**Spring Term Year 4 – English**

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| **Spring Term Book(s) – How to Train Your Dragon** | | |
| **Topic(s) – Newspaper Report** | | **Guide Time = 3 weeks** |
| **Assessment:** | Final published newspaper report about a theme of schools choice linked to the reading canon book. .  Half termly SPaG assessment and termly reading paper.  Use the statutory end of year assessment grids.   * Write for a range of purposes and audiences, showing awareness of the reader. * Selecting language that shows good awareness of the reader. * Use paragraphs as a presentational device to structure their writing. * Use a range of sentence structures to show a good awareness of the text type. * Use a wider range of subordinating conjunctions, adverbs and prepositions within and across sentences. * To punctuate more complex sentences correctly * Use simple devices to structure the writing. * Using fronted adverbials to emphasise the adverbial to the reader. * Use inverted commas to punctuate direct speech. * Effectively use reported speech to show awareness of the text type – a newspaper. | **Very Important Points (VIPs):**   * Newspapers have a name which is at the top of the papaer. * A headline is eye-catching, short and normally a pun to draw the reader in. * Alliteration is often used in headlines or sub-headings to catch the readers attention. * Introductory paragraphy that includes that five Ws. * Pictures are used which have a caption underneath. * Facts need to be truthful. * Written in third person and past tense. * Quotes are written as direct speech using inverted commas. * Reported speech does not need inverted commas and is used widely in newspaper reports. * A concluding paragraph to summarise main points. * There are two types of newspapers in the United Kingdom; broadsheets and tabloids. * Broadsheet is a type of newspaper that generally focuses on more serious, in-depth reporting. * Tabloid is a type of newspaper that generally reports on scandals, gossip and celebrities in a sensational way. * Broadsheet examples include: The Times, The Telegraph, The Guardian. * Tabloid examples include: Daily Mail, Daily Express, Metro, Sunday People, The Sun, Daily Star, Daily Mirror.   **Fat Question:**  **Could society function without getting news from newspapers?** |
| **Links to prior learning (sequencing)** | Children will build on their KS1 SPaG skills throughout this topic and will also draw upon the skills learnt in Autumn 2 when they have written an explanation text. Pupils will also build on skills taught in year 3. This unit will build on   * Writing for different purposes. * Writing down ideas including new vocabulary. * Making simple additions, revisions and corrections to their work. |
| **Links to other learning (cross fertilisation)** | Links to Geography- Biomes and vegetation belts  Links to Science – Forces and Magnets  Links to canon book for Spring: How to Train Your Dragon. |
| **Links to future learning** | Using the skills taught in this unit, the children will complete a set of descriptive insructions in summer 1. They will also be able to apply their learning to a balanced argument in Summer 2.  This learning will support children when they move onto further learning on non-chronolgical reports, a more in depth newspaper report and instructional writing in UKS2 and will provide them with exposure to a variety of text types. |
| **Character/Wider Development ('50 things', cultural capital, skills)** | Evidence that reading non-fiction texts increases reading achievement.  A deeper understanding of how events which happen without us seeing them have an impact on our daily lives.  Understanding of how non-fiction provides information and can be written in different forms i.e. newspapers (cultural capital).  SLS library service can provide a range of fiction and non-fictions books to supplement the pupil’s learning.  The World Beyond Us: How might newspaper reports change within the next 100 years? Will they still be relevant? Why? Why not?  Modern Britain: How sustainable is printing millions of newspapers a year on our environment? Why is this important?  Healthy Bodies & Healthy Minds: What is the impact of negative reports on our mental health?  The World Around Us: How do other countries ensure newspaper reports are issued to the public?  Culture: Can writing about culture and religious beliefs be damaging to society?  Technology in Action: Why do we need newspaper reports when everything can be found online? |

**OVERVIEW OF TEACHING SEQUENCE**

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| **Key Facts/Learning** | **Learning Focus or Key Question** | **Learning Outcomes (NC)** | **Key Words/**  **Vocabulary** | **Greater Depth/SEND** | **Misconceptions** | **Activities and Resources** |
| **Phase 1:**  Reading and analysing | To identify the key features of a newspaper report. | Identifying how language, structure and presentation contributes to meaning.  Retrieve and record information from non-fiction.  Ask relevant questions to extend their understanding and knowledge.  Use relevant strategies to build their vocabulary.  Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | Main title  Headline Paragraphs  Photos Captions    Y3/4 statutory spellings | GD  To identify a range of features independently across more than one text. Have access to texts which have more challenging vocabulary and structures. Be able to compare different texts and show their reasoning skills as to why it is the most effective.  SEND: Children to have a list of features to identify in the text. Text accessible for reading ability. Allow children to discuss as a group as opposed to writing. Take a photo for evidence in books. | Children may think that:  Newspaper reports are fiction.  The headline is the same as a sub heading.  The headline is the same as a title. | **To identify the key features of a newspaper report.**  Look at an example newspaper together as a whole class. Model identifying features and how to annotate so children are clear of expectations. Children will then be given differentiated texts to identify the key features. Children will be given a range of texts varying in size to annotate. This will expose children to effective and ineffective newspaper reports. Allow children to rank them from most effective to least effective in pairs/groups to enable them to turn take and justify their reasoning. Compare broadsheets and tabloids and the impact each one has on society.  **Deepening the moment**  Justify which newspaper report is the most effective and explain why. |
| **Phase 2**  To compose elements of a text.  (4 newspaper related SPaG lessons) | To understand and use chronological order. | Using conjunctions, adverbs and prepositions to express time and cause.  Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Y3/4 statutory spellings  WAGOLL showing chronological order.  Chronological  Time  Adverbial  Adjective  Adverb  Conjunction  Fact | GD: Children are to manipulate a range of sentence structures to create cohesive detailed sentences in chronological order. Their sentences should be varied to show their depth of understanding whilst keeping it in chronological order.  SEND: Manipulate sentences in chronological order. Word bank provided. | Children may struggle to put sentences in order without adverbials of time.  Children may not read the information clearly which will lead to the facts becoming out of order. | **To understand and use chronological order.**  Model chronological order with the children, identify different ways of ensuring events are in chronological order. Note you can often find out the order of events by reading the sentences. Encourage children to order events based on the reading canon book independently and with support.  **Deepening the moment:**  ‘A newspaper report doesn’t always have to be in chronological order because news can change very quickly.’ True or false? Justify your answer with reasons. |
| To understand and use direct speech. | Using and punctuating direct speech. | Inverted commas  Direct speech  Quotations  Verbs  Commas  Exclamation marks  Question marks  Punctuation | GD: Children to write own sentences and ensure they use a variety of position for the quotations. Higher level vocabulary expected instead of just ‘said’.  SEND: Sentences already written with punctuation cards ready to be placed in correct place. Or sentences to be decided as a group and add punctuation after. Take pictures of discussion and put in book. | Children may struggle with the positioning of the inverted commas.  Children may think that you have to put ‘said ???’ at the end. (Not understanding it can be put at the beginning and middle too). | **To understand and use direct speech.**  Children need to understand the purpose of direct speech and the impact it has on the reader in a newspaper report. Once this has been taught, children need to be exposed to the correct way to punctuate direct speech. This will build on prior learning (narrative autumn 1) however children need to be more aware of the reader and the content of the quotation. Differentiated tasks to allow children to apply their understanding not only of positioning of punctuation but content of sentences.  **Deepening the moment**  ‘A quotation in a newspaper must be fiction because we use inverted commas in stories and they are fiction.’ Do you agree? Why? Why not? |
| To understand and use reported speech | Develop their understanding of the concepts set out in English appendix 2.  Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Reported speech  Quotations  Verbs  Commas  Exclamation marks  Question marks  Punctuation. | GD: Children to write own sentences and ensure they use a variety of position for the quotations. Higher level vocabulary expected instead of just ‘said’.  SEND: Sentences to be decided as a group. Take pictures of discussion and put in book. | Children may think that reported speech needs inverted commas.  Children may think that reported speech is not a quote. | **To understand and use reported speech.**  Children need to understand the purpose of reported speech and the impact it has on the reader in a newspaper report. Once this has been taught, children need to be exposed to the correct way to punctuate it (no inverted commas). Children need to be more aware of the reader and the content of the quotation. Differentiated tasks to allow children to apply their understanding.  **Deepening the moment**  Mr Smith thinks that reported speech is not a true quotation as it does not have inverted commas within it. Do you agree? Why? Why not? |
| To create detailed paragraphs. | Draft and write by organising paragraphs around a theme.  Draft and write by using simple organisational devices in non-narrative material. | Y3/4 statutory spellings  Cohesion  Punctuation  Conjunctions | GD: Manipulate a range of sentence structures to use within their paragraphs. Children to make links within and between paragraphs. Appropriate choice of pronoun or noun within and across sentences to ensure sentences link and are fully cohesive.  SEND: Children to order the given sentences into the correct paragraphs.  Word mats and reminders to help structure paragraphs. | Mixing information into different paragraphs.  All paragraphs must be structured the same.  Paragraphs have to be the same length. | **To organise sentences to create an informative paragraph.**  Children will explore WAGOLLs and examples of newspaper reports to gain further knowledge of the use of paragraphs.  Using their prior knowledge of subheadings children will firstly decide what information is suitable for each paragraph (class activity) before manipulating information to create detailed paragraphs.  Providing children with information about the theme will aid children’s future research and planning lessons.  **Deepening the moment**  Explain the importance of paragraphs in an a newspaper report.  Justify why not all paragraphs are the same length. |
| **Phase 3**  Collecting information and planning. (2 lessons) | To research and make precise notes. | To plan their writing by discussing and recording ideas. | Y3/4 statutory spellings.  Adverbials Reported speech  Direct speech  Quotation  Pronoun  Openers Headlines,  Pictures  Captions,  5 Ws | GD: Notes to include more precise, technical in detail and higher level vocabulary.  SEND: Children to take notes from a range of differentiated texts which they can access. Children to work in groups and use iPads as extra support. | Notes have to be full / detailed sentences. | **To be able to take precise notes**  Using prior learning, WAGOLLs, books and the computer children are to conduct their own research about the theme of their newspaper report.  Model how to effectively research with children, discuss the use of reliable sources and not just copying work out word as this will not be beneficial once they are creating their own newspaper report.  Children are to create cohesive sentences about key information.  **Deepening the moment**  When researching, you should write all of the information down. Is this statement true or false? Give a reason for your answer. |
|  | To plan a newspaper report. | Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. | Y3/4 statutory spellings.  Adverbials Reported speech  Direct speech  Quotation  Pronoun  Openers Headlines,  Pictures  Captions,  5 Ws | GD  Plan in detail with several paragraphs. Children should use the headline and newspaper title they have already created in their prior lessons, alongside the paragraphs they looked at for cohesion. Children to choose their own format to plan.  SEN: Scaffold provided. Subheading heading prompts given to aid their structure. Word bank provided. | Children may think they have to write the full paragraphs instead of using note forms. | **To plan my newspaper report.**  Children to use their notes from the previous session as well as access to texts/computers to plan their work using a pro forma.  Children will be given a differentiated planning sheet to map out their ideas.  **Deepening the moment**  When planning, you need to ensure you write in full sentences. Do you agree? Why? Why not? |
| **Phase 4**  To create a draft (2 lessons) | To write a first draft of our newspaper report. | Draft and write by organising paragraphs around a theme.  Draft and write by using simple organisational devices in non-narrative material.  Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. | Y3/4 statutory spellings | GD  Use a full range of features confidently and consistently with increased accuracy in all paragraphs. Show cohesion between paragraphs and clear organisation  SEND: Word mats to support. Rehearse sentences orally before writing into their books. | Children copying straight from the planning without making into full sentences.  Children may copy from WAGOLLs or straight from working walls without considering what they are writing. | **To write a first draft of newspaper report.**  Recap WAGOLLs with the children and look at the different features and structure of the newspaper report. Put this on the working wall for children to see clearly. Focus input on the 5ws so that the children are able to write a strong introduction. Children to the continue writing their paragraphs to for their first draft.  Ensure children know clearly the breakdown of the lesson, often children will continue writing without checking their work throughout the lesson, allow adequate time for stopping.  **Deepening the moment**  ‘Writing a first draft should also be the final draft.’ Do you agree or disagree with this statement? Why? |
| **Phase 5**  Edit and improve  (2 lessons) | To edit and improve my newspaper report. | Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements.  Propose changes to grammar and vocabulary to improve consistency.  Proof read for spelling and punctuation errors. | Y3/4 statutory spellings  Adjective  Paragraph  Conjunction  Compound  Complex  Simple  Reported speech  Punctuation  Direct speech  Inverted commas | GD: Children to use a thesaurus and information from their own learning to edit and improve. Children to create their own assessment criteria checklist.  SEND: Small supported group with a tick sheet of what to look for. Focus on basic grammar and sentence structure. | Editing just means checking for capital letters and full stops.  The only editing I need to make is from the marking my teacher has done.  Children may edit in mistakes. | **To edit and improve my draft.**  Using a poor example teachers are to ask pupils to identify the mistakes, pupils are often better at identifying others errors in comparison to their own. Do this alongside the editing stations and a variety of peer coaching.    Children are then to work in pairs/small group (adult led) to edit and improve work. Provide scaffolds were necessary and ask children to use marking and feedback grids to support them.  **Deepening the moment**  Mr Wilbor has improved this sentence (provide a basic sentence). How could you improve it? |
| **Phase 6:**  Publish and present  (3 lessons) | To write my final newspaper report. | Read aloud their own writing to the whole class showing appropriate intonation and controlling the tone and volume so the meaning is clear.    Increase the legibility, consistency and quality of their handwriting. | Y3/4 statutory spellings  Adjective  Paragraph  Conjunction  Compound  Complex  Simple  Reported speech  Punctuation  Direct speech  Inverted commas | SEND: Word banks, reminders for cursive and correct letter formation. |  | **To write my final newspaper report.**  After children have edited and improved their work to create a final draft they are to publish their final copy of their newspaper report.  **Deepening the moment**  Which of your paragraphs is the most informative?  If you were to create this piece of work again, what would you do differently? |

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| Context (big picture learning)  Children will know the key features of a newspaper report and identify these on different WAGOLLS. From this, children will be able to apply their understanding to the key SPaG features of a newspaper report and use them explicitly. They will use research methods to effectively gather information before putting into a concise plan. Building on prior learning, children will use their planning and notes to write their first draft. After this, children will use editing stations to carefully and succinctly make adaptations to improve their work. Finally, they will publish their final piece. |



**V.I.Ps**

* Newspapers have a name which is at the top of the papaer.
* A headline is eye-catching, short and normally a pun to draw the reader in.
* Alliteration is often used in headlines or sub-headings to catch the readers attention.
* Introductory paragraphy that includes that five Ws.
* Pictures are used which have a caption underneath.
* Facts need to be truthful.
* Written in third person and past tense.
* Quotes are written as direct speech using inverted commas.
* Reported speech does not need inverted commas and is used widely in newspaper reports.
* A concluding paragraph to summarise main points.
* There are two types of newspapers in the United Kingdom; broadsheets and tabloids.
* Broadsheet is a type of newspaper that generally focuses on more serious, in-depth reporting.
* Tabloid is a type of newspaper that generally reports on scandals, gossip and celebrities in a sensational way.
* Broadsheet examples include: The Times, The Telegraph, The Guardian.
* Tabloid examples include: Daily Mail, Daily Express, Metro, Sunday People, The Sun, Daily Star, Daily Mirror.

**Key vocabulary:**

Captions – a sentence which explains a picture

Chronological order- time order.

Conjunction – joins sentences together.

Facts – real events.

Introduction- introduces the topic.

Non-fiction – writing based on facts.

Paragraphs- a group of sentences about a topic.

Past tense – used to explain or talk about the past.

Photo- an image relating to the topic.

Broadsheet – a type of newspaper that generally focuses on more serious, in-depth reporting.

Tabloid – a type of newspaper that generally reports on scandals, gossip and celebrities in a sensational way.

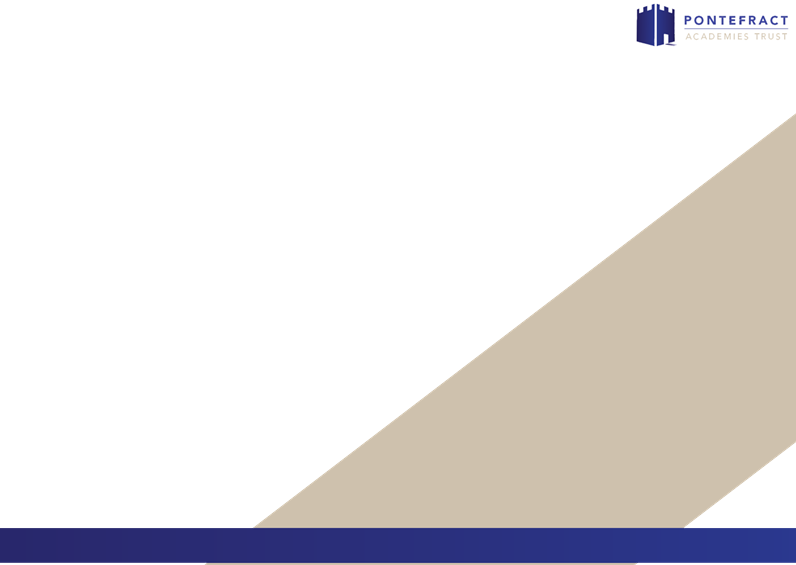
Headline – used to grab the reader’s attention and try to tell the story in as few words as possible.

Opinion – a view of judgement, not necessarily based on fact.

Pun – a joke that exploits different possible meanings of a word.

Alliteration – the repetition of the same letter or sound at the beginning of words that are closely connected.

Newspaper Report Knowledge Organiser- Year 4





**Intent:**

You will learn about the purpose of newspaper reports and will explore the different features used within this text type.

We will explore the uses of newspapers and will use chronological order, direct and reported speech to create your newspaper report.

You will create your own headline, subheading and paragraphs to structure it.

**Fat Question:**

**Could society function without getting news from newspapers?**