

KS3 English -Newspaper Reports

Subject curriculum intent:	English has a pre-eminent place in education and in society. A high-quality education in English will teach students to speak and write to the best of their ability, so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables students both to acquire knowledge and to build on what they already know. Language and communication skills are essential in enabling students to participate in society.
Intent for this topic:	Throughout this unit, our aim is to understand what news is and where it can be found. We will explore the importance of trustworthiness in news and differentiate between facts and opinions. Additionally, we will identify and name different features of a newspaper article. Students will have opportunities to investigate current events, develop research and interview skills, and learn how to plan, write, edit, and proofread their own newspaper reports.
Key vocabulary taught within this topic:	News, media, newspaper, broadsheet, tabloid, letter, magazine, article, report, TV, internet, blog, radio, advert Inform, explain, advise, comment, describe, argue, review, analyse, persuade Fact, opinion, alliteration, rhetorical question, repetition, emotive language, exaggeration, statistics, superlative, sentence type, quote, simile, pronoun
Links to other subjects:	PSHCE - Global Goals - Quality Education, Reduced Inequalities, Peace, Justice & Strong Institutions ICT - Green Screen, radio recording Geography / History- Protestantism/ Catholicism
RRS Articles	This unit of work is linked Articles 13, 17 and 29 of the UN Convention on the Rights of the Child. The pupils need to be taught about their right and the right of all children to an education and to have healthy lifestyle during this unit. See the link for a summary of the Rights of the Child: https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018 Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them. Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-2	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	Cold Task / Have a Go Task on a familiar subject Use an interesting stimulus/ starting point with minimal teaching and students to write a newspaper article Immersion - explore a range of news reports and articles Tuning into the subject - identify technical language and definitions - matching games Facts - identify the facts, sorting facts and opinions Power of 3 - use 3 phrases or words to describe. Headlines- use strong headlines to grab attention Introduce model article- story map and learn text. Box up model text, sequence the text - -Intro /what it is - hook in the reader - power of 3 -Sequence order of events - Ending
Wks 3-4	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	Students identify and arrange key features of a newspaper article Students explore structure of news reports Use word bank and structure of original text Use mind map to generate and record different ideas. Box up text - Intro: Order vents - end Students begin to add new detail to article Play alternative word games eg beautiful, stunning, sad miserable, forlorn etc Shared writing to improve text
Wks 5-6	Invention / Independent application	Students create original texts as independently as possible	Students use structure of a news article Use word bank and structure of original text Use mind map to generate and record different ideas. Students plan, review, edit and revise their writing Box up text - Students to plan a poem, present it logically and box it up Students to hook the reader with strong headline and interesting/ emotive detail Students use facts Students vary sentence length for emphasis. Hot Task / Show us what you have learnt - An independent task on a similar type of writing Use Narrative Therapy & Colourful Semantics to plan new text

	<u>Step P4-6</u>	<u>Step P7-8</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>
Key Learning Theme: Newspaper Reports					
<p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know</u></p> <p><u>Spoken language/ speaking and listening.</u></p> <p>How to communicate ideas effectively. How to respond to others appropriately</p>	<p>Students name common objects.</p> <p>Students are familiar with the words used to describe simple events.</p> <p>Students are able to identify key ideas and concepts used to communicate a message.</p> <p>Students understand strategies to communicate misunderstanding without changing the words used e.g. to repeat a word with a different intonation or facial expression.</p> <p>Students are able to identify the key element in questions about familiar or immediate events or experiences e.g. 'What is X saying?'</p> <p>Students understand requests and instructions containing at least two key words, signs or symbols.</p> <p>Students know how to initiate and maintain short and simple conversations about news events.</p> <p>Students understand how to take turns and to listen to others in presentations and debates.</p>	<p>Students have sufficient vocabulary to convey meaning to the listener/ audience.</p> <p>Students know what an adjective is.</p> <p>Students identify there can be reasons and motives behind actions and events.</p> <p>Students identify three or four key words, signs or symbols to communicate key elements of a news story.</p> <p>Students understand different causal conjunctions to link ideas e.g. as, because etc.</p> <p>Students understand the questions who, what, where, when, why and how to respond appropriately.</p>	<p>Students explore the meanings and sounds of new words identified in news articles.</p> <p>Students build up new stores of descriptive language to gain the interest of the audience/ viewer.</p> <p>Students list requirement for public speaking e.g. loud & clear.</p> <p>Students select a range of vocabulary to communicate clearly about the content of news items.</p> <p>Students listen to others and sometimes respond appropriately.</p> <p>Students effectively convey meaning by gaining, maintaining and monitoring the interest of the listener.</p> <p>Students speak clearly and audibly to convey meaning to a range of listeners.</p> <p>Students include relevant detail to extend their ideas.</p>	<p>Students understand a wide range of vocabulary.</p> <p>Students are familiar with different styles of news.</p> <p>Students can identify detail included in a news item.</p> <p>Students recognise changes in intonation.</p> <p>Students know several key phrases used in news items.</p>	<p>Students are familiar with the language used in journalism e.g. hook, headline, quotes, caption.</p> <p>Students begin to be aware of Standard English.</p> <p>Students are aware of different dialects and how people speak in interviews to journalists.</p> <p>Students identify some of the differences between written and spoken English.</p>

<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p> <p><u>Spoken language/ speaking and listening.</u></p> <p>How to communicate ideas effectively. How to respond to others appropriately</p>	<p>Students answer simple 'Who ...?', 'What ...?' and 'Where ...?' questions, e.g., The car crashed into the house.</p> <p>Students communicate three word strings using noun, verb, noun e.g. car crash house.</p> <p>Students are able to combine two key ideas and concepts. They are able to combine single words, signs or symbols to communicate meaning and create desired impact on listeners.</p> <p>Students are able to make attempts to repair misunderstandings, without changing the words used e.g. by repeating a word with a different intonation or facial expression.</p> <p>Students are able to respond appropriately to questions about familiar or immediate events or experiences e.g. 'What is X talking about?', 'What has happened?'</p> <p>Students are able to follow requests and instructions containing at least two key words, signs or symbols.</p> <p>Students are able to initiate and maintain short and simple conversations about news items.</p>	<p>Students combine three or four key words, signs or symbols to communicate key elements of a news story.</p> <p>Students use an extensive vocabulary to convey meaning to the listener or audience.</p> <p>Students combine a noun and an adjective.</p> <p>Students take part in role play situations with confidence, participating in interviews, new broadcasts etc.</p> <p>Students link ideas using different causal conjunctions e.g. as, because etc.</p> <p>Students listen to, attend to and follow simple news stories for short periods of time.</p> <p>Students attend to and respond to questions from adults and their peers relating to news events and their own experiences.</p> <p>Students use regular plurals correctly.</p> <p>Students correctly extract the information "Who, what, where, when, why and how." in a news article.</p>	<p>Students retell news event / article in their own words.</p> <p>Students deliver a news item articulating the words loudly and clearly.</p> <p>Students respond appropriately to a news article.</p> <p>Students talk in a fluent manner about a news event.</p> <p>Students convey meaning, sustaining their contribution and engaging the listener's / audience's interest.</p> <p>Students talk about matters of immediate interest relating to a news item/ article.</p> <p>Students convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas to provide detail required for journalistic purposes.</p> <p>Students select a range of vocabulary to communicate clearly about the content of news items.</p> <p>Students speak clearly and audibly to convey meaning to a range of listeners.</p>	<p>Students use intonation when reading the news.</p> <p>Students vary volume or change tone to maintain engagement of the audience.</p> <p>Students develop and explain ideas using a wide range of vocabulary.</p> <p>Students begin to show confidence in talking and listening, discussing news events.</p> <p>Students speak clearly and use intonation to enhance meaning and engage the interest of the reader/listener.</p> <p>Students show an awareness that viewers/ readers need detail about a news item.</p> <p>Students explore their ideas on a topic with others and listen and contribute to discussions.</p> <p>Students show supportive body language when listening and look from speaker to speaker.</p> <p>Students demonstrate acknowledgement of someone else's opinion or information in their relevant answers and build on what another person has said</p> <p>Students work constructively with others and respond to a peer's contribution in filming / recording news items.</p>	<p>Students discuss what they have read/heard with others, listening to their opinions.</p> <p>Students face the camera or audience, keep head raised, use facial expressions and appropriate gestures in reading and presenting the news and conclude items effectively</p> <p>Students are beginning to be aware of Standard English and when it is used - using this model of English when reading or presenting the news.</p> <p>Students sustain the attention of the listeners by using expression, indirectly or directly involving the audience explaining ideas explaining viewpoint, including relevant information and using appropriate vocabulary.</p> <p>Students make relevant contributions in group or class discussions.</p> <p>Students take an active role in role play and video/ audio productions</p> <p>Students show different viewpoints or issues in role-play of news items.</p>
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Suggested teaching activities	➤ Prepare and undertake interviews (journalism).
How should I teach this?	➤ Present and broadcast news items (news station, radio show). ➤ Participate in drama games / activities to develop understanding of features, e.g. fact / opinion, questions, formal / informal. ➤ Participate in discussion and Ask It sessions to explore topical news issues

Key Learning Theme: Newspaper Reports

<p>Subject specific knowledge</p> <p>Reading</p> <p>What do pupils need to know?</p> <p>How to infer. How to understand how language is used. How to understand how structure is used. How to compare</p>	<p>Students are able to identify a few words, symbols or pictures familiar to them in a news article presented to them in a familiar way.</p> <p>Students are able to recognise objects and their pictorial or symbolic representations.</p> <p>Students know how to express their curiosity about content at a simple level.</p> <p>Students are able to identify a small number of words or symbols linked to familiar vocabulary in relation to news reports.</p> <p>Pupils are able to identify letters and short words related to a news report.</p>	<p>Students distinguish between print or symbols/ pictures in a text.</p> <p>Students understand the conventions of news print e.g. following the text from left to right, top to bottom in a column and column to column.</p> <p>Students understand that words, symbols and pictures convey meaning.</p> <p>Students understand the differences between print, symbols and pictures in newspaper reports.</p> <p>Students are able to identify key elements of a newspaper report, e.g. headline, photo, caption etc.</p> <p>Students are able to identify what comes next in familiar word patterns, sentences and text structures.</p> <p>Students know the shape name or sound of half the letters of the alphabet</p>	<p>Students are able to identify familiar words used in newspaper reports.</p> <p>With some support, students are able to identify graphemes and their corresponding phoneme.</p> <p>With some support, students are able to identify some common exception words.</p> <p>Students begin to be able to identify how full stops are used in reading.</p> <p>Students are able to identify key words and ideas in a range of newspaper reports.</p> <p>Students recognise alternative spellings and alternative ways of pronouncing the graphemes already taught.</p>	<p>Students are able to name organisational conventions of texts e.g. headline, captions slogans etc.</p> <p>Students identify new vocabulary</p> <p>Students know that they can use a dictionary to check spelling or meaning of a word.</p> <p>Students can identify the position of a letter in alphabet i.e. beginning, middle or end</p> <p>Students understand how words are organised in a dictionary.</p>	<p>Students know how to tackle unfamiliar words that are not completely decodable.</p> <p>Students understand the different features of a newspaper report.</p> <p>Students identify when the text isn't making sense.</p> <p>Students know that words are listed in a dictionary in alphabetical order</p> <p>Students are aware of different types of punctuation used in newspaper reports.</p>
<p>Subject specific skills</p> <p>Reading</p> <p>What do pupils need to be able to do?</p> <p>How to infer.</p>	<p>Students join in discussion when sharing texts</p> <p>Students describe a character or object from a news item using a single descriptive word e.g. bomb exploded etc.</p> <p>Students recognise a few familiar words, symbols or</p>	<p>Students display interest in extracting information from a newspaper article</p> <p>Students identify print, symbols and pictures in newspaper reports.</p> <p>Students extract information from words, symbols and</p>	<p>With some support, students use their knowledge of letters and GPC in order to read words and to establish meaning when reading aloud from newspaper reports.</p> <p>With some support, students are able to use their knowledge of common exception words to read words</p>	<p>Students are able to identify and record key sentences in newspaper reports.</p> <p>Students read a newspaper report, demonstrating a level of understanding that is generally accurate.</p> <p>Students are able to name organisational conventions of</p>	<p>Students read, discuss and give their own views on newspaper reports.</p> <p>Students are able to identify key themes, facts and opinions in different news articles and identify their own responses.</p> <p>Students compare newspaper articles about the same events.</p>

<p>How to understand how language is used. How to understand how structure is used. How to compare</p>	<p>pictures to derive meaning from a news report.</p> <p>Students match objects to their pictorial or symbolic representations.</p> <p>Students ask and answer basic two key word questions about a news item.</p> <p>Student select and recognise/ read a small number of words or symbols linked to familiar vocabulary in relation to newspaper reports.</p> <p>Students match letters and short words related to a newspaper report.</p>	<p>pictures convey meaning within a persuasive text.</p> <p>Students recognise or read a growing repertoire of familiar words or symbols used within newspaper reports.</p> <p>Students are able to identify half the letters of the alphabet by shape, name or sound</p> <p>Students read text in columns from left to right, top to bottom and column to column.</p> <p>Students accurately attribute meaning to words, symbols and pictures.</p> <p>Students sequence 3 pictures or symbols and use them to re-tell an element of a news report.</p>	<p>and establish meaning when reading aloud.</p> <p>Students apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable</p> <p>Students recognise familiar words used in newspaper reports.</p> <p>Students begin to show awareness of how full stops are used in reading.</p> <p>Students re-tell a news event to a peer.</p> <p>Students are able to state the key information from a newspaper report and answer "Who, what, where, when and why."</p> <p>Students relate a word or phrase from the text to what has been discussed or read previously.</p>	<p>texts e.g. headline, by-line, caption etc.</p> <p>Students give a reason why they think something has happened in a news event.</p> <p>Students know that they can use a dictionary to check spelling or meaning of a word.</p> <p>Students can identify the position of a letter in the alphabet i.e. beginning, middle or end.</p> <p>Students understand how words are organised in a dictionary.</p> <p>Students use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.</p>	<p>Students confidently tackle a new text.</p> <p>Students draw inferences on what they have read.</p> <p>Students identify some key features of the language used in news articles.</p> <p>Students identify specific vocabulary within a text that captures the reader's interest.</p> <p>Students identify the letters in a word sequentially and find the meaning of an unknown word using a dictionary.</p> <p>Students generate their own questions to research.</p> <p>Students confidently use knowledge of phonic structure.</p> <p>Students use knowledge of root words, suffixes and prefixes to attempt new/longer words</p>
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Suggested teaching activities
How should I teach this?

- **Guided reading sessions using news articles and other texts linked to the topic**
 - Discussing and responding to the news report
 - Comprehension activities, e.g. questions (who, what, where, when and why), boxing up, key events/ people, identifying key events, sequencing article, true/false statements
 - Activities to unpick language and structure, e.g. rhyme, alliteration, adjectives, adverbs, speech, beginning, middle, end
 - Inference activities / sessions
 - Explore and develop knowledge of language features (facts, opinion, alliteration, rhetorical questions, repetition, emotive language, exaggeration, statistics, superlatives, variety of sentence types, quotes, similes, and pronouns to involve audience).
 - Explore and identify language and structural features of newspaper / magazine articles.
 - Evaluate a text's target audience, purpose, presentation, style and tone.

Key Learning Theme: Writing

<p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p> <p><u>Writing</u></p> <p>Plan for news report What good looks like: appropriate form, language and structure. Edit. Proof read.</p>	<p>Students demonstrate that they understand that marks and symbols convey meaning.</p> <p>Students know that text should be written from left to right,</p> <p>Students are able to identify marks or symbols associated with familiar spoken words, actions, images or events relating to newspaper reports.</p> <p>Students know how to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy writing patterns.</p> <p>Students are able to identify marks, letters, symbols and photographs to use with an image in a newspaper report</p>	<p>Students show awareness that writing can have a range of purposes.</p> <p>Students are able to identify how a news text is arranged on the page, sequencing information in columns from left to right and top to bottom.</p> <p>Students are aware that photos or illustrations in a news report relate to the report.</p> <p>Students know to group letters and leaves spaces in their writing to form separate words.</p> <p>Students are aware of the sequence of letters, symbols and words to write a news report.</p>	<p>Students are able to identify simple words and phrases to communicate meaning.</p> <p>Students begin to be able to identify how full stops are used in writing.</p> <p>Students are able to identify how to clearly shape and correctly orientate letters.</p> <p>Students are able to identify how to correctly format a news report</p> <p>Students know how to use the space bar and keyboard to type their name and a simple news report.</p> <p>Students know some key adjectives to use in a news report.</p>	<p>Students identify vocabulary to include in their news report when planning their writing</p> <p>Students identify alternative words to enhance the dramatic impact of their news report.</p> <p>Students recognise that they need the "who, what, where, when and why" in their planning and in the first paragraph in their news report.</p> <p>Students know how to accurately form letters</p> <p>Students read through their work to check for appropriate punctuation and vocabulary choices when drafting and writing.</p> <p>Students know when to use capital letters in their writing.</p> <p>Students spell high frequency words that do not conform phonetically.</p> <p>Students are aware of the placing of a possessive apostrophe in regular and irregular plurals.</p>	<p>Students are familiar with the style and layout of a news report</p> <p>Students identify the main features of a newspaper report</p> <p>Students are aware of the terms of grammar -subordinate clause, direct speech/ speech marks, preposition, conjunction, possessive pronoun, determiner, adverbial, vowel consonant</p> <p>Students understand the language of punctuation.</p> <p>Students select and use a range of technical and descriptive vocabulary related to a news report.</p> <p>Students know how to use full stops, capital letters and question marks.</p> <p>Students spell high frequency words that do not conform to normal patterns.</p>
<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p>Students produce marks or symbols associated with familiar spoken words, actions, images, people or events.</p>	<p>Students place the elements of a news story into the correct format.</p> <p>Students group letters and leave spaces between them</p>	<p>Students use simple words and phrases to communicate meaning in a news report</p> <p>Students place the elements of a news report in the correct order and format.</p>	<p>Students plan their news report to address the correct target audience</p> <p>Students consider what to include as essential information in their news</p>	<p>Students examine style and layout of news reports and recreate them, e.g. layout, use of paragraphs, headline etc.</p> <p>Students discuss and record their ideas, organising the</p>

<p>Writing</p> <p>Plan for news report What good looks like: appropriate form, language and structure. Edit. Proof read.</p>	<p>Students are able to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy shapes and straight line writing patterns.</p> <p>Students trace, overwrite or copy shapes and straight line patterns.</p> <p>Students copy words underneath from left to right.</p> <p>Students select and use meaningful marks, letters, symbols and photographs to produce a news report.</p>	<p>as though they are writing separate words.</p> <p>Students correctly select and link symbols together and one or two key words from memory</p> <p>Students display awareness that writing can have a range of purposes e.g. in relation to news stories, that writing can be used for captions underneath pictures.</p> <p>Students display understanding of how a news text is arranged on the page e.g. by writing or producing letter sequences in columns going from left to right, top to bottom.</p> <p>Students correctly use upper and lower case letters.</p> <p>Students use a range of images and key words to create a news article.</p>	<p>Students group written sentences together in chunks of meaning or subject.</p> <p>Students add simple adjectives to news reports to enhance detail.</p> <p>Students begin to show awareness of how full stops are used in their writing.</p> <p>Students generally clearly shape and correctly orientate their letters.</p> <p>Students spell phonically decodable two-syllable and three-syllable words.</p> <p>Students use knowledge of common inflections in spelling, such as plurals, -ly, -er.</p> <p>Students segment sounds into their constituent phonemes in order to spell them correctly.</p>	<p>report, then discuss and record planning ideas.</p> <p>Students discuss the layout and style and organise their information in an appropriate manner when planning their news report.</p> <p>Students develop ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops.</p> <p>Students communicate meaning in their writing, using appropriate and interesting vocabulary, and showing some awareness of the reader.</p> <p>Students use capital letters correctly and may use them for effect in their news report.</p> <p>Students adjust the size and style of their writing to create emphasis and impact within a news report</p> <p>Students usually spell simple, monosyllabic words correctly, and where there are inaccuracies the alternative is phonetically plausible.</p> <p>Students accurately form letters in a consistent way in their handwriting.</p>	<p>ideas, noting specific vocabulary, quotes etc.</p> <p>Students use simple devices to structure the writing and support the reader / listener of persuasive texts.</p> <p>Students correctly use the basic grammatical structure of sentences.</p> <p>Students sequence sentences, extend ideas logically and select words for variety and interest.</p> <p>Students use a range of punctuation and grammatical devices s: fronted adverbials, conjunctions, adverbs and prepositions to express time and cause,</p> <p>Students check that pronouns make meaning clearer for the reader when evaluating and editing their work e.g. use of 'I' in quotes.</p> <p>Students spell simple polysyllabic words and attempt to spell most words.</p> <p>Students accurately use punctuation to mark sentences with full stops, capital letters and question marks.</p> <p>Students write in a mainly joined up style joining letters correctly.</p>
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Writing	<ul style="list-style-type: none">➤ Talk for Writing➤ rewriting a news report/ parts of a news report using 'box it up' structure➤ writing own news report using 'box it up' structure➤ writing different types of news texts, i.e. newspaper article, review, opinions column, letters.➤ Execute sentence level work to practise and compose features of texts (see language features in reading, e.g. rhetorical questions, interview questions).➤ Continue to develop understanding of vocabulary, spelling, punctuation and grammar
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Suggested Texts and Online resources
This website will help with planning and resources:
<http://www.bbc.co.uk/schoolreport/15950183>
National and Local Newspaper Stories
First News (copies in school)
Newsround
BBC News Online

Evidencing Work
Photographic & video evidence
Talk for writing worksheets
Phonics worksheets
Guiding reading records