to pair up and see if they have included all the features we hope to see in Journalistic writing.  Pupils should then go back to writing and edit and improve their own reports before a final write up.  Could use ICT to produce a final typed piece set out in columns or use writing template. |