Department of Primary & Childhood Education
Lesson Plan 2021/22

Edge Hill University

Date: September	**Class:** Year 5	**Subject/topic:** English – Examples of Newspaper Orientations	**Time:** 9.30-10.30

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:	**Resources:**
- Orientation - Headline - Caption - By-line - Formal language	- 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
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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SEQUENCE OF TEACHING & LEARNING				
Timing: *consider pace of lesson.*	**Role of the teacher & support staff:** *e.g. key questions, retrieval of prior learning, modelling and explanations, checking understanding, consider cognitive overload, effective use of additional adults, behaviour for learning.*	**Children's steps in learning:** *what will the children be doing? Learn, practise and apply component steps.*	**Adaptive teaching:** *consider adaptive strategies to support all pupils (including stretch and challenge & SEND), consider resources.*	**Checking what children know, understand and can do:** *key questions inc. hinge and retrieval/recall, assessment of outcomes.*
10 mins 9.30-9.40	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?	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	Position to screen Scaffold - Information chunks on cards that can be physically moved onto a 5w grid Talk partners	Use a range of hinge questions to assess understanding: Use questions which test their use of the 5Ws.

10 mins 9.40-9.50	Recap key vocabulary, orientation and headline. 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 5 Ws have to be covered.	With talk partners, match the headline to the glossary definition and devise examples of their own. Features of headlines- witty, snappy, attention-grabbing(engaging) With talk partners, identify, within the examples, which of the 5Ws are present.	Vocab prompts Peer/TA support	Teacher to assess children's knowledge of key vocabulary and purpose
15 mins 9.50-10.05 10 mins 10.05-10.15	Discuss with the children what the main points of the lighthouse story are and what we need the reader to know? Show examples and ask the children to talk in their pairs about which is best and why? What can they do to modify and improve? Teacher to model the construction of the orientation	Children to write their orientation for the lighthouse story to include the text and language features. Children to peer-assess their work in comparison to the examples.	Support – provide scaffolding prompts for the 5Ws IT Colour acetates/other dyslexia friendly scaffolds as required Challenge – to include questions directed at specific characters.	Does the children's work include the relevant information? (some of the 5 Ws) Can peers identify this in each other's work?
10 mins 10.15-10.25	Recap the purpose of a headline. Revise relevant language and show a few examples? Children to work in pairs and write down 3 possibilities. Useful source Newswise produced by The Guardian lesson 14 https://www.theguardian.com/newswise-unit-of-work	Children to all produce a headline for their story using one of the example types.	Peer-support	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.
5 mins 10.25-10.30	Share good examples from the session to summarise the orientation features. Encourage less confident speakers to share their work, as well as good writers	Children read their work aloud to the class on a voluntary basis.	Possible TA support/peer support	

EVALUATION

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.