

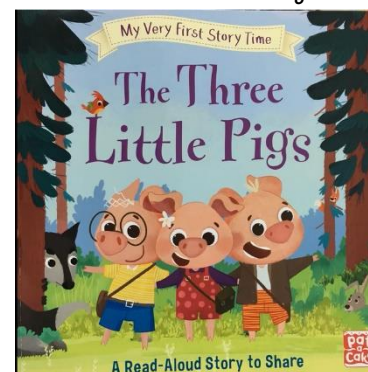
Extra Support Writing - Weekly focus: news reports

Do you remember when we looked at 'Twisted Fairy tales' in Autumn term? One of the fairy tales we read was 'The Three Little Pigs'

Remind yourself of the story now by watching this clip

<https://www.youtube.com/watch?v=xGFjzp8w1IE>

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

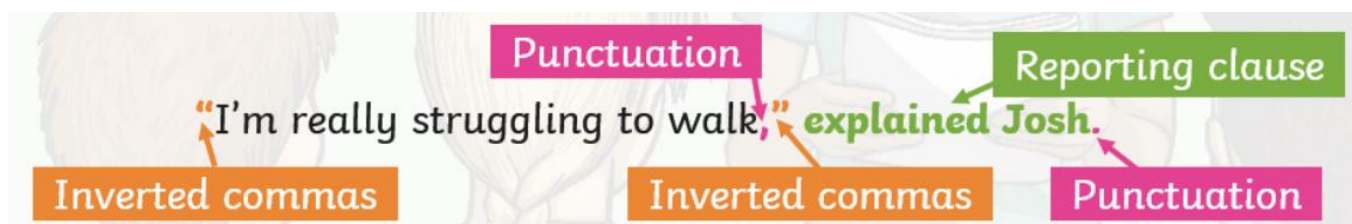
The purpose of news reports is to tell us what is happening in the world. News reports come in lots of different forms, from newspapers to online articles to videos! Make sure you check out Guided Reading Task 1 to explore these different forms.

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 speech. We are going to focus on direct speech in our news report. Direct speech shows *exactly* what the person saying it has said

This is what direct speech looks like.



Notice how inverted commas have been added at the start of the words that have been said and after the punctuation at the end of what has been said. It is important to remember your punctuation both before you close your inverted commas and at the end of your sentence. The reporting clause tells the reader how the speech was spoken.

Rules for punctuating speech	Example
✓ Put inverted commas around the spoken words?	"I love this song!" exclaimed Mariam.
✓ Put punctuation BEFORE the closing speech marks?	"Who's still making a noise?" asked the teacher.
Add punctuation at the end of the reporting clause.	"Who's there?" asked Sam.

Here is a little check list to help you remember how to punctuate speech. Use it to complete task 1 below.

Task 1

Punctuate the speech below. The answers are at the bottom of this page.

Mr Wolf threatened to huff and puff and blow my house in exclaimed Mr Straw Pig

I had to run for my life reported Mr Stick Pig

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

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

<p>Formal vocabulary</p> <p><i>Does not use any contractions e.g. uses 'cannot' instead of 'can't'. It shows the writing is serious.</i></p>	
<p>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>Co-ordinating conjunctions</p> <p><i>Used to join main clauses. They add more detail to a sentence.</i></p> <p>for and nor but or yet so</p>	
<p>Subordinating conjunctions</p> <p><i>Used to join main clauses and subordinate clauses. They add more information to a sentence.</i></p> <p>if since as when although while after before until because</p>	
<p>Direct speech</p> <p><i>Quotes of what people exactly said, 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>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: 'Yesterday afternoon' is an example of a fronted adverbial. It is used to show when the event happened.


Answer to task 1

"Mr Wolf threatened to huff and puff and blow my house in!" exclaimed Mr Straw Pig.

"I had to run for my life." reported Mr Stick Pig.



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.

Once inside, Riding Hood found her granny in her nightgown, tucked up in bed, apparently ill. However, 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.

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.

Tuesday 23rd February 2021

WALT: plan by recording information

Task 1 - Nasty Writing

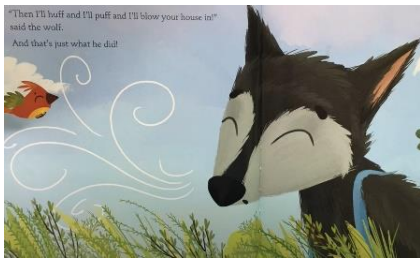
Today, you'll be making notes so let's practise! Note-taking involves writing down the key bits of information that we hear or read. The key information is the main words that we need to understand what's happening. Highlight the key words in this paragraph:

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? Compare your highlighted words to mine at the bottom of this page.

Task 2 - Make Notes on the 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 know what Mr Wolf did and why he ran away from the brick house so quickly.



Here's the deal: Mr. Wolf blew down two houses before illegally entering the house of Miss Pig by climbing down her chimney. He has been on the run ever since but police have finally caught up with him and have him under arrest in their jail cell. Your news report will be telling people what happened, why Mr Wolf is guilty and why he should stay in jail for his actions.

Listen to the Story of the Three Little Pigs again. Make notes about what happened. You will need to pause the video to give yourself time to make notes on it.

<https://www.youtube.com/watch?v=xGFjzp8w1fE>

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

Answers to task 1

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.

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 is guilty, it needs to suggest that. Here are some examples I've thought of:

CONCLUSIVE EVIDENCE PROVES MR WOLF'S GUILT
WILD WOLF GETS NEW HOME IN JAIL?
JAILED WOLF GUILTY AS CHARGED.

Now you have a go at creating some headlines. Try out some ideas here.

Headline 1 _____

Headline 2 _____

Headline 3 _____

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:

Introduction
Who? What? Why? Where? When?
<ul style="list-style-type: none">• Who: Mr Wolf• What: Accused of blowing down two houses and entering a property illegally• Why: Two houses have collapsed and a chimney is broken.• 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 the Three Little Pigs 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 turned up at Mr Straw's house• Mr Wolf asked to come into Mr Straw's <u>house</u> but Mr Straw refused to let him in.• Mr Wolf blew down the straw house belonging to the pig Mr Straw.• Mr Straw escaped to the house of his brother Mr Stick.• Mr Wolf asked to enter the home of Mr Stick but both Mr Stick and his brother refused to let him in.• Mr Wolf blew down the stick house.• Both pig brothers escaped to the house of their sister Miss Brick.• Mr Wolf tried to gain entry to the brick <u>house</u> but all three pigs refused to let him in.• Mr Wolf tried to blow down the brick house but failed.• Mr Wolf climbed down the chimney of the brick house and landed in the fire.• Mr Wolf ran away.

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

In the Story of the Three Little Pigs, the eyewitnesses are Mr Straw Pig, Mr Stick Pig and Miss Brick Pig. What they saw needs to back up what happened. Here is an example of this section of my plan:

Eyewitness Statements
<i>What did the people who saw the event say <u>happened</u>.</i>
<ul style="list-style-type: none">• The pig, Mr Straw, claims that Mr Wolf blew down his house.• The pigs, Mr Straw and Mr Stick, accuse Mr Wolf of blowing down the stick house they were in.• All three pigs state that Mr Wolf first tried to blow down the brick house they were in but when that failed, he climbed down the chimney of the brick house.• All three pigs claim that Mr Wolf left burnt wood and ash all over the carpet as he ran out of the brick house.

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

In our news report, we need to say that Mr. Wolf is in jail as a result of destroying two houses and entering a house illegally.

Conclusion
<i>What happened after the event?</i>
<ul style="list-style-type: none">• Mr Wolf arrested by police• Still in jail• Sentenced by a judge

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.

Headline: Choose one of the headlines you created earlier to go in here.

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 attacked the pigs on purpose.

2. Miss Pig was well upset when she heard about her bro's houses being destroyed.

Task 2 - Make a word bank you can use to write your news report. Use the information on the next two pages to help you. Choose words which you know you will be able to use correctly in your news report.

<https://newsforkids.net/>

Formal Vocabulary	News Vocabulary
Fronted Adverbials	Co-ordinating Conjunctions
Subordinating Conjunctions	Synonyms for 'Said'

INFORMAL & FORMAL WORDS

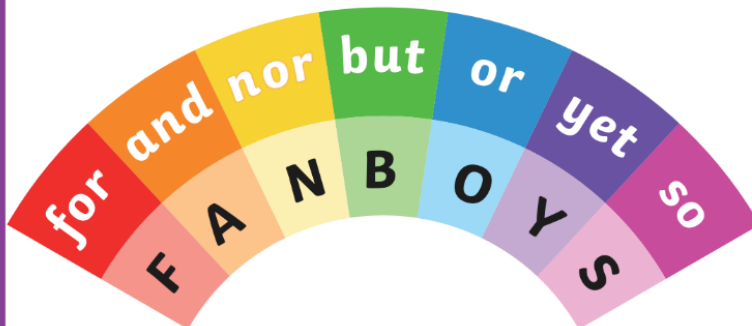
INFORMAL	FORMAL	INFORMAL	FORMAL
Pin down.....	Determine	Sick.....	Ill
Throw away.....	Discard	Ask out.....	Invite
Make out.....	Discern	Go away.....	Leave
Talk about.....	Discuss	Free.....	Liberate
Give out.....	Distribute	Deal with.....	Manage
Give.....	Donate	Bad.....	Negative
Remove.....	Eliminate	See.....	Perceive
Imagine.....	Envisage	Happy.....	Pleased
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.



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.



Fronted Adverbials of Time

Time

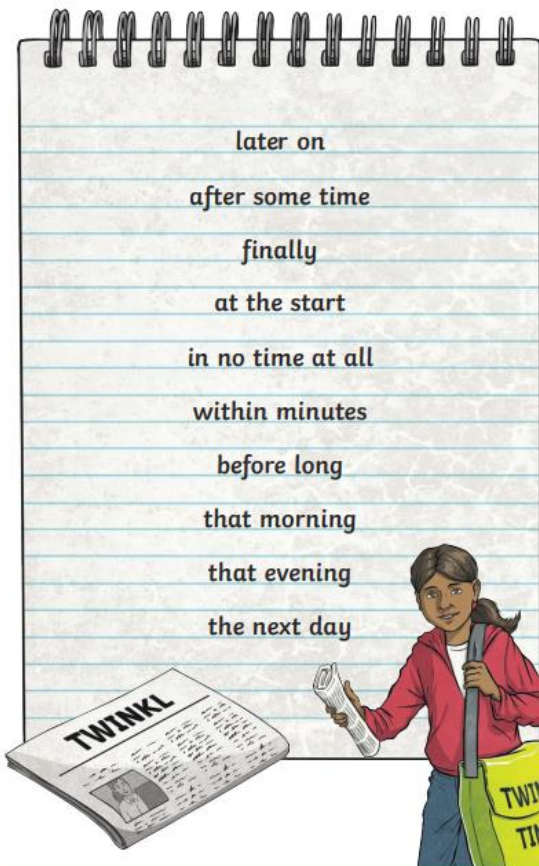
Afterwards,
 Already,
 Always,
 Immediately,
 Last month,
 Now,
 Soon,
 Yesterday,
 Today,
 Tomorrow,
 Next year,
 In January,
 On Tuesday,
 In the morning,
 After a while,

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