

# Literacy – Week 3

Journalistic Writing

# Overview

This document details the children's literacy lessons for this week. Each week they will focus on a genre, using a video study. The document separates the learning into 5 days, including a learning objective, 'teaching input' and task.

The work should be mostly independent, although your child may need some support for certain tasks. The children may choose to focus on a day at a time, or complete consecutive days at once – however this suits your home learning timetable.

Please contact me if you require further assistance.

# The Lighthouse



# Day 1

LO. To understand the features of a report.

LO. To create an orientation and suitable heading.

**Children will start to learn the features of a report and will write an orientation for their report with a headline.**

- Watch the video <https://www.youtube.com/watch?v=6HfBbSUORvo>
  - As you watch, make notes for – who, what, where, when and why.
- 
- Why might the incident in the video be newsworthy?

Look at the list of headlines and types of headlines. Can you match them up? Can you think of your own headline?

Community steps up to help lighthouse keeper
<b>De-light-fuelled ending for lighthouse keeper</b>
<b>Boat bypasses boulders because of rapid response by residents</b>
<b>FRIGHT IN THE NIGHT WITH NO LIGHT</b>
<b>Boat avoids peril when lighthouse lantern smashes</b>
<b>SAVED!</b>

<b>Alliteration</b>  The repetition of the same consonant or sound at the beginning of two or more words in a sentence
<b>Pun</b>  A play on words which have the same sounds but different meanings (homonyms)
<b>Rhyme</b>  The repetition of similar sounding words
<b>Single word</b>  One word which sums up the article
<b>Straight to the point</b>  A short description to explain what has happened and attract the reader
<b>Letter play</b>  Where words are changed by subtle letter swaps to humorously support the story in the article

An **orientation** is a short introduction that summarises the main points of the newspaper article.

It grabs the attention of the reader and is no longer than 2 sentences.

Look at the examples of orientations on the slide. Can you identify in each, which of the 5 Ws are present?

Experts have been invited to investigate a strange occurrence, whereby an enormous beanstalk appears to have grown, overnight, in the garden of a young lad named Jack.

Disaster was narrowly avoided on Tuesday, when the Big Bad Wolf attempted to demolish the home owned by Piggy Two, in a terrifying ordeal lasting five hours.

The inhabitants of Metropolis, USA were shocked to see an odd shape in the sky last night. Described by onlookers as a caped figure, the object moved swiftly like a bird or a plane.

The Enchanted Forest was the unfortunate venue for a serious crime yesterday, when the home of the three bears was broken into and ransacked by an unknown blonde-haired assailant.

The galaxy was left reeling yesterday after the revelation that Darth Vader is, in fact, the father of Luke Skywalker and his twin sister, Leia.

Hogwart's saw another defeat for their Gryffindor team last night, when star seeker, H Potter, tumbled from his broom and fell to the stadium floor.

The King's horses and King's men were deployed over the weekend, to assist in an accident which occurred at the castle wall involving Mr Humpty Dumpty.

- What are the main points of the lighthouse story?
- What do we need the reader to know?



Look at the orientations on this slide.

Which is the best? Why?

*Notice how you can be more general with your comments in the orientation, before becoming more specific in the article.*

A local community came to the aid of a neighbouring lighthouse keeper last night, when the lantern in the lighthouse smashed and left approaching boats in a perilous predicament.

There was a lighthouse keeper who smashed a light at the top of his lighthouse and the local people went to help him before the boats crashed into the rocks.

The inhabitants of a remote Scottish village were the heroes and heroines of the hour yesterday, when an unfortunate incident with a lighthouse's lantern resulted in some emergency action. The villagers leapt to the aid of the flustered lighthouse keeper in what can only be described as a valiant display of co-operation and community spirit. The quick-thinking villagers managed to prevent a maritime disaster and also forge friendships with the lighthouse keeper himself.

Using both resources, can you identify any language that you think is suitable for your article?

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Lighthouse Resource 1d

**A local community came to the aid of a neighbouring lighthouse keeper last night, when the lantern in the lighthouse smashed and left approaching boats in a perilous predicament.**

**There was a lighthouse keeper who smashed a light at the top of his lighthouse and the local people went to help him before the boats crashed into the rocks.**

**The inhabitants of a remote Scottish village were the heroes and heroines of the hour yesterday, when an unfortunate incident with a lighthouse's lantern resulted in some emergency action. The villagers leapt to the aid of the flustered lighthouse keeper in what can only be described as a valiant display of co-operation and community spirit. The quick-thinking villagers managed to prevent a maritime disaster and also forge friendships with the lighthouse keeper himself.**

- Research some examples of orientations.
- **Write your orientation for the lighthouse story.** Think about using precise vocabulary and a journalistic voice.
- How many questions can you create that link to the picture shown?
- Plenary – Produce a headline for your story.



## Day 2

LO. To use dramatic techniques to explore events.

LO. To use direct speech.

**Children will write eyewitness quotes.**

- Watch the clip again.
- Write down as much information as you can relating to the sub-headings on the slide.
- You are going to be interviewing these characters. Think of some questions you would like to ask the characters about the incident.

- LIGHTHOUSE KEEPER

- VILLAGERS

- SHIP'S CREW

- You are going to interview the characters. You may wish to ask an adult/sibling to help you do this (they need to watch the video first) OR answer the questions yourself.
- Remember a closed question will lead to a restricted answer, whereas an open questions leaves more scope to elaborate an answer.
- You could create a recording sheet like the one on the slide.

Lighthouse Keeper	Villager	Crew Member
Question 1:	Question 1:	Question 1:
Answer:	Answer:	Answer:
Question 2:	Question 2:	Question 2:
Answer:	Answer:	Answer:

- Look at the example of quotes. Remember the 'hand' rule you learnt at school.
- Write your information into a series of quotes which could be used in your report. Try to use person first then quote second, e.g. A spokesperson for the palace said, "We will be closing the castle wall while we investigate."
- Can you identify quotes in newspapers?

'The whole experience was terrifying!' recalls Piggy Number Two, the victim in this heinous crime. 'I hope a guilty verdict is returned and that the Big Bad Wolf receives a lengthy prison sentence.'

A spokesperson for the King's men said, 'We were asked to attend an accident at the castle wall, whereby Mr Dumpty appeared to have fallen from a considerable height. We arrived shortly after the incident, though we were unable to put him back together again.'

'I did see a young lady entering the property,' an eyewitness told us, 'though I believed she must have known the three bears and so I decided not to challenge her.'

'Potter's broomstick collided with the end of an opposing player and he fell quite heavily onto the floor of the stadium. The medical team were dispatched and he is now recovering in the hospital wing,' explained Albus Dumbledore, headmaster at Hogwarts.

A member of the crowd described the sighting, 'I looked up and could see something flying towards us. We thought it was a bird or a plane at first, though as it came closer we realised it was a man in a cape and a blue and red outfit. He flew overhead and down towards the burning building!'

'I awoke and noticed that it was very dark outside, but when I got to the window I realised that it was because of the huge beanstalk that was blocking the daylight!' Jack's mother reported.

## Day 3

LO. To understand and appropriately use formal language.

**Children will locate formal language examples and change sections of text from informal to formal.**



- **What is formal language?**
- Formal language is the language we use in professional, official and impersonal situations. It is used when we need to be serious, when we don't know our audience personally and when the topic is of importance.
- Can you think of any scenarios for when formal language is important?

- **What are the features of formal language?**
- There are no contractions, colloquialisms, idioms or clichés.
- It avoids the first person.
- It uses the passive voice more often.
- It uses precise language.
- Statistics are often used.
- It uses Standard English.
- It is made up of complex sentences.

- Look at the examples of formal and informal phrases.
- Complete the last 4 examples for formal language.
- Using newspaper articles, locate the formal language examples. Can you write the informal version of the vocabulary/sentence?

Formal	Informal
He requested	He asked
The incident occurred	The thing happened
They received	They got
For several reasons	For lots of reasons
The police were unable	The police couldn't
Prices increased	Prices went up
The room was in complete disarray	The room was really messy
The roof collapsed suddenly	The roof caved in fast
It has been brought to our attention	We've been told
It would have prevented	It would've stopped
	The council said they'd move it
	He went down with the flu
	She wouldn't shut up
	They were really sorry

- Look at the newspaper letters.
- Can you change the letters from informal to formal? You will also need to look at the punctuation used.

## YOUR LETTERS OF COMPLAINT

### ANGRY ABOUT BINS

I am just so angry about the rubbish bins and when they are collected. Our bin was full of smelly rubbish last week but because of the new bin collection dates we have to put up with this. We used to put the bin out every week but now this has changed to every two weeks and I don't think this is enough. Three weeks ago the bin lorry could not get down the street and so didn't collect the rubbish. We had to put it all into a bin bag and take it to the tip. Am I the only one who feels like this?  
Gerald Thomas, Fir Street.

### SWIMMING BATHS CLOSING

I like to go swimming, in fact I go every week. I was totally gutted when I saw the poster in the baths the other day that said the baths was going to close. The baths always looks really busy to me so I can't see why it would need to close? There are loads of different swimming classes that go on there and these will all have to stop. I would've thought the local council would want to try and get people to be more healthy and not close the door of the only swimming baths in 10 miles!

Miss S Thompson, Yates Drive.

### LOCAL CARNIVAL DISAPPOINTMENT

Well, what a total waste of a Saturday afternoon. We went to the carnival last week and thought it was the worst one we've been to. The kids were bored, I was shoved about and the car parking was a joke. We had to queue in the car for over 45 mins and then walk for nearly a mile to the start of the carnival. It was such a hot day and the pop & water van ran out of drinks at dinner time. My kids were going nuts. We had such a bad time and I really think the local council needs to up their game.

Mrs T Paldrina, Kendal Close.

## Day 4

LO. To note and develop initial ideas.

**Children will plan their writing and construct their first paragraph.**

## Numbers in Journalism

- Watch the clip again, jotting down the key facts that are important.
- Remember in a newspaper report, we stick to the facts and report accurately what happened. Witnesses might provide additional information.
- Recall the facts of the evening in a list.

On the whole words are used for numbers which are single figure and digits are used for anything above nine. Unless you are writing a measurement or a percentage, then you should always use digits. However, you should never start a sentence with digits.

E.g. Three, Six, 12, 17, 4kg, 2%

Try to always abbreviate measurements with the exception of miles.

Millions and Billions are always spelled out, except in currency.

Always use the 24-hour clock and use a colon.

E.g. 13:45, 21:20

Decades should be written 1980s, 2000s.

When writing dates, put the day before the month and don't use dd/mm/yy.

E.g. 13 May 2016 – don't say 13<sup>th</sup>

If being used as an adjective or a noun, then an age should be hyphenated.

E.g. The 13-year-old boy or The books for six-year-olds.

When using an age after a name it should be included with commas.

E.g. Mrs Gwen Taylor, 45, was the driver of the vehicle.

- Read the first paragraph. What do you learn?
- Some of the information is added by the writer, but not invented.
- The paragraphs should develop the 5Ws, though you should not restrict yourself to writing solely about one of the Ws each time.

## Community spirit saves vulnerable vessel

**A local community came to the rescue of a neighbouring lighthouse keeper last night, after the lantern in the lighthouse smashed and left approaching boats in a perilous predicament.**

The keeper of Briar's Rock Lighthouse, Mr Harold Thomas, 56, was working in the lantern room at the top of the tower, when he accidentally dropped the glass dome, smashing the glass of the lantern irreparably. Mr Thomas was attempting to make emergency repairs to the light, something he had undertaken a number of times during his 20-year tenancy, when he tripped and fell backwards whilst holding the glass.

## Bullet point planner - Example

- Look at my example plan for the article. This is information I have decided to write about in paragraph two.
- Have a go at writing paragraph two using my plan.

### Orientation

- Community saved the day
- Lighthouse keeper smashed lantern
- Boats in danger
- Happened last night

### Paragraph one

- Briar's rock lighthouse
- Harold Thomas- 56
- Smashed glass
- Making repairs
- Had made repairs before

### Paragraph two

- Lighthouse is over 100 years old
- Stands on Briar's Rock above a particularly hazardous strip of coastline with rock formations known as Poseidon's Footsteps
- Briar's Rock village has a population of around 250 people
- Quote from villager about Harold Thomas: 'He very rarely comes into the village and has always seemed a bit of a loner. I've lived here for 10 years and I think I've only spoken to him once!'

### Paragraph three

### Paragraph four

### Re-orientation



- Bullet point plan the report ensuring all 5Ws are covered.
- Leave the re-orientation section for now.
- Begin to write the first paragraph – you should already have your orientation paragraph from Day 1.

- Look at the images. Can you provide a caption?



# Day 5

LO. To write a report with a suitable ending.

**Children will look at how to build sentences and complete their reports.**

- Watch the clip again and pause at 0:46 seconds.
- Can you note down any prepositional phrases that spring to mind as you watch? E.g. on the clifftop, above the village, inside the houses.
- Using factual adjectives (not overly descriptive), rewrite the prepositional phrases. E.g. along the coastline could become – along the dangerous stretch of coastline OR along the rocky coastline OR along the coastline dotted with villages.

- **What is the re-orientation?**
- This is the ending to the article. It brings the story up to date and often moves from the past tense to the present.
- Look at the following reorientation...
- **Members of the local community are now assisting Mr Thomas with the repairs to Briar's Rock lighthouse and are planning to fit a remotely-operated lantern to the clifftop as a temporary measure.**
- What tense is used? What adjectives are used?
- Write your reorientation ready to add to your article. It does not matter that you have not yet finished writing your report.

- Write the remainder of your report. Begin where you finished on Day 4 and remember to add your reorientation at the end.
- Read the WAGOLL I have created – your article may include more information and other newspaper features (e.g. newspaper title, images).
- When you have finished, remember to edit your article for:
  - Spellings
  - Punctuation – especially for quotes
  - Sentence structure
  - Formal language
  - Correct tense