

# The National Literacy Strategy

## Year 5 Booster Units

### Unit 4 Recount: Newspaper Reports

#### Summary and context

This set of lessons uses newspaper-style reports of flooding. Given the weather around the UK in the winter of 2000/01, pupils should have plenty of direct or indirect experience to apply. All the resources needed (except for *Grammar for Writing*) are included with the set of lessons, but teachers may wish to write their own opening paragraph for lesson 3 to make it relevant to their area.

#### Overview of objectives

Target statements for writing	NLS Framework objectives
<p><b>Style: sentence construction</b></p> <ul style="list-style-type: none"> <li>Write using direct and reported speech.</li> </ul>	Y5 T1 S5
<p><b>Style: language effects</b></p> <ul style="list-style-type: none"> <li>Use well-chosen phrases and vocabulary to engage the reader.</li> </ul>	
<p><b>Purpose and organisation</b></p> <ul style="list-style-type: none"> <li>In non-fiction, elaborate the basic structure of text types in order to make writing more effective in relation to audience and purpose.</li> </ul>	Y4 T1 T24 Y5 T1 T24
<p><b>Process</b></p> <ul style="list-style-type: none"> <li>Map text structures and lines of development.</li> </ul>	

Outcomes
<ul style="list-style-type: none"> <li>Pupils write a newspaper account of an event.</li> </ul>
Homework
<ul style="list-style-type: none"> <li>To list words that could be used instead of 'said' when reporting speech.</li> </ul>

#### Resources

- Newspaper report 1: *Village under water* (attached)
- Newspaper report 2: *Six dead as storms sweep country* (attached)
- Grammar for Writing* pp.154–5, pp.108–9, p.190
- Newspaper reports: a writer's guide* (attached)

# Unit 4 Recount: Newspaper Reports

## Lesson 1

### Lesson objectives

- to identify features of recount text using newspaper reports;
- to note how dialogue is punctuated;
- to write short stretches of dialogue, correctly punctuated.

### Shared whole class work

- Read newspaper report *Village under water*.
- Identify features of recount (*Grammar for Writing* pp.154–5) e.g. events recounted as they occurred; generally written in the past tense; focus on individual or group participants; use of specific names.
- Use report to revise rules for punctuation of direct speech.

### Key points to highlight

- Order of paragraphs of report.
- Punctuation rules for speech, e.g. speech marks enclose the exact words spoken; punctuation belonging to the words spoken goes inside the speech marks; other punctuation goes outside the speech marks.

### Independent/guided work

General task:

- Children write short examples of direct speech that might have been spoken by some of the people mentioned in the newspaper report.

Focus task:

- Teacher works with focus group to create examples of direct speech from some of the villagers affected by the flood described in the newspaper report.

### Plenary

- Take some of the examples the children have generated. Discuss the correct placing of punctuation and evaluate.

### Homework

- Make a list of words that could be used in a newspaper report instead of **said**. The lists will be used in the next lesson.

# Unit 4 Recount: Newspaper Reports

## Lesson 2

### Lesson objectives

- to understand difference between direct and reported speech.

### Shared whole class work

- Make quick list of alternative words for **said** from homework.
- Re-read the *Village under water* article.
- Use role-play to demonstrate conversion of direct speech into reported speech.

### Key points to highlight

- Differences between direct and reported speech.

### Independent/guided work

General task:

- Children refer back to the quotations they created in lesson 1 and change them into reported speech.

Focus task:

- Teacher works with focus group guiding the pupils in turning the quotations they created yesterday into reported speech.

### Plenary

- Consider some examples of the work done independently. Discuss and evaluate.

## Unit 4 Recount: Newspaper Reports

### Lesson 3

#### Lesson objectives

- to write a recount in the style of a newspaper report.

#### Shared whole class work

- Revision of features of recount text.
- Teacher demonstration of the composition of the first two paragraphs of a report of a flood in the local area. Second paragraph to include both direct and reported speech.
- Introduction of *Newspaper reports: a writer's guide*.

#### Key points to highlight

- Features of recount text.
- Importance of plan, particularly to map sequence of events.
- Selecting events for significance/interest.
- Use of detail to enliven the report.
- Use of specific names to create authenticity.
- Using direct speech and linked punctuation.
- Using reported speech – no speech marks.
- Using conclusion to round off the report.

#### Independent/guided work

General task:

- Children work individually to continue report started in teacher demonstration.

Focus task:

- Teacher supports the focus group in their planning, and guides the pupils in the composition of their reports.

#### Plenary

- Examples of reports are shared, discussed and evaluated.

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### Unit 4 Recount: Newspaper Reports

#### Lesson 1 example

Teaching	Teaching and learning strategies
<p><b>Objectives</b>  <b>Teacher:</b> <i>Today we are going to look at a newspaper report and see how the reporter has written it. There is quite a lot of speech in this report, so this is a good opportunity to make sure you all understand exactly how speech is punctuated.</i></p>	
<p><b>Shared whole class work</b>            Give out copies of <i>Village under water</i> and have one on A3 or OHT.            Read article to class.</p>	
<p><b>T:</b> <i>What is this article all about?</i>            Take suggestions.</p>	<p>Classifying</p>
<p><b>T:</b> <i>Why do you think the reporter began the article this way?</i>            Setting the scene, getting reader's attention.</p>	
<p><b>T:</b> <i>Let's re-read the rest of the article and jot down a few words to remind us what each paragraph is about.</i>            Teacher re-reads article, stopping after each paragraph to take suggestions as to what the paragraph is about.</p>	<p>Summarising             Listing</p>
<p><b>T:</b> <i>Looking at our list, how has the reporter planned the article?</i>            Take suggestions. (See pp.154–5 <i>Grammar for Writing</i> for purpose, generic text structure and sentence/word level features.)</p>	
<p><b>T:</b> <i>The reporter has spoken to a lot of people and included things they told him or her. I want you to find all the bits with speech marks.</i>            Children point out passages in speech marks. Teacher highlights them on A3 or OHT copy. Children could also highlight on their copies.</p>	<p>Highlighting</p>

Teaching	Teaching and learning strategies
<p><b>T:</b> Let's look at this first bit of speech. Notice how the comma separating 'daze' from 'she said' is <b>inside</b> the speech marks. Then the speech marks re-open for 'I haven't slept', then the exclamation mark at the end of 'more' is also <b>inside</b> the speech marks. The punctuation for what Ann says goes inside the speech marks showing us what she said.</p>	Explanation
<p><b>Independent task</b></p> <p><b>T:</b> These floods affected a lot of other people. I want you to imagine what they might have said. Write it down using speech marks and all the other necessary punctuation. Choose different people, such as the vicar, a four-year-old child, a shopkeeper, a firefighter, a police officer or a young mother. Sometimes put who was speaking at the beginning, and sometimes put it at the end of what they are saying.</p>	Composition
<p><b>Guided task</b></p> <p>Focus group:</p> <p><b>T:</b> We are going to look at what Tom said.</p> <p>Show from 'I thought' to 'before' enlarged onto A3 (or on an OHT). Children have own copies, one between two. Go through all the punctuation, where it is placed and explain why, for example, <b>but</b> has a small <b>b</b>.</p> <p><b>T:</b> Now I want you to think up what a young mother in the village might have said.</p> <p>Teacher scribes, gets the children to put who is speaking in the middle, and helps them put in the punctuation. Do several examples.</p>	Teacher scribing
<p><b>Plenary</b></p> <p><b>T:</b> Who would like to share one of their bits of speech with us?</p> <p>Child reads, teacher scribes, child puts in the punctuation. Teacher takes examples from each group.</p> <p><b>T:</b> It's rather boring if a newspaper report keeps on using the word 'said'. It makes the report more interesting if the writer finds some good alternatives. For example, in paragraph 6 of Village under water the reporter could have written "This is a dangerous time for the very young and the very old," <b>warned</b> Dr Hazel Bryan...'. For your homework I want you to make a list of words that could be used in this newspaper report instead of '<b>said</b>'.</p>	Reporting back

# Unit 4 Recount: Newspaper Reports

## Lesson 2 example

Teaching	Teaching and learning strategies
<p><b>Objectives</b></p> <p><b>Teacher:</b> <i>Today we are going to take another look at the flood report and see how the reporter has handled what people have said. That is, has the reporter used their actual words – direct speech – or has he or she <b>told</b> us what they said – reported speech?</i></p>	
<p><b>Shared whole class work</b></p> <p><b>T:</b> <i>Let's list all those words you found as alternatives for 'said'.</i> Teacher scribes as children give suggestions. Give out copies of <i>Village under water</i> and have one on A3 or OHT. Read newspaper report to class.</p> <p style="text-align: right;">Making suggestions</p> <p><b>T:</b> <i>We have already highlighted the parts where someone is speaking. This time, when I read the newspaper report to you, I want you to put your hand up each time you hear about what someone has said but the reporter has not used speech marks.</i> Read the article. Highlight in a different colour than the direct speech all the reported speech sections. Children could also highlight their copies in a second colour.</p> <p style="text-align: right;">Text marking</p> <p><b>T:</b> <i>What is the difference between the parts we highlighted today and the parts we highlighted yesterday?</i> What was said but not the exact words. No speech marks. Actual words spoken demarcated with speech marks. Tense, person, subordinate words, word order changes, punctuation is different. (See pp.108–9 and p.190 <i>Grammar for Writing</i>.)</p> <p style="text-align: right;">Analysing</p> <p><b>T:</b> <i>How could the reporter have told us what Ann said without using her exact words?</i> Take suggestions.</p> <p style="text-align: right;">Offering ideas</p> <p><b>T:</b> <i>Yes that's right, 'Ms Milton said that she was in a bit of a daze. She went on to say that she had not slept for 26 hours, that this was the village's third flood in 10 months and that she did not think she could take any more.'</i> Go through article changing direct speech into reported speech.</p>	

Teaching	Teaching and learning strategies
<p><b>T:</b> <i>We're going to do a role-play. You are going to be the villagers and I'm going to be the reporter asking questions.</i> Teacher selects children to be different people in the village.</p> <p><b>T:</b> (To shopkeeper) <i>So was there much damage to your stock?</i> Child replies.</p> <p><b>T:</b> (Turning to rest of class) <i>The shopkeeper told me that the water came up to her ankles and all the magazines on the bottom shelf were saturated.</i> When the children get the idea, they take it in turns to be the reporter turning direct speech into reported speech.</p>	<p>Role-play</p> <p>Modelling</p> <p>Talk partners</p>
<p><b>Independent task</b></p> <p><b>T:</b> <i>Turn back to the quotes you wrote yesterday. Today I want you to turn them into reported speech. Remember, you will not be using speech marks and you will have to write things like 'Mr Green said that...' or 'The police officer informed me that...'.</i></p> <p>Extension task: Read the article <i>Six dead as storms sweep country</i>. Using two different colours, highlight the direct and reported speech.</p>	<p>Giving instructions</p>
<p><b>Guided task</b></p> <p>Work with focus group guiding pupils in turning the quotations they created in the previous lesson into reported speech.</p>	
<p><b>Plenary</b></p> <p><b>T:</b> <i>What are the five things we have to think about when changing direct speech to reported speech or vice versa?</i> Make list from suggestions: tense, person, subordinate words, word order and punctuation. (See pp.108–9 <i>Grammar for Writing</i>.)</p>	<p>Making suggestions</p> <p>Building a list</p>



# Unit 4 Recount: Newspaper Reports

## Lesson 3 example

Teaching	Teaching and learning strategies
<p><b>Objectives</b></p> <p><b>Teacher:</b> <i>This week we have looked at the way a newspaper report is set out. We have also looked at how reporters show what people they have interviewed have said, either by using direct speech or by using reported speech. Today you are going to write your own report. I'll start you off, and then you will finish the report.</i></p>	
<p><b>Shared whole class work</b></p>	
<p><b>T:</b> <i>Before we start we need to remind ourselves about all the various features of recount text. What is the purpose of recount text?</i></p> <p>Take suggestions and list the different aspects of recount text as a reference for the children.</p>	<p>Revising</p>
<p><b>T:</b> <i>That's right. To retell events. How is it structured?</i></p>	<p>Highlighting key points</p>
<p><b>T:</b> <i>Yes. The opening paragraph sets the scene. Then we have the events in chronological order, or an order where they follow naturally from one to another. Finally comes the closing statement to round things off.</i></p>	
<p><b>T:</b> <i>We are going to write about a flood in this area. This is how our flood reports will start.</i></p> <p>Teacher scribes first few sentences (adapt to suit own local circumstances):</p>	<p>Teacher demonstration</p>
<p><i>'The heavy rains of last night made rush-hour traffic come to a standstill this morning when the road under the railway bridge on South End Lane flooded. Hundreds of commuters were late for work when they were re-routed to avoid the 50cm-deep water that had gathered under the bridge.</i></p>	
<p><i>'Police officer Perkins, in charge of the diversions, said, "We are doing our best to keep the traffic moving, but delays are inevitable." He warned motorists not to try driving under the bridge as they might damage their engines.'</i></p>	

Teaching	Teaching and learning strategies
<p><b>T:</b> <i>When you are writing, I want you to refer to this list and use it to make your writing as interesting as possible.</i> Show and talk through <i>Newspaper reports: a writer's guide</i>.</p> <p>The opening of the report could be prepared in advance on strips of paper to be pasted into the pupils' books. Then the reports would be complete without the children having to spend time copying before they started their own writing.</p>	<p>Highlighting key points</p>
<p><b>Independent task</b></p> <p><b>T:</b> <i>Now it is your turn. Carry on from where I have left off. Remember to make your reports as interesting as possible. Take a few minutes to plan your reports. What events will you include? Who will be in your report? Where/what else in the area might you want to write about? Why did/might certain things happen?</i></p>	<p>Paired writing Planning Use of prompt sheet</p>
<p><b>Guided task</b> Support the focus group in its planning and guide the pupils in the composition of their reports.</p>	
<p><b>Plenary</b></p> <p><b>T:</b> <i>I would like to hear how some of you continued the report.</i> Choose children to read their next two paragraphs. Give praise and pointers for improvement.</p> <p><i>T:</i> <i>Now let's hear some closing statements.</i> Choose children to read their final paragraph. Give praise and pointers for improvement.</p>	

## Newspaper report 1

# Village under water

When she should have been asleep in bed last night in Thropford, Ann Milton was knee-deep in water in her front room.

She had spent the night moving her possessions to the safety of the upper floor of her home. The water had been creeping under her front door since 10pm, but as the clock struck 4am she felt the water of the flooded River Taw start to seep over the tops of her wellington boots. At that point she gave up.

“I’m in a bit of a daze,” she said wearily. “I haven’t slept for 26 hours. This is our third flood in 10 months. I don’t think I can take any more!” Ann went to join her neighbours in the shelter of the village hall.

Tom Wilkins, who has lived in the village all his life, said that he had never known anything like it. “I thought the floods of last Christmas were bad enough,” he said, “but last night the water came higher than it ever has before.” He said that he did not know how he was going to face the months of drying out his home.

Of the 15 families washed out of their homes, 6 have children under 5 years old.

“This is a dangerous time for the very young and the very old,” said Dr. Hazel Bryan, the

local GP. She went on to say that many diseases are water borne and that muddy river water that has flowed along streets and mingled with water from drains and sewers is particularly dangerous. She warned, “People should boil all their drinking water, or only use bottled water.”

Another casualty has been the village school. The school caters for children under 11 years from the surrounding area. They still do not know the extent of the damage, but it is expected that the school will be closed for at least 2 months.

Reverend Thomas, whose church, St. Peter’s, is on the highest point in the village, has opened up the church hall as a refuge. Camp beds are being set up at one end and a temporary schoolroom at the other. Rev. Thomas and his wife, Sally, are kept busy in the kitchen area making hot drinks.

“I’m only glad we are able to help,” said Sally. She added that everyone was trying to stay cheerful, but for some, the horror of it all had not really sunk in yet. “Once the waters recede and people go back to their homes and they see the mess the muddy river water has left behind, that’s when the real work will start. That’s when us lucky ones will need to give all the support we can.”

## Newspaper report 2

31 October 2000

# Six dead as storms sweep country

The worst storm for a decade caused widespread chaos to road and rail, killed six and left thousands without shelter last night. Many are now asking if Britain is paying the price of unchecked global warming.

Torrential rain and winds of up to 90 mph uprooted trees, blocked roads and cut electricity supplies across southern England and Wales.

The coast of West Sussex was hit twice within 48 hours when a twister devastated parts of Bognor Regis and a tornado ripped through a caravan park in Selsey. Further along the coast thousands of ferry passengers were stranded in mid-channel when vessels were unable to dock at Dover.

Last night a tanker started leaking dangerous chemicals into the English Channel when the Italian ship *Levoli Sun* was overcome by high seas. The crew was airlifted to safety.

Shops, banks and schools were closed as people failed to get into work. A spokesman for the Environment Agency announced, "We have issued 25 severe flood warnings across Wales and southern England." He went on to say that dozens of rivers had already burst their banks, making it necessary for lifeboats to be sent to rescue people from their flooded homes 30 miles inland.

In Yorkshire, the first blizzards of the winter coincided with flash floods. The severe weather this week comes at the end of a month of record rainfall and an exceptionally wet September. It is the recipe for disastrous flooding which scientists predicted two years ago when studying the possible effects of global warming on Britain.

Yesterday Mary Hodge, head of the UK Climate Programme, warned, "These events should be a wake-up call for everyone in Britain to consider how we are going to cope with climate change."

Jenny Smith, from the Weather Centre, said, "We have had a 0.6 degree Celsius rise in temperature in the last century, and extreme events have now started to happen with greater frequency. How are we going to cope when it goes up 2 degrees Celsius?"

The government, which is becoming increasingly concerned at the number of flooded properties, is expected to issue a ban on new building on floodplains.

The spokesman for the Environment Agency said, "No new building should happen on floodplains." He added that any developer building new homes should also be responsible for building flood defences.

## Newspaper reports: a writer's guide

- Make a plan. What happened? When? Who was involved? Where? Why? (Try making a flowchart to sequence events.)
- Choose events that are significant, give interest or amuse.
- Use details to bring incidents alive.
- Use specific names of people, places, objects, etc., to help convince the reader that the report is real.
- Use direct and indirect speech to personalise the events.
- Write a good concluding statement to round off the events.