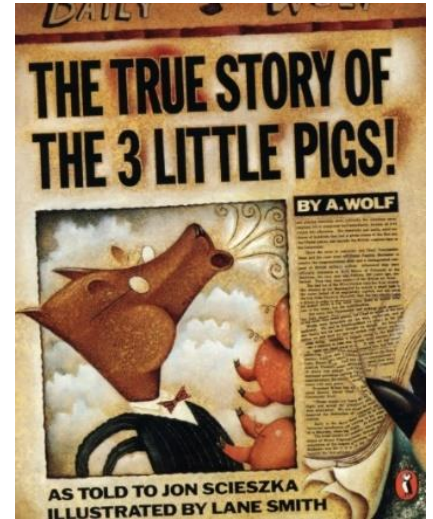


Weekly focus: news reports

Last week, you planned a news report based on 'The True Story of the Three Little Pigs'. 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 pigs' deaths weren't his fault after all. This week, you will be writing your news report telling people the new claims that Mr. Wolf is innocent.



Monday 1st March 2021

WALT: write by using a range of sentence structures

Task 1 - Nasty Writing

One convention (common feature) of news reports is that the introduction uses the '5Ws' to tell you who, what, why, where and when the event happened that the article is about. They tell you the most important information first and then give more detail later.

Read this opening sentence to a news report and pick out the 5ws.

Lottery winner loses it!

Millionaire lottery winner, Joe Jones from Hull, has managed to spend all of his £2.5 million after going on a mad spending spree in New York whilst on a luxurious holiday last week.

Who? _____

What? _____

Why? _____

Where? _____

When? _____

How did you do? Check your answers.

1. Who: Joe Jones
2. What: won the lottery and spent all of his money
3. Why: went on a mad spending spree
4. Where: New York
5. When: last week

Task 2 - Write the introduction of your news report

This lesson, you will be writing the introduction to your news report using the 5ws. You'll need your plan and your word bank that you made last week for this.

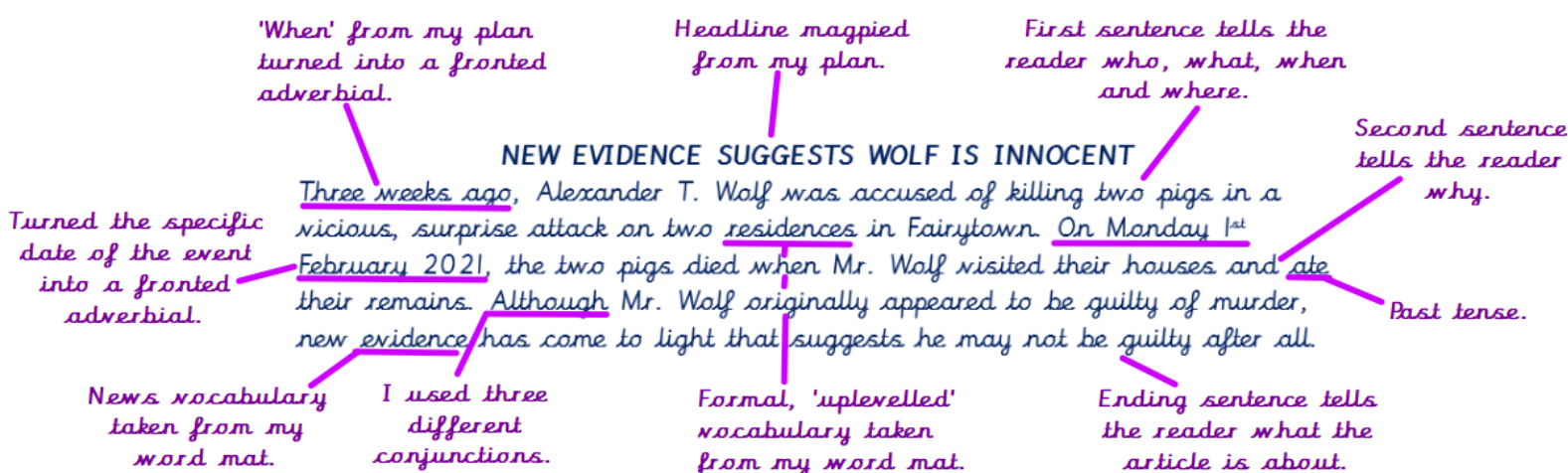
Here is your success criteria for your news report. Reread it to remind yourself of what each part means:

<p>Formal vocabulary</p> <p>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.</p>	
<p>News vocabulary</p> <p>Words that you would often find in a news report e.g. 'reported' or 'witnesses'.</p>	
<p>Fronted adverbials</p> <p>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.</p>	
<p>Co-ordinating conjunctions</p> <p>Used to join main clauses. They add more detail to a sentence.</p> <p>for and nor but or yet so</p>	
<p>Subordinating conjunctions</p> <p>Used to join main clauses and subordinate clauses. They add more detail to a sentence.</p> <p>if since as when although while after before until because</p>	
<p>Direct speech</p> <p>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.</p>	
<p>Reported speech</p> <p>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.</p>	
<p>Past tense</p> <p>Used to show that something happened in the past.</p>	

Let's have a look at how we can turn our plans and word banks into a fantastic introduction that uses the success criteria on the next page. You don't need to worry about using reported or direct speech this lesson, as this works better for the body and the eyewitness statements.

Here's my plan and the introduction I wrote. The introduction needs to tell the reader what Mr. Wolf has been accused of, which I've already planned for. I have annotated my introduction to help you see how I've used my plan, word mat and success criteria. Notice how the bulk of my information is from my plan, and I have just added more detail.

Headline: NEW EVIDENCE SUGGESTS WOLF IS INNOCENT
Introduction
Who? What? Why? Where? When?
<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



Now it's your turn! Write the introduction to your news report using your plan, word bank and success criteria.

If you didn't manage to make a vocabulary bank, you can use the support sheets at the back of the booklet.

Tuesday 2nd March 2021

WALT: *write by using a range of sentence structures*

Task 1 - Nasty Writing

Today, you'll be using reported speech in the body of your news report. Let's recap the difference between *direct* and *reported speech* (also called 'indirect speech').

Direct speech is 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>

Have a go at turning this direct speech into reported speech.

1. "Goldilocks broke into our house and stole our porridge!" reported Mr. Bear.

2. Cinderella claimed, "My step-mother and sister have been horrible to me for years."

How did you do? Check your answers.

1. Mr. Bear reported that Goldilocks broke into his house and stole his porridge.
2. Cinderella claimed that her step-mother and sister have been horrible to her for years.

Task 2 - Write the body of your news report

This lesson, you will be writing the body of your news report, which will explain Mr. Wolf's side of the story. You'll need your plan and your word bank that you made last week for this.

Here is your success criteria for your news report. Reread it to remind yourself of what each part means:

<p>Formal vocabulary</p> <p>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.</p>	
<p>News vocabulary</p> <p>Words that you would often find in a news report e.g. 'reported' or 'witnesses'.</p>	
<p>Fronted adverbials</p> <p>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.</p>	
<p>Co-ordinating conjunctions</p> <p>Used to join main clauses. They add more detail to a sentence.</p> <p>for and nor but or yet so</p>	
<p>Subordinating conjunctions</p> <p>Used to join main clauses and subordinate clauses. They add more detail to a sentence.</p> <p>if since as when although while after before until because</p>	
<p>Direct speech</p> <p>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.</p>	
<p>Reported speech</p> <p>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.</p>	
<p>Past tense</p> <p>Used to show that something happened in the past.</p>	

Let's have a look at how we can turn our plans and word banks into a fantastic body that uses the success criteria on the next page. You don't need to worry about using direct speech this lesson, as we'll use this for the eyewitness statements.

In this section, reported speech is going to be really important because this is the part where we explain Mr. Wolf's side of the story. 'He claimed that...' and 'he reported that...' will be great phrases to use. Focus on getting the reported speech right here and ignore direct speech for now. I have annotated my body to help you see how I've used my plan, word mat and success criteria. Notice how the bulk of my information is from my plan, and I have just added more detail.

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

Past tense.

Fronted adverbials magpie'd from my word bank.

I started a new paragraph when I wrote about a different pig.

I've used lots of different conjunctions.

Synonyms for 'said' magpie'd from my plan.

News vocabulary. If something is defamatory, it is a lie about you.

Formal vocabulary. 'Structure' instead of 'house'.

I've used lots of reported speech.

Yesterday evening, Mr. Wolf was interviewed from jail and claimed that the events that have been reported so far are inaccurate and defamatory. He stated that he did not visit the pigs' houses due to any malice, but simply wanted to borrow a cup of sugar to make his granny a birthday cake. Unfortunately, Mr. Wolf had a cold and when he sneezed outside Mr. Bacon's house, the loose straw structure tumbled down and Mr. Bacon was left dead in the rubble. Mr. Wolf reported that he cares about the environment and hates to see waste, so he ate Mr. Bacon rather than leaving him to rot.

Since Mr. Wolf still needed sugar for his granny's birthday cake, he then visited Mr. Bacon's brother to ask for some. In a similar freak accident, he sneezed and the second house fell down, leaving Mr. Bacon's brother dead as well. According to Mr. Wolf, he proceeded to eat the second pig for the same reasons as he ate the first. He claimed that he was not even hungry at this point, so he could not have killed the second pig on purpose.

After that, Mr. Wolf went to the third brother of Mr. Bacon and inquired about sugar. This time, he claimed that the third pig insulted his granny. Because of his close relationship with his granny, Mr. Wolf became irate and tried to break down his door. It was at this point that the police arrived.

Now it's your turn! Write the body to your news report using your plan, word bank and success criteria.

If you didn't manage to make a vocabulary bank, you can use the support sheets at the back of the booklet.

Please email this piece of writing to your class teacher.

Wednesday 3rd March 2021

WALT: write by using a range of sentence structures

Task 1 - Nasty Writing

Today, you'll be using direct speech in the eyewitness section of your news report. Let's recap the difference between *direct* and *reported* speech (also called 'indirect speech').

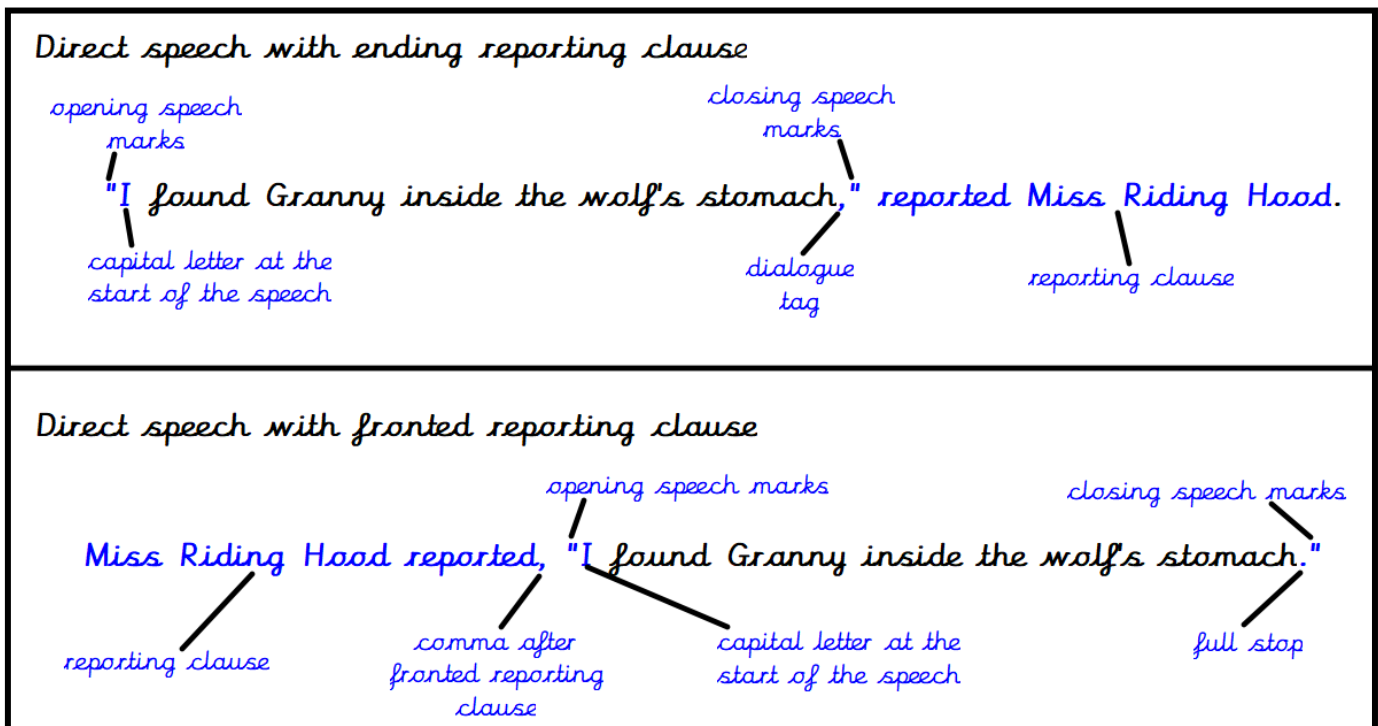
Direct speech is used to show *exactly* what the person saying it has said and needs to use the correct speech punctuation.

"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.

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

When we use direct speech, we need to make sure we use the correct direct speech punctuation like the examples below:



Have a go at turning this reported speech into direct speech.

1. Peter Pan explained that Wendy came to Neverland by choice.

2. Snow White stated that she believes the apple was poisoned by her step-mother.

How did you do? Check your answers.

1. Peter Pan explained, "Wendy came to Neverland by choice." or "Wendy came to Neverland by choice," explained Peter Pan.
2. Snow White stated, "I believe the apple was poisoned by my step-mother." or "I believe the apple was poisoned by my step-mother," stated Snow White.

Task 2 - Write the eyewitness statements for your news report

This lesson, you will be writing the eyewitness statements for your news report, which will have people who saw the event back up Mr. Wolf's side of the story. You'll need your plan and your word bank that you made last week for this.

Here is your success criteria for your news report. Reread it to remind yourself of what each part means:

Formal vocabulary <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>	
News vocabulary <i>Words that you would often find in a news report e.g. 'reported' or 'witnesses'.</i>	
Fronted adverbials <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>	
Co-ordinating conjunctions <i>Used to join main clauses. They add more detail to a sentence.</i> for and nor but or yet so	
Subordinating conjunctions <i>Used to join main clauses and subordinate clauses. They add more detail to a sentence.</i> if since as when although while after before until because	
Direct speech <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>	
Reported speech <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>	
Past tense <i>Used to show that something happened in the past.</i>	

Let's have a look at how we can turn our plans and word banks into a fantastic eyewitness statement section that uses the success criteria on the next page. You don't need to worry about using reported speech this lesson as there will be a big focus on using direct speech.

In this section, direct speech is really important. You need to remember that it isn't a dialogue (a conversation) - it's just one short piece of speech for each eyewitness you have (like I have done below). You won't want to have more than 3 eyewitnesses either. I have annotated this section to help you see how I've used my plan, word mat and success criteria. Notice how the bulk of my information is from my plan, and I have just added more detail.

Eyewitness Statements
What did the person who saw the event say happened?
<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

Formal vocabulary.
An assertion is something someone says.

Eyewitnesses at the scene have also come forward to back up Mr. Wolf's assertions. Hansel Linganberry, who works in Fairytown Forest, stated, "I saw a trail of tissues all over the forest that evening. Someone must have had a nasty cold."

News vocabulary.
An incident is something that happened.

Goldilocks Twinkle, a neighbour of the Bacon brothers, was also present on the evening of the incident. "I overheard my neighbour shouting something rude about someone else's granny. He has quite a temper but I try not get involved."

I've used a new paragraph for each eyewitness statement.

Mr Wolf's granny was also interviewed last night and confirmed, "It was my birthday that week. My grandson usually bakes me the most magnificent chocolate cake but I didn't get one this year."

Past tense.

I've used three pieces of direct speech to show what the witnesses saw. Direct speech doesn't need to be formal.

Now it's your turn! Write the eyewitness section of your news report using your plan, word bank and success criteria.

If you didn't manage to make a vocabulary bank, you can use the support sheets at the back of the booklet.

Thursday 4th March 2021

WALT: write by using a range of sentence structures

Task 1 - Nasty Writing

You have been using fronted adverbials, particularly of time, throughout your newspaper reports. Let's recap what a fronted adverbial actually is!

Fronted = at the start of a sentence.

Adverbial = gives more information about a verb (or adjective).

Here is a reminder of what a verb is, in case you've forgotten:



Fronted adverbials of time tell the reader when something happened. These could be something more general like:

Yesterday, ...

Tomorrow, ...

Last week, ...

Or something more specific like an exact date:

On July 28th 2020, ...

Have a go at filling in the gaps with your own fronted adverbials of time. Think about the tense of the clause (if it's past tense, it can't be happening tomorrow!) and don't forget to include the comma afterwards.

_____ John went to the shops.

_____ I'm going to the cinema.

_____ I ate a slice of chocolate cake.

Task 2 - Write the conclusion of your news report

This lesson, you will be writing the conclusion of your news report, which will tell the reader what happened as a result of the event. You'll need your plan and your word bank that you made last week for this.

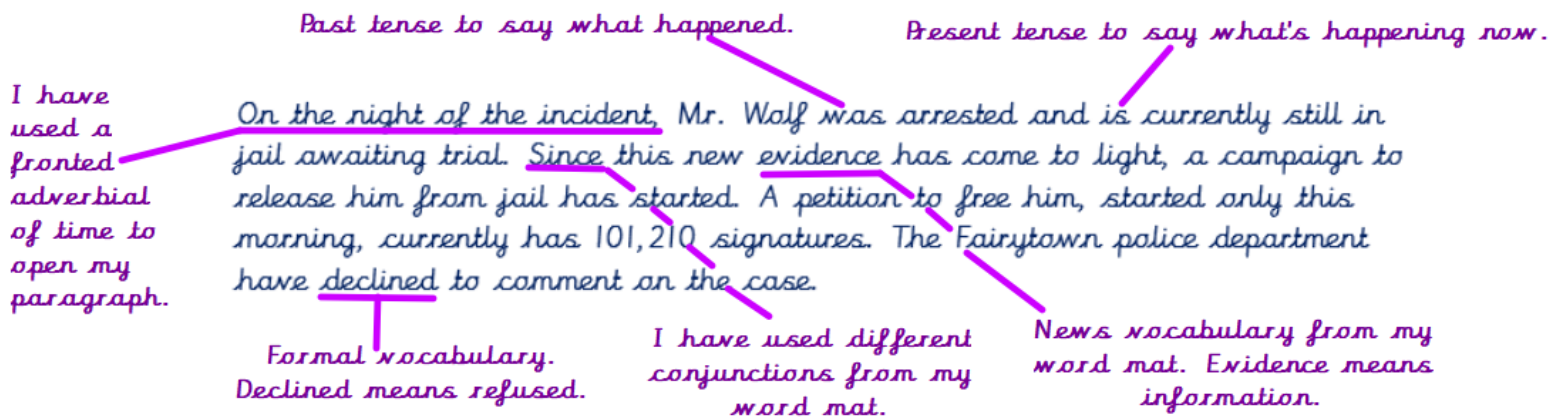
Here is your success criteria for your news report. Reread it to remind yourself of what each part means:

<p>Formal vocabulary</p> <p>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.</p>	
<p>News vocabulary</p> <p>Words that you would often find in a news report e.g. 'reported' or 'witnesses'.</p>	
<p>Fronted adverbials</p> <p>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.</p>	
<p>Co-ordinating conjunctions</p> <p>Used to join main clauses. They add more detail to a sentence.</p> <p>for and nor but or yet so</p>	
<p>Subordinating conjunctions</p> <p>Used to join main clauses and subordinate clauses. They add more detail to a sentence.</p> <p>if since as when although while after before until because</p>	
<p>Direct speech</p> <p>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.</p>	
<p>Reported speech</p> <p>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.</p>	
<p>Past tense</p> <p>Used to show that something happened in the past.</p>	

For your conclusion, you don't need to worry about adding in direct or reported speech as we have already done this and it's not appropriate for a conclusion. The tense is also a little odd in the conclusion, because you will use a mixture of past and present tense since somethings have already happened to Mr. Wolf and other things are still happening now. Let's have a look at how we can turn our plans and word banks into a fantastic conclusion that uses the relevant parts of the success criteria (on the next page).

I have annotated this section to help you see how I've used my plan, word mat and success criteria. Notice how the bulk of my information is from my plan, and I have just added more detail.

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



Now it's your turn! Write the eyewitness section of your news report using your plan, word bank and success criteria.

If you didn't manage to make a vocabulary bank, you can use the support sheets at the back of the booklet.

Friday 5th March 2021

WALT: edit and proof-read our writing

Task 1 - Nasty Writing

Today, you're editing and proof-reading your news report! One important part of proof-reading is to underline the spellings that you're not sure you've spelt correctly.

Have a go at underlining the incorrect spellings in this paragraph:

Yestiday evening, Mr. Wolf was intervewd from jail and claimed that the events that haf been reported so far are inaccurit and defamatory. He stated that he did not visit the pigs' howses due to any malice, but simply wantd to borrow a cup of sugar to make his granny a birthday cak. Unfortunly, Mr. Wolf had a cold and wen he sneezd outside Mr. Bacon's house, the loose straw structure tumbld down and Mr. Bacon was left ded in the rubble. Mr. Wolf reportd that he cares abot the environment and hates to see wast, so he ate Mr. Bacon rather than leaving him to rot.

Check the answers on the next page once you've finished.

Task 2 - Edit and proof-read your news report

This lesson, you're going to edit your news report. Editing and proof-reading is really important because we usually make mistakes in the first draft of writing (even famous authors do!). We're going to use the success criteria we have been using this week and this editing and proof-reading success criteria below. If you've forgotten what any of your success criteria means, have a look back to the previous days and reread the table.

Formal vocabulary	
News vocabulary	
Fronted adverbials	
Co-ordinating conjunctions	
Subordinating conjunctions	
Direct speech	
Reported speech	
Past tense	

Success Criteria for <u>editing</u> and <u>proof reading</u>	
~ - I need to read through and make sure it makes sense.	
I can use my success criteria to check I have the conventions I need.	
M - I can use Marvellous editing to add more information.	
V - I need to improve my vocabulary choice. I could use a thesaurus to do this.	
^ - I've missed something out	
// - I need to start a new line.	
S - I need to underline incorrect spelling words, have a go and check.	
I can check for missing punctuation (full stops, capital letters, commas and inverted commas).	

The editing part of your success criteria is in blue. Editing is improving the content of our writing (adding more detail, 'uplevelling' vocabulary).

The proof-reading part of your success criteria is in green. Proof-reading is making sure the grammar, spelling and punctuation in our writing is correct.

Let's have a look at how to do this. I'll show you with my introduction. I started at the top of my editing and proof-reading success criteria and reread my writing with each point in mind. I then edited in anything I'd missed. You can see my edits in purple and I've put the reason I did it in brackets at the side.

NEW EVIDENCE SUGGESTS WOLF IS INNOCENT

M2

Alexander T. wolf was accused of killing two pigs in a vicious, surprise attack on two ^{M4}houses in Fairytown. ^{M3}The two pigs died wen Mr. Wolf visited their houses and ^{M1}~~eated~~ their ^{M5}~~dead bodies~~. Although Mr. Wolf origonly appeared to be guilty of murder, new evidence has come to light that suggests he may not ^{M6}guilty after all.

M1 - ~~ate~~ (I checked for sense and realise 'eated' isn't a word!)

M2 - Three weeks ago,

M3 - On Monday 1st February, (I used my original success criteria and realised that I haven't used any fronted adverbials)

M4 - residences

M5 - ~~remains~~ (I used my original success criteria and realised I could use more formal vocabulary)

M6 - ~~be~~ (I realised I missed out a word)

After that, I edited and proof-read the other sections of my news report in the same way. It's much easier if you edit each section separately.

Now it's your turn! Edit and proof-read your news report using both of the success criterias.

Afterwards, why not video yourself reading your news report like you're a news reporter on television? 50 HP if you send it to your teacher!

Nasty Writing Answers

Yestiday evening, Mr. Wolf was interviewd from jail and claimed that the events that haf been reported so far are inaccurit and defamatory. He stated that he did not visit the pigs' howses due to any malice, but simply wantd to borrow a cup of sugar to make his granny a birthday cak. Unfortunly, Mr. Wolf had a cold and wen he sneezed outside Mr. Bacon's house, the loose straw structure tumbld down and Mr. Bacon was left ded in the rubble. Mr. Wolf reportd that he cares abot the environment and hates to see wast, so he ate Mr. Bacon rather than leaving him to rot.

INFORMAL & FORMAL WORDS

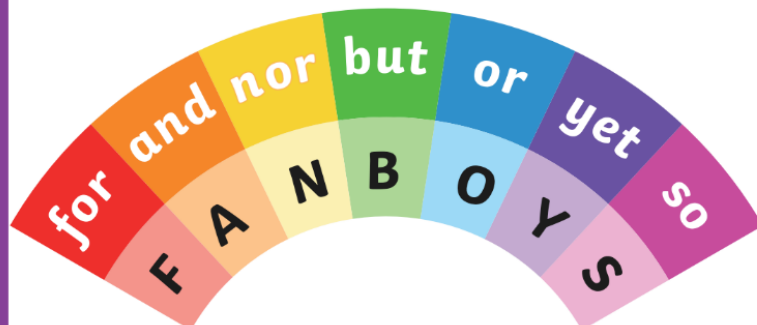
INFORMAL	FORMAL	INFORMAL	FORMAL
Pin down.....	Determine	Sick.....	Ill
Throw away.....	Discard	Ask out.....	Invite
Make out.....	Discern	Go away.....	Leave
Talk about.....	Discuss	Free.....	Liberate
Give out.....	Distribute	Deal with.....	Manage
Give.....	Donate	Bad.....	Negative
Remove.....	Eliminate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



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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

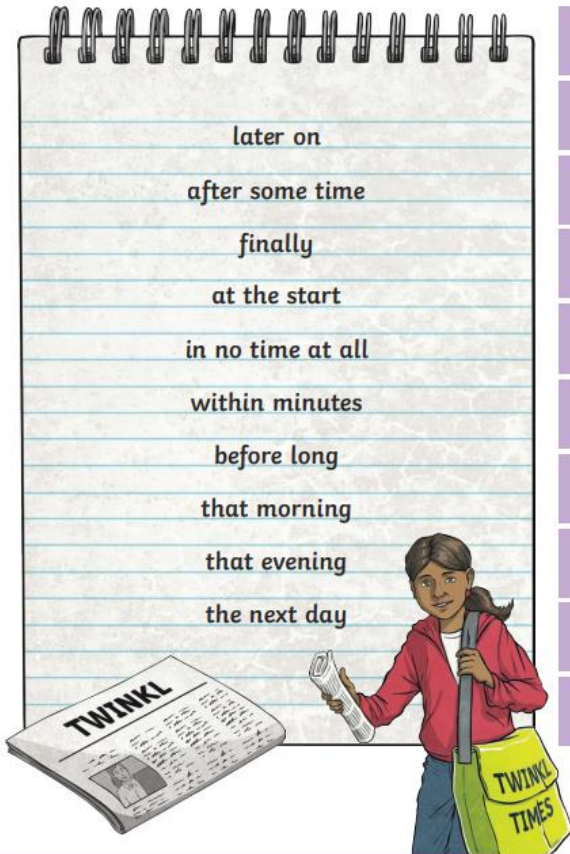
Afterwards,
Already,
Always,
Immediately,
Last month,
Now,
Soon,
Yesterday,
Today,
Tomorrow,
Next year,
In January,
On Tuesday,
In the morning,
After a while,

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