**Lesson Plan 2021/22**

<table>
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<tr>
<th>Date: September</th>
<th>Class: Year 5</th>
<th>Subject/topic: English – Examples of Newspaper Orientations</th>
<th>Time: 9.30-10.30</th>
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**Prior knowledge:** how does this lesson fit in with a sequence of lessons - what components have previously been taught?
Discuss children’s knowledge of newspapers from home e.g. do they read First News (*Children bring to school experiences of literacy from outside the classroom that inform their understanding.*)
This is the first lesson of a sequence of lessons. To address baseline assessment, recap the children’s understanding of the purpose and features of a newspaper report.

**Outcomes:** what composite knowledge/skills do you want children to achieve?
- Know that a report has typical features and what these are.

**Assessment:**
- The report includes the typical features of text organisation, introductory paragraph that contains the 5 Ws (what, when, who, why)
- Information about the main events presented in chronological order and a summary paragraph.
- Specific language features, e.g., action words, linking verbs, past tense, descriptive language, formal style.
Assessment through targeted questioning and completed task.

**Learning objectives:** substantive & disciplinary knowledge
1. To identify the features of a report.
2. To create an orientation with a suitable headline.

**Key vocabulary:**
- Orientation
- Headline
-Caption
- By-line
- Formal language

**Resources:**
- Examples of newspapers reports
- Specific examples of headlines
- Glossary of headlines types - alliteration, pun, rhyme, single word, straight to the point, word play and relevant technical vocabulary.
- Animation link: [http://www.literacyshed.com/the-lighthouse.html](http://www.literacyshed.com/the-lighthouse.html)

**Predicted misconceptions:**
Do not assume that children simply have a detailed understanding of journalistic language that can be applied to any context e.g. write a newspaper report of the Vesuvius eruption in AD79.

**Risk assessment:**
Carefully chosen newspaper clippings to ensure they meet appropriate age expectations. Good examples are First News, The Week Junior.
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<tr>
<th>Timing: consider pace of lesson.</th>
<th>Role of the teacher &amp; support staff:</th>
<th>Children’s steps in learning: what will the children be doing? Learn, practise and apply component steps.</th>
<th>Adaptive teaching: consider adaptive strategies to support all pupils (including stretch and challenge &amp; SEND), consider resources.</th>
<th>Checking what children know, understand and can do: key questions inc. hinge and retrieval/recall, assessment of outcomes.</th>
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<td>10 mins 9.30-9.40</td>
<td>Discuss children’s knowledge of newspapers from home e.g. do they read First News (Children bring to school experiences of literacy from outside the classroom that inform their understanding.) Introduce the animation ‘Lighthouse’. Watch until the candle blows out. What do the children predict the narrative would be? What happens? Who are the characters? Ask the children to predict, what might happen next? Watch to the end. Were their predictions accurate? Were they surprised? Introduce the 5Ws and recap their purpose. Why might this incident be newsworthy?</td>
<td>Order the screenshots from the animation ‘Lighthouse’. Children work in pairs to sort the information into the 5 Ws – who, what, where, when, why and feed back</td>
<td>Position to screen Use a range of hinge questions to assess understanding: Use questions which test their use of the 5Ws. Scaffold - Information chunks on cards that can be physically moved onto a 5w grid Talk partners</td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td>Support</td>
<td>Challenge</td>
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<td>10 mins</td>
<td>Recap key vocabulary, orientation and headline.</td>
<td>Discuss what an orientation contains. The children need to understand that it needs to grab attention and be no longer than 2 sentences to summarise the story. Remind the children, that not all the 5Ws have to be covered.</td>
<td>Vocab prompts</td>
<td>Teacher to assess children’s knowledge of key vocabulary and purpose</td>
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<td>15 mins</td>
<td>Discuss with the children what the main points of the lighthouse story are and what we need the reader to know?</td>
<td>Children to write their orientation for the lighthouse story to include the text and language features.</td>
<td>Support – provide scaffolding prompts for the 5Ws</td>
<td>Does the children’s work include the relevant information? (some of the 5Ws) Can peers identify this in each other’s work?</td>
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<td>10 mins</td>
<td>Recap the purpose of a headline. Revise relevant language and show a few examples?</td>
<td>Children to all produce a headline for their story using one of the example types.</td>
<td>Peer-support</td>
<td>Which headlines follow the examples of word play, and are appropriate to the incident You could use a hinge question here when children have devised their own. From a selection of three headlines which is the snappiest/engaging/wittiest? Explain your answer.</td>
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<td>5 mins</td>
<td>Share good examples from the session to summarise the orientation features. Encourage less confident speakers to share their work, as well as good writers</td>
<td>Children read their work aloud to the class on a voluntary basis.</td>
<td>Possible TA support/peer support</td>
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### Evaluation of pupils' learning:

Overall, the group’s prior knowledge of newspapers was strong with most children being able to identify some key features. RB/SH/JH needed more adult support and more access to examples, to help them understand and be able to identify the key features and translate this knowledge into independent writing.

Some good examples of the orientation were produced, and red group had used word play to create catchy headlines.

**Next steps:**

*e.g. how to address misconceptions, providing increased challenge or support, use of different resources or modelling techniques.*

Thinking about purpose and real experience, identify a reason to write reports about events in the community or news. Develop the use of direct quotes for dramatic effect.

### Evaluation of teaching:

Good engagement from using the clip.

Peer support worked well. Children with good transcriptional skills paired with children who had good compositional skills working to support each other’s needs for development.

**Next steps:**

*e.g. subject knowledge, teaching strategies, behaviour management.*

Complete the report, model further sections of its format, considering the language features.