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Introduction

The pack aims to provide creative teaching ideas for the following non-fiction text types: instructions, recounts (in the form of a newspaper), explanations, persuasion and non-chronological reports, within a structured sequence of sessions complete with supporting resources. Each sequence contains at least five structured sessions made up of a starter activity, main teaching activity, plenary activity, and further support/extension/homework suggestions when appropriate. A grammar element has also been incorporated into each sequence with a view that this knowledge be applied in the written outcome.

Each section contains its own set of Teaching Notes which includes background information to the unit of work and will help you with your teaching preparation. The units also make reference to a Working Wall, a board in your classroom you can use to display the children's learning journey and which will help to provide support.

An assessment sheet is provided for each unit as a means of monitoring and assessing the children's skills and knowledge.

Please note that, at the time of publishing, all external links referenced within the pack are fully functioning. However, Teachit Primary cannot take responsibility for the maintenance of external websites.

We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachitprimary.co.uk or call us on 01225 788851. Alternatively, you might like to give some feedback for other Teachit Primary members – you can do this by adding a comment on the [Writing non-fiction lower KS2](#) page on Teachit Primary (please log in to access this!).

Statutory requirements as set out above

Curriculum coverage	1	2	3	4	5	6	7
<i>Spoken language:</i>							
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.							
Participate in discussions, presentations, performances, role play, improvisations and debates.							
<i>Reading comprehension:</i>							
Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbook.							
Increase their familiarity with a wide range of books, including fairy stories, myths and legends and retell some of them orally.							
Identify main ideas drawn from more than one paragraph and summarise these.							
<i>Writing composition:</i>							
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.							
Discuss and record ideas.							
Rehearse sentences orally (including dialogue).							
Organise paragraphs around a theme.							
In non-narrative material, use simple organisational devices (for example, headings and sub-headings).							
Assess the effectiveness of their own and others' writing and suggest improvements.							
<i>Vocabulary, grammar and punctuation (Y3/4):</i>							
Use fronted adverbials.							

Session 1 – What are the features of a newspaper report?

Getting ready:

- **Quality texts:** You will need suitable newspaper reports for this session to distribute to children. See the Teaching Notes for further help.

Getting started:

- **Word tennis:** Display the resource [Features of a newspaper](#) on IWB and distribute copies. In pairs ask children to read, report and discuss:

What are the features of a newspaper? or What makes a newspaper a newspaper?

Children can play ‘word tennis’ in pairs to share the features they have found. This involves one child naming a feature, for example ‘headline’, and the other child returning another, for example ‘paragraphs’.

How many features can each pair find? Which pair has the longest rally?

Getting into the detail:

- **Whole class teaching:** Feed back features found and annotate on newspaper report on IWB ([Features of a newspaper \(answers\)](#) provides a completed example):
 - an interesting headline
 - a byline (*who wrote the report*)
 - organised in paragraphs (the first to orientate the reader as to what the report is about, the following to describe events and the final to provide a summary)
 - written in third person
 - written in past tense
 - written in chronological order
 - an eyewitness statement and/or quote from someone involved in the event
 - photograph accompanied by a caption
 - written in columns, but these are set after the report has been submitted.

- **Group task:** In small groups of three or four, provide children with a range of suitable newspaper reports. Ask groups to choose a report and identify features. They can highlight and label their report using the resource [Newspaper labels](#). When completed, ask children to summarise its content.

Rounding things up:

- **Summarise:** Ask each group to present their chosen newspaper report to the class and ask them to summarise the story. Display on the Working Wall.

Taking things further:

- **Pick a traditional tale:** To help children gather ideas for their own newspaper report ask them to think about traditional tales they have read and are familiar with. Some may wish to bring in examples from home.

Session 2 – Grammar focus – using fronted adverbials

Getting ready:

- **Drama:** A hall or large space will be useful for the drama starter activity. Depending on your children's confidence with fronted adverbials, you may wish to shorten this session to a couple of starter activities.

Getting started:

- **In the manner of:** *What is an **adverb**?* It is quite likely that children will suggest adverbs that tell *how* a verb is performed. Give the children an activity (e.g. digging a hole, playing a piano) and ask them to mime it in the manner of a given adverb, for example: slowly, happily, grumpily, quickly, enthusiastically, angrily.

Go on to explain how adverbs also tell you *when* and *where* a verb is performed. Add this to the game, so for *where* adverbs, ask the children to walk around the room pretending they are on the moon, on the beach, under a table, in the jungle, and so on.

You can then introduce a *when* adverb. *How does your walk differ depending on the time of day?* Here are some ideas: early in the morning, going to school, going home after school, midnight, and so on.

Getting into the detail:

- **Fronted adverbials:** Explain how sometimes we use single words (adverbs) to tell us more about a verb, but more often we will use an **adverbial phrase**. If the adverbial phrase is placed at the front of a sentence it is called a **fronted adverbial** and will need a comma to separate it from the main part of the sentence. Illustrate this on [PPT Fronted adverbials 1](#) which demonstrates one example of a *how*, *when* and *where* adverbial phrase respectively.

Look at [PPT Fronted adverbials 2](#) where there is just the one sentence. On whiteboards ask children to write their own *how*, *when* and *where* fronted adverbial. Make sure children end the phrase with a comma and look out for any child who writes a clause instead of a phrase (adverbial phrases do not contain verbs).

- **Paired activity:** Take this on to an oral activity where children work in pairs to retell the story of Goldilocks and the Three Bears starting each sentence with a *how*, *when* or *where* fronted adverbial, using the resource [Using fronted adverbials](#). Examples are provided for support, but you may wish children to create some of their own. Children can record sentences in their books.

Rounding things up:

- **Perform it:** Ask children to read aloud one of their sentences including the punctuation used, for example: 'Early in the morning, Goldilocks entered the house of the bears.'

This would be read as 'Capital letter, early in the morning, comma, Goldilocks entered the house of the bears, full stop.'

Can the rest of the class spot the fronted adverbial? Add challenge by asking if the children can spot if it is a *how*, *when* or *where* adverbial.

Taking things further:

- **Home learning:** Ask the children to look at newspapers at home. If they do not have any, they can look at online newspapers or the BBC's Newsround website www.bbc.co.uk/newsround/news. The challenge is for them to find as many adverbial phrases that link paragraphs or events. Bring these in for the next session to help with their writing. See the home learning resource [Adverbial collector](#).

Session 3 – Shared reading – Goldilocks and the Three Bears

Getting ready:

- **Talking pictures:** You may wish to provide your own alternate images to the ones shown on the PPT to spark discussion in your class. For example, photos from a school sporting event or assembly.

Getting started:

- **Headlines:** Children generate their own headlines using interesting photographs: see [PPT Headlines 1](#). Gather ideas about what may be going on in the picture. Take suggestions and list children's key ideas on the slide. Go on to ask the class to work in pairs in order to create their own headline.

Getting into the detail:

- **Shared reading:** Introduce the [Exemplar text – newspapers](#) based on events that happened in the traditional tale *Goldilocks and the Three Bears*. Allocate a feature of a newspaper report (headline, byline, paragraphs, third person, past tense, chronological order, eye-witness/personal quote, photograph, caption and columns) for children to work in pairs or threes to identify and highlight.
- **Paragraphing:** Introduce the resource [Paragraph planner](#) which shows the structure of the exemplar newspaper report. Re-read the first paragraph and highlight the key words and phrases in the text. Model out loud how to write notes using this information and write in paragraph planner. See [Paragraph planner \(filled\)](#) for a completed example.
- **Paired task:** In pairs, ask children to re-read the exemplar text and use highlighter pens to identify the key events in each paragraph. They then need to make notes and complete the paragraph planner.

If children complete the task, they can go on to identify any fronted adverbials in the report and display them on the Working Wall.

Rounding things up:

- **Headline improver:** Provide three alternative headlines for the three bears report: see [PPT Headline improver](#). Children pair share which headline they think is the best and why. Challenge children to generate their own headline on whiteboards or sticky notes; display and hold a class vote to decide on an alternative example for the news story.

Taking it further:

- **Headlines:** See [PPT Headlines 2](#) for a further example of an image to write headlines for.

Session 4 – Planning a newspaper report

Getting ready:

- **Quality texts:** For the starter activity you will need to collect a range of different newspaper reports written for different purposes and audiences: for example, national news, local news, sports, celebrity, environmental issues, politics, etc.

Getting started:

- **Categorise it!** Hand out a range of newspaper reports to small groups and ask children to categorise with either [Sorting the news – labelled](#) or [Sorting the news – add your own labels](#). You may wish to photocopy and distribute the same reports to allow groups to compare and contrast choices.

Getting into the detail:

- **Planning:** Ask children to work in pairs to discuss traditional tales they have chosen or even re-read tales through books from home and school. Ask them to choose one to inspire a newspaper report similar to your own. Use the resource [Paragraph planner](#) for children to work individually or in pairs to plan their newspaper report.
- **Support:** For those who need support, or those who do not have secure knowledge of other traditional tales, provide them with the resource [Little Red Riding Hood events](#) which they can order correctly. You may also wish children to plan in pairs or small groups.

Plenary activity:

- **Evaluate:** Ask the children to work in pairs to share their paragraph plans.

Have they included all the key details?

Can they suggest how to improve each other's plans?

Children can award each other a star (something they like) and a wish (something to improve).



Session 5 – Modelled writing – orientation and events

Getting ready:

- **Time to write:** You may wish to allow an extended writing session for children to plan and start writing their newspaper reports. It is always a good idea to prepare a piece of writing so that children can see the writing process as you explain your thoughts aloud, but be prepared to adapt your ideas to allow for children's suggestions.

Getting started:

- **What features?:** Read the paragraphs taken from newspaper reports on [PPT What features?](#) and pose the following questions:

What features can you identify?

What part of a newspaper report do you think they have been taken from?

Main activity:

- **Modelled writing:** Return to the orientation paragraph of the [Exemplar text – newspapers](#). Identify the *when* (last week), *what* (a daring raid), *where* (the bears' home) and the *who* (the three bears) in the first sentence on [PPT The orientation paragraph](#). Highlight these in different colours.

Model how we can use this exemplar to write our own. For example:

On Saturday night, a mysterious girl vanished from the starlit ball at Gloriana Palace hosted by Prince Charming. In his first interview since the evening, the prince told the Royal Observer's events reporter, James Harrison, how the beautiful stranger disappeared into the night.

Ask children to re-read and identify the *when* (Saturday night), *what* (a starlit ball), *where* (the Gloriana Palace) and the *who* (mysterious girl) in the first sentence.

- **Individual task:** Using their paragraph plan, the children will now work on their own orientation paragraph. Once they have written the orientation, the aim should be for children to have written the first three or four paragraphs of their newspaper reports up to the point where they will have recounted all the events. Draw attention to the fronted adverbials of time that open the events paragraph in the exemplar text.

Rounding things up

- **Improver:** Take one or two children's opening paragraphs. Read through with the class under the visualiser and ask the children to highlight the different aspects of orientation.

Session 6 – Role play – eyewitness and personal comment

Getting ready:

- **Drama:** To prepare for the role play activity you may wish to play a drama game like ‘In the manner of’ from Session 2 to prepare the children.

Getting started:

- **Punctuating direct speech:** See [PPT Punctuating direct speech](#) for examples of unpunctuated speech which may appear in a newspaper report. Ask the children to work in pairs to identify the actual words being said in both examples. Highlight and work together to revise the punctuation rules for speech, e.g. speech marks enclose the exact words spoken; punctuation belonging to the words spoken goes inside the speech marks; other punctuation goes outside the speech marks. Click to reveal answers and display on the Working Wall.

Main activity:

- **Time for role play:** Re-visit the two paragraphs in the exemplar text that contain speech: see [PPT Direct speech in newspaper reports](#). Highlight the speech contained within the body of the text and identify how the punctuation marks are used.

In pairs, ask the children to interview each other as eyewitnesses for their own reports. Ask each other ‘Who?’, ‘Where?’ and ‘What did you see?’ questions. The children can record the answers they receive, just like a real journalist, using the resource [Time for role play](#).

- **Share it/write it:** Ask for a pair to volunteer and share their role play. Model how to write the responses as part of a newspaper report.

An eyewitness,, said: ‘.....’.

By doing this the children will have virtually written their eyewitness paragraph and can go on to use this structure in their own newspaper report.

- **Role play – again:** Children can now re-visit their role play with one child imagining that they are one of the characters from the traditional tale with other children asking how they felt and what they have learned from their experience. Again, use the [Exemplar text - newspapers](#) to model how to do this using a pair of volunteers.

Rounding things up:

- **Improver:** Choose a few children to share their newspaper reports with the class. These may be read aloud or shared on a visualiser. As the rest of the children are listening, ask them to jot down on their whiteboards any unanswered questions they may still have.

Session 7 – Proofreading and polishing

Getting ready:

- **Marking:** It would be a good idea to have the children's newspaper reports written so far marked in preparation for this lesson.

Getting started:

- **Proofreading:** Select a few sections of children's anonymous writing and display on the visualiser. Read together and ask for suggestions as to how to improve. Model proofreading skills.

Getting into the detail:

- **Summary:** Re-read the final paragraph of the exemplar and identify how it 'wraps' up the writing. Using the model, ask the children to create a response for their own report using the sentence structure:

If anyone sees the suspect, ...

- **Independent writing:** Children can now use the sentence within their summary and 'wrap' up their newspaper reports.
- **Pair evaluation:** Ask children to re-read their reports, respond to the marking comments and identify how to improve. In pairs, ask each child to read their report to a partner and use the [Assessment sheet – newspapers](#) to tick off what they have achieved.
- **Best copy:** Newspaper reports can now be polished and presented in best either by hand or typed up.

Rounding things up:

- **Celebrate:** Ask for volunteers to read aloud their newspaper reports to the class in order to celebrate their achievement.

Extension activities:

Once children have learned how to write their newspaper reports, there are lots of opportunities to apply this skill.

- **Listen to or watch a news report:** Make notes and organise into paragraphs. Write up the event. If all of the class or group writes about the same event, compare their end results.

Have they all included the same information?

Have they organised the information in the same way?

- **Think cross-curricular:** Whether the focus is history, geography, PE, music, art or science, there is always the potential for a newspaper report. The more opportunities the children have to practise their skills across the curriculum, the more embedded their learning will be.
- **Create a school newspaper:** Appoint an editor who will send his reporters out to cover different events around the school. These could be sports events, assemblies and presentations, or there may even have been a mysterious, large footprint found in the playground.

Assessment opportunities:

- Throughout the unit of work, provide the following [assessment sheet](#) for the pupils to self-assess and the teacher to check. The chart should be referred to throughout the series of lessons with the children being given opportunities to reflect on their progress and identify where they have demonstrated this.

Name:

Date:

Assessment sheet – newspapers

	Pupil – write date when achieved.	Teacher – write date when checked.	Where is the evidence?
I can use the exemplar text to help plan my own writing.			
I can discuss and record my ideas.			
I can organise paragraphs around a theme.			
I can assess the effectiveness of my own writing.			
I can use and punctuate fronted adverbials correctly.			

Name:

Date:

Exemplar text -- newspapers

Bears Burgled! A report by Teachit Primary

Last week, a daring raid took place in broad daylight at the home of a family of bears who have lived in the village of Longbottom for many years. In an exclusive interview with the *Longbottom Herald's* reporter, John Sotherby, Mrs Cilla Brown, the mother bear, explained what happened.

She told the *Herald* that the family had left their well-kept cottage in Primrose Walk a little after eight o'clock on 17th May. She had already made porridge for breakfast but it was too hot to eat. Therefore, they set off on a pre-breakfast walk around the village.

About an hour later, the three bears returned home. However, as soon as they entered the kitchen, they discovered that an intruder had been in the cottage and had eaten the baby's porridge.

Matters were made even worse when the family

entered the living room and discovered that the smallest chair was broken. Cilla, aged 35, explained that there was a great deal of damage which was extremely upsetting.

After that, the family had nervously climbed their narrow staircase, dreading what they would discover upstairs. Mrs Brown's husband, Bernard, was the first to enter the bedroom where he discovered an unwelcome guest lying asleep on his son's bed.

The intruder apparently woke with a start and escaped down the stairs and out of



The bears were surprised to find their porridge eaten and their beds slept in.

the house. At present, she is still at large.

An eyewitness, Mrs Mary Davey of 22 Railway Cottages, said: "I had just got off the bus when I saw a small, golden-haired girl running from the house. She appeared quite distressed and I couldn't help noticing that she had porridge stains on her clothes. I didn't see which way she went."

Mrs Brown told our reporter how distressing the recent incident has been: "As a result, we are scared to leave the house," she said. "If I could turn the clock back, I would make sure that I never left the door unlocked!" The family is, at present, looking for a good locksmith.

The police have said that they believe this to be an isolated incident but have warned the public to ensure they lock up their homes even when going out for a short time. If anyone sees the suspect, they should contact the police immediately.

The Daily News

BEARS BURGLED!

A report by Teachit Primary

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PowerPoint resource: Recounts - newspapers



To download this PowerPoint, go to the following page:

Teachit Primary members:

www.teachitprimary.co.uk/writing-non-fiction-LKS2-powerpoints



Recounts - newspapers


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Fronted adverbials 1

In a rush,
Harry ate his lunch.

Later that day,
Harry ate his lunch.

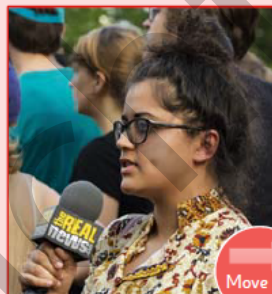
In the crowded dining
hall, Harry ate his lunch.



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Fronted adverbials 2

Mrs Brown spoke
to the news
reporter.



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Headlines 1



Ideas

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Headlines 2



Ideas

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Headline improver

Girl found sleeping in house!

Vandalised!

Bears baffled by broken beds!

Can you think of a better headline?

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What features?

Read the following paragraphs taken from local newspaper reports.

Budding young bikers enjoyed a lively day of cycling activities last week to celebrate the launch of a new bike hub in Finchampstead.

An orientation paragraph

Janine Wakefield, events coordinator, said: "It was fantastic to see how much the residents enjoyed interacting with the animals."

An eyewitness account

Work on the new car park is expected to be completed by April next year.

A summary

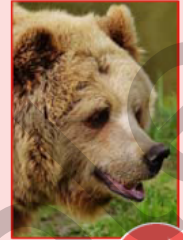
Move on

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The orientation paragraph

Last week, a daring raid took place in broad daylight at the home of a family of bears who have lived in the village of Longbottom for many years. In an exclusive interview with the *Longbottom Herald's* reporter, John Sotherby, Mrs Cilla Brown, the mother bear, explained what happened.



Can you identify when, what, where and who?

Move on

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Punctuating direct speech

The porridge was too hot explained Cilla so we decided to go out for a walk.

"The porridge was too hot," explained Cilla, "so we decided to go out for a walk."

My chair was broken and my porridge was gone stated Baby Bear and there was someone sleeping in my bed.

"My chair was broken and my porridge was gone," stated Baby Bear, "and there was someone sleeping in my bed."

Move on

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Direct speech in newspaper reports

An eyewitness, Mrs Mary Davey of 22 Railway Cottages, said: "I had just got off the bus when I saw a small, golden-haired girl running from the house. She appeared quite distressed and I couldn't help noticing that she had porridge stains on her clothes. I didn't see which way she went."

Mrs Brown told our reporter how distressing the recent incident has been: "As a result, we are scared to leave the house," she said. "If I could turn the clock back, I would make sure that I never left the door unlocked!" The family is, at present, looking for a good locksmith.

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Name:

Date:

Features of a newspaper

Use the labels to identify the features of the newspaper report.


Couple in mountain top drama

By Ched Baker

A couple from Bath were dramatically airlifted to safety from an isolated clifftop on the Isle of Harris last weekend.

Susie Grant, 29, and her husband John Grant, 34, were on a walking holiday on the Scottish island when the disaster happened. The couple had decided to take a shortcut through some woods but soon found themselves on the edge of a slippery cliff edge with nightfall fast approaching.

Fortunately Susie had a weak signal on her mobile phone and managed to alert rescue services. Within several minutes of making the call a helicopter arrived and airlifted the couple to safety.



The beautiful mountain where disaster occurred

Susie said, "We felt so frightened and alone up there. I don't know what would have happened if I hadn't had a signal on my phone."

Undeterred, the couple have decided to continue their walking holiday and are due back next week. John said, "We'll stick to the main footpaths from now on and would advise anyone else to do the same."

Are the events written in chronological order?

Label the article using these words to fill in the boxes:

caption	headline	orientation	paragraph	photograph
past tense	byline	written in third person	an eyewitness statement or quote	written in columns

Name:

Date:

Features of a newspaper – answers

Use the labels to identify the features of the newspaper report.

Labels: headline, written in columns, photograph, byline, caption, past tense, orientation, eyewitness statement, written in third person, paragraph

Couple in mountain top drama
By Ched Baker

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Susie Grant, 29, and her husband John Grant, 34, were on a walking holiday on the Scottish island when the disaster happened. The couple had decided to take a shortcut through some woods but soon found themselves on the edge of a slippery cliff edge with nightfall fast approaching.

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caption	headline	orientation	paragraph	photograph
past tense	byline	written in third person	an eyewitness statement or quote	written in columns

Name:

Date:

Newspaper labels

Use the labels to identify the features of the newspaper report.

an interesting headline

a byline

written in paragraphs

a personal quote

written in third person

written in past tense

written in chronological order

an eyewitness statement

a photograph with a caption

written in columns

