

Year Groups: 5/6

Dates: 17.05.21 – Newspaper Reports

Genre:	
<u>Year 5 Success Criteria</u>	<u>Year 6 Success Criteria</u>
Use of formal / technical language Use of reported speech – inverted commas Use of relative clauses to add key details	Use of formal / technical language Use of reported speech – inverted commas Use of relative clauses to add key details

WEEK ONE	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Starter: Review of previous spelling rules and introduction of new ones using Spelling Shed – focus review on ‘I before e, except after c’ rule.</p> <p>L.C. Can you answer questions about a newspaper report?</p> <p>T to introduce chn to the topic of newspaper reports with a range of examples out on the tables for the chn to explore – allow the chn to move between tables to look at different types of newspaper reports. Discuss findings as a class.</p> <p>T to lead discussion on what a NR is – is it fiction or non-fiction? What is the purpose of the report? Can it be considered truthful? Could it possibly show bias? TTYP and feedback.</p> <p>Read through the example on the IVB – use this to answer a range of sample questions as a class. Starting with retrieval questions, build to include inferences</p>	<p>Starter: Spot the mistake – focus on the misuse of words such as of/off, by, from, to in a range of sentences. Chn to spot and correct the errors using their understanding of standard English.</p> <p>L.C. Can you identify the 5 W’s from the text?</p> <p>Begin with a sorting activity – things you would or would not expect to find in a newspaper report. Chn to sort these at the desk before feeding back to the class – draw out the need for facts, evidence and scientific language.</p> <p>Out of the facts collated, what can we gather from them? T to model the use of the 5W’s within a newspaper report – who, what, where, when, why. These make up a good quality example of a newspaper report.</p> <p>Discuss why we need all of these to create a rounded picture of the event. Also include modelling of ‘how’ as being linked to ‘what’.</p>	<p>Starter: Clauses – review our understanding of main and sub-ordinate clauses. Find and identify these on the IVB before sorting examples into the table provided. Discuss how we can work out which type of clause it is using the clues.</p> <p>L.C. Can you identify specific language choices within a newspaper report?</p> <p>Revisit the same example newspaper reports from yesterday’s lesson – can we match the 5W’s to the correct report? How do you know?</p> <p>Using an example text on the IVB, ask the chn to pick out language features that they are familiar with, such as conjunctions, adverbials, technical language etc. T to highlight the types of language features that will NOT be present, such as lengthy descriptions and use of the first person.</p> <p>Display the newspaper report word mat on the IVB – how</p>	<p>Starter: Relative clauses – chn to complete a range of test questions on the IVB linked to relative clauses – can we identify them? Can we embed them as well as add them to the end of a sentence? Complete on VBs.</p> <p>L.C. Can you add key details using relative clauses?</p> <p>Display a different sample newspaper report on the IVB and highlight the examples of relative clauses – what type of clause is this? How do you know? Linked to starter activity.</p> <p>As a class, talk about the purpose of relative clauses and the different text types that we would find them in – why do we use them? Could we use something else that would achieve the same thing?</p> <p>T to model the use of relative clauses both at the end of the sentence and embedded within it – can we find them? Can we add them? Follow 2-3 examples on the IVB.</p>	<p>Starter:</p> <p>CATCH-UP SESSION DUE TO OUTDOOR LEARNING</p>

	<p>made from key phrases and word choices.</p> <p>Model the use of evidence from the text to answer these questions, using techniques covered this year – chn to complete this on their WB.</p> <p>Task Chn to answer the differentiated comprehension questions from a range of newspaper reports.</p>	<p>T to model reading through a newspaper report to pull out the 5W's – these should be highlighted in different colours to show the need for them.</p> <p>Also include modelling of how speech is used – which of the 5W's does it contribute to?</p> <p>Task Chn to read through 2-3 sample newspaper reports and identify the 5W's in each. Use these to complete the table or show them through different coloured pencils.</p>	<p>is this language choice different from perhaps a simple recount? Explore a range of more complex synonyms for keys words such as said/found/answered. Discuss how this impacts the reader.</p> <p>T to model using this information to edit existing sentences from a newspaper report – the girl said...the girl responded. Complete 2-3 examples on the IVB before chn start their task.</p> <p>Task Chn to use the word mats and their own vocabulary to edit the specific language choices made within the newspaper report.</p> <p>Continue then to make edits to the technical language used throughout a simple newspaper report – use of a thesaurus or word mat should be encouraged.</p>	<p>Complete Task 1</p> <p>T to then show the chn how we can apply what we have learnt within the context of newspaper reports – model editing existing elements from a report to include more details using relative clauses.</p> <p>Again, model 2-3 examples for chn to complete on WBs.</p> <p>Complete Task 2</p> <p>Task 1 Chn to practise recognising and applying relative clauses at various points during the sentences, including the correct use of relative pronouns.</p> <p>Task 2 Chn to use what they have learnt to begin editing sentences taken from a newspaper report – how could we add extra detail through a relative clause?</p>	
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Lesson Tasks

Monday

See 17.05.21 Question Sheets

Tuesday

See 18.05.21 Question Sheets

Wednesday

See 19.05.21 Question Sheets

Thursday

See 20.05.21 Question Sheets

Friday

See 21.05.21 Question Sheets