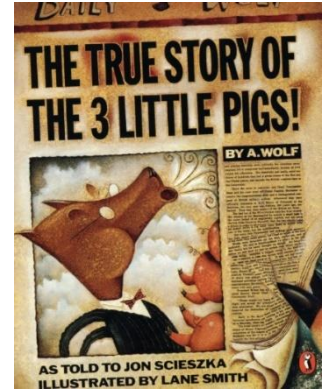


Weekly focus: news reports

Do you remember when we looked at 'Twisted Fairy tales' in Autumn term? One of the fairy tales we read was 'The True Story of the Three Little Pigs', where Mr. Wolf claimed he was innocent and did not kill the little pigs on purpose. Over the next two weeks, you're going to be writing a news report about the true story of the three little pigs!



Monday 22nd February 2021

WALT: use similar writing to learn from its vocabulary and grammar

The purpose of news reports is to tell us what is happening in the world. News reports come in lots of different forms, from newspapers to online articles to videos! Make sure you check out Guided Reading Task 1 to explore these different forms.

This lesson, we are going to have a look at an example news report to learn from the type of vocabulary and grammar it uses.

Task 1 - Nasty Writing

One common language feature you'll find in news reports, is that they use a mixture of **direct speech** and **reported speech** (also called 'indirect speech') to show what people think about the event they are writing about. We have looked at direct speech before, it's used to show **exactly** what the person saying it has said and needs to use the correct speech punctuation.

Direct speech:

"I found Granny inside the wolf's stomach," reported Miss Riding Hood.

Reported speech, on the other hand, reports what someone says in **the writer's own words**. It doesn't use speech marks and uses third person pronouns.

Reported speech:

Miss Riding Hood reported that she found her Granny inside the wolf's stomach.

For more information on direct and reported speech, check out this link below:

<https://www.bbc.co.uk/bitesize/articles/zm63c7h>

Read the sentences below and write whether they are direct or reported speech:

1. "I saw a man speeding very fast," stated Mr. Jenkins

2. Mr Jenkins stated that he saw a man speeding very fast.

3. Mrs. Timms claimed that the road was dangerous.

4. "The road was dangerous," claimed Mrs. Timms.

How did you do? Check your answers.

1. "I saw a man speeding very fast," stated Mr. Jenkins - *Direct speech because it uses direct speech punctuation to show exactly what was said.*
2. Mr Jenkins stated that he saw a man speeding very fast. - *Reported speech because it uses the writer's own words.*
3. Mrs. Timms claimed that the road was dangerous. - *Reported speech because it uses the writer's own words.*
4. "The road was dangerous," claimed Mrs. Timms. - *Direct speech because it uses direct speech punctuation to show exactly what was said.*

Task 2 - Annotate a news report with the language devices used

As well as using direct and reported speech, news reports also often use the language devices in the table below:

<p style="text-align: center;">Formal vocabulary</p> <p><i>Uses longer 'uplevelled' words e.g. instead of using 'said' it might use 'announced'. Does not use any contractions e.g. uses 'cannot' instead of 'can't'. It shows the writing is serious.</i></p>	
<p style="text-align: center;">News vocabulary</p> <p><i>Words that you would often find in a news report e.g. 'reported' or 'witnesses'.</i></p>	
<p style="text-align: center;">Fronted adverbials</p> <p><i>Adverbs at the start of a sentence, which add more detail to the verb in a sentence. News reports often use adverbials of time e.g. 'yesterday' to show when the events happened.</i></p>	
<p style="text-align: center;">Co-ordinating conjunctions</p> <p><i>Used to join main clauses. They add more detail to a sentence.</i></p> <p style="text-align: center;"> for and nor but or yet so </p>	
<p style="text-align: center;">Subordinating conjunctions</p> <p><i>Used to join main clauses and subordinate clauses. They add more detail to a sentence.</i></p> <p style="text-align: center;"> if since as when although while after before until because </p>	
<p style="text-align: center;">Direct speech</p> <p><i>Quotes of what people said exactly, using direct speech punctuation. For example, "I found Granny inside the wolf's stomach," reported Miss Riding Hood. It's used to get an idea of what actually happened.</i></p>	
<p style="text-align: center;">Reported speech</p> <p><i>Reports what someone says in the writer's own words. It doesn't use direct speech punctuation. For example, Miss Riding Hood reported that she found her Granny inside the wolf's stomach. It's used to get an idea of what actually happened.</i></p>	
<p style="text-align: center;">Past tense</p> <p><i>Used to show that something happened in the past.</i></p>	

Read the news report (on the next page) and annotate the language devices used from the table above. You need to find the device, draw a label line from it, say what the device is and explain why it is used.

Example: 'Witnesses' is an example of vocabulary you would find in a news report because news reports use eyewitness (people who saw it happen) statements to gain a picture of what happened.

If you can, cut out the report and stick it in the middle of a double page in your home learning journal so that you have room to annotate around it (like we do in school!).

The Once Upon A Times

Price: 1 magic bean Sunday, 22nd Feb

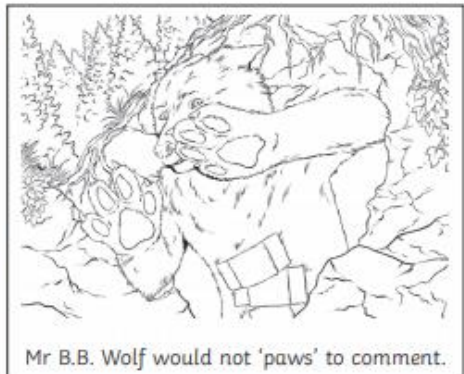
WICKED WOLF GETS HIS JUST DESSERTS

Yesterday afternoon, a young girl and her grandmother miraculously survived a run-in with a ravenous wolf. Little Red Riding Hood was visiting her grandmother's cottage in the forest when both were swallowed alive by the creature. However, luck was on their side, as a local woodcutter was on hand to cut them free.

Miss Riding Hood claims that she was nearly at her granny's cottage when she was approached by a wolf posing as a polite gentleman. She reports that the wolf acted kindly at first, and even pointed out a shortcut to her granny's cottage. However, all was not as it seemed. Miss Riding Hood explained that from the moment she arrived at her granny's cottage, she could sense that something was not quite right.

Once inside, Riding Hood found her granny in her nightgown, tucked up in bed, apparently ill. However, after a short bout of questioning, Red soon realised that the person to whom she was speaking was not her granny at all, but the wolf in disguise.

Miss Riding Hood alleges that both she and her granny were gobbled whole by the cunning beast. "I found Granny alive, but very uncomfortable, inside the wolf's stomach," she told *The Once Upon a Times*.



After ten traumatic minutes inside the wolf, the pair were freed by an axe-wielding woodcutter.

"As soon as I saw the wolf on the bed, I knew that something was wrong," stated the heroic woodcutter. "You didn't have to be a genius to work out where Granny and Red had ended up. He'd had the old lady for starters and her granddaughter for the main course."

Miss Riding Hood and her grandmother are now staying with Miss Riding Hood's mother in the village, where they are said to be recovering well. Meanwhile, Mayor Gretel has announced plans for an investigation into the cunning, wolfish activity in Fairytale Forest. If she fails to act, could our beloved forest be lost forever?

Pinocchio, Junior Correspondent

Tuesday 23rd February 2021

WALT: plan by recording information

Task 1 - Nasty Writing

Today, you'll be making notes so let's practise! Note-taking involves writing down the key bits of information that we hear or read. The key information is the main words that we need to understand what's happening. Highlight the key words in this paragraph:

Yesterday afternoon, a young girl and her grandmother miraculously survived a run-in with a ravenous wolf. Little Red Riding Hood was visiting her grandmother's cottage in the forest when both were swallowed alive by the creature. However, luck was on their side, as a local woodcutter was on hand to cut them free.

How did you do? These are the words I'd have highlighted.

Yesterday afternoon, a young girl and her grandmother miraculously survived a run-in with a ravenous wolf. Little Red Riding Hood was visiting her grandmother's cottage in the forest when both were swallowed alive by the creature. However, luck was on their side, as a local woodcutter was on hand to cut them free.

Task 2 - Make Notes on the True Story of the Three Little Pigs

In order to write our news reports, we need to understand the news story we are telling. Imagine the story of the Three Little Pigs is a story everyone is talking about, it's all over the news and everyone wants to understand whether Mr. Wolf did kill the pigs! Check out this video that shows it's a hot topic to write about!

<https://www.literacyshed.com/3littlepigs.html>

Here's the deal: Mr. Wolf was arrested for killing two of the three little pigs. Previously, everyone thought that he was guilty (that he did it) but now new evidence (information) has come out that suggests the pig's deaths weren't his fault after all. Your news report will be telling people the new claims that Mr. Wolf is innocent.



Listen to the True Story of the Three Little Pigs and make notes about what happened, according to him. You will need to pause the video to give yourself time to make notes on it.

Remember the note-taking tips that we learnt when we wrote our Viking reports:

Top Tips for Note Taking

- Use bullet-points, like I'm using now
- Don't write in full sentences, just write down the key information that helps you remember what was said or written

The True Story of the 3 Little Pigs (start at 0.35 to skip intro):

<https://www.youtube.com/watch?v=vB07RfntTxw>

Wednesday 24th February 2021

WALT: plan by structuring information

Now that we understand what happened to the Three Little Pigs, we need to structure our notes into the structure of a news report. News reports are often structured in this way:

1. **Headline** - this an attention-grabbing title to make you want to read the report. It's short, snappy and tells the reader what the article is about.

Here is the headline from the news report about Little Red Riding Hood:

WICKED WOLF GETS HIS JUST DESSERTS

Since we're writing that Mr. Wolf might be innocent, it needs to suggest that. Here are some examples I've thought of:

NEW EVIDENCE SUGGESTS WOLF IS INNOCENT
COULD WOLF BE INNOCENT AFTERALL?
JAILED WOLF COULD BE INNOCENT

2. **Introduction** - this is the first paragraph of the report. It gives the reader a summary of the event. It tells the reader who it's happened to, what happened, why it happened, where it happened and when it happened.

In our news report, this section needs to tell the reader what Mr. Wolf has been accused of. Here is an example of this section of my plan:

Headline: NEW EVIDENCE SUGGESTS WOLF IS INNOCENT
Introduction
<i>Who? What? Why? Where? When?</i>
<ul style="list-style-type: none">• Who: Alexander T. Wolf• What: Accused of killing two pigs• Why: Two pigs died when he visited their houses and he ate them• Where: Fairytown• When: Three weeks ago

3. **Body** - this explains what happened in more detail.

In our news report, this section needs to tell the side of the story that Mr. Wolf claims happened. You can use your notes from last lesson to fill in this box using bullet points. Here is an example of this section of my plan:

Body
<i>Explain what happened in more detail.</i>
<ul style="list-style-type: none">• Mr. Wolf claims he didn't kill the pigs• Was going to ask the pigs for sugar for granny's birthday cake• Sneezed and the straw house fell down - first pig died• Ate the pig because he was already dead• Still needed sugar so went to second pig's house• Sneezed and second pig's house fell down - second pig died so he ate him• Went to third pig's house and he insulted his granny• Tried to break down third pig's door as was angry

4. *Eyewitness statements* - this tells the reader what people who saw the event think. People who saw it happen are called *eyewitnesses*.

In the True Story of the Three Little Pigs, Mr. Wolf doesn't mention any eyewitnesses, so we need to think of them ourselves. What they saw needs to back up what Mr. Wolf said happened. Here is an example of this section of my plan:

Eyewitness Statements
<i>What did the person who saw the event say happened?</i>
<ul style="list-style-type: none">• Mr. Wolf's granny said it was her birthday that week• Hansel claims he saw a trail of tissues all over the forest• Goldilocks said she overheard third pig insulting his granny

5. *Conclusion* - this tells the reader what has happened as a result of the event.

In our news report, we need to say if Mr. Wolf is still in jail or anything else that has happened as a result of the deaths of the two pigs.

Conclusion
<i>What happened after the event? For example, did Mr. Wolf get arrested?</i>
<ul style="list-style-type: none">• Mr. Wolf arrested by police• Still in jail• Campaign to release him - people believe he's innocent

Now write your plan using the planning template on the next page. Use your notes from last lesson to help you. You can take inspiration from the plan I've made too.

Please email your completed plan to your class teacher.

Headline:

Introduction

Who? What? Why? Where? When?

Body

Explain what happened in more detail.

Eyewitness Statements

What did the person who saw the event say happened?

Conclusion

What happened after the event?

Thursday 25th February 2021

WALT: plan by recording vocabulary

Task 1 - Nasty Writing

Remember when you wrote your non-chronological reports about Viking warriors? You used an informal style of writing because you were writing in the style of Horrible Histories. This time, you're going to use a formal style of writing because you want to sound like an expert in your news report. This is the type of writing used in more 'serious' newspapers. Let's recap the difference between informal and formal writing.

Formal Writing

If you were writing a letter to Mr. Jolley or the Queen, you'd write formally to show respect. Formal writing involves using longer, 'uplevelled' words and no contractions (e.g. instead of using 'can't', you'd write 'cannot'). It shows you're serious!



Formal example: I sincerely hope you have a positive vacation and do not experience any unexpected delays.

Informal Writing

On the other hand, informal writing uses the type of vocabulary you would use with your friends. You use shorter words, slang words and contractions like 'can't'. It shows you're friendly! You'll find this type of language in adverts and in general conversations in everyday life.



Informal example: Have a fab holiday, I hope you don't get delayed!

Have a go at changing these informal sentences to formal sentences.

Hint: use longer words, no contractions and make it sound like the Queen!

1. Some dudes said the nutty wolf killed the pigs on purpose.

2. Mr. Bacon was well upset when his bros went missing.

Task 2 - Make a word bank you can use to write your news report.

This lesson, you are making a word bank of useful words and phrases that you will use in your news report. *Have a look on the next two pages and choose words to put in your word bank table below. You can also think of your own words and phrases to go in each section. Make sure you put them in the right box.* You'll need your plan from yesterday next to you so that only choose words and phrases that will work for the news report you're writing.

<i>Formal Vocabulary</i>	<i>News Vocabulary</i>
<i>Fronted Adverbials</i>	<i>Co-ordinating Conjunctions</i>
<i>Subordinating Conjunctions</i>	<i>Synonyms for 'Said'</i>

INFORMAL & FORMAL WORDS

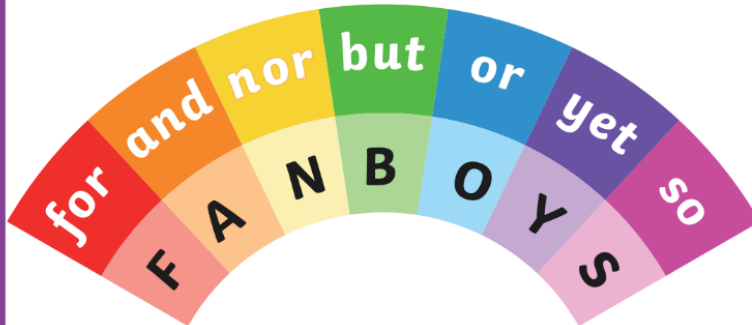
INFORMAL	FORMAL	INFORMAL	FORMAL
Pin down	Determine	Sick	Ill
Throw away	Discard	Ask out	Invite
Make out	Discern	Go away	Leave
Talk about	Discuss	Free	Liberate
Give out	Distribute	Deal with	Manage
Give	Donate	Bad	Negative
Remove	Eliminate	See	Perceive
Imagine	Envisage	Happy	Please
Break out	Erupt	Give up	Quit
Get out	Escape	Older	Senior
Avoid	Evade	Use	Utilize
Go through	Examine	Empty	Vacant
Make up	Fabricate	Enough	Sufficient
Ease	Facilitate	End	Terminate
Come after	Follow	At once	Immediately
Test	Experiment	Look into	Investigate
Break up	Disintegrate	Chance	Opportunity

'Said' synonyms

- stated
- replied
- reported
- mentioned
- noted
- observed
- commented
- added
- explained
- revealed

Co-ordinating Conjunctions

There are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.



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Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



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Fronted Adverbials of Time

Time

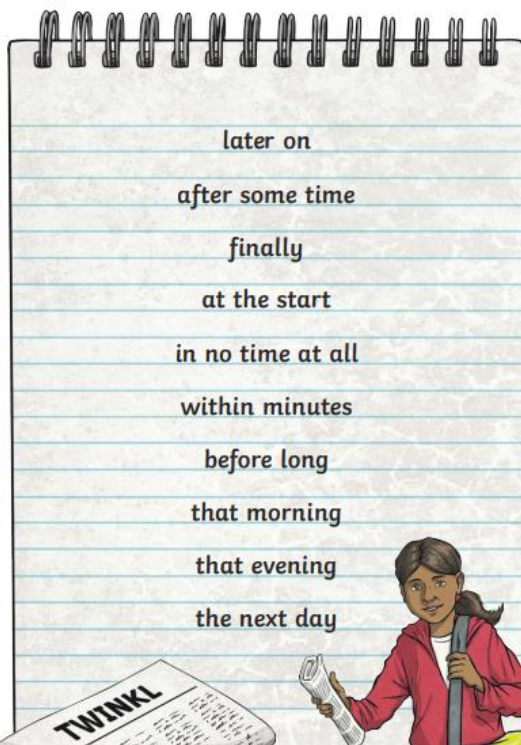
Afterwards,
Already,
Always,
Immediately,
Last month,
Now,
Soon,
Yesterday,
Today,
Tomorrow,
Next year,
In January,
On Tuesday,
In the morning,
After a while,

ADJECTIVES FOR DESCRIBING THE NEWS



A mixture of fronted adverbials, news vocabulary and conjunctions

Year 4 Recounts: Newspaper Reports



this incident		the unusual event	
reports suggest		witnesses report	
amazingly		strange happenings	
all over the country		was quoted as saying	
evidence suggests		experts believe	
crowds witnessed		however	although
because	when	if	what
as	after	while	when
before	so	but	where
that	since	who	why

Extension: you can also magpie words from these news reports:

<https://newsforkids.net/>