

# 'LILIDOREI - WHAT'S YOUR STORY?'

## Writing Activity – Newspaper Report

This unit of work has been written to encourage children to change their style of writing depending on purpose and audience. For this unit of work, children will re-write their Quest Story as a Newspaper Report.

LEARNING OBJECTIVES	LEARNING ACTIVITIES	RESOURCES														
Starter	<p>Show the <b>slogan</b> on slide 3 - Lilidorei – what's your story?'</p> <p>In 2 minutes, ask the children:</p> <ul style="list-style-type: none"> <li>• How many words can you make from the <b>slogan</b>?</li> <li>• What is the longest word you can make?</li> </ul>	Slide 3														
I can recognise the features of a newspaper report.	<p>Read the information on slide 5</p> <p><b>Activity</b> In front of you is a newspaper.</p> <p>You need to locate (and cut out or write) the following from your newspaper.</p> <p>Stick or write these onto your Features of a Newspaper Activity Sheet:</p> <ul style="list-style-type: none"> <li>• Name of the newspaper</li> <li>• Headline</li> <li>• Photograph with a caption</li> <li>• Reporter's name</li> <li>• Subheading</li> <li>• Evidence of using past tense</li> <li>• Evidence of clear paragraphs</li> <li>• Evidence of using the 3<sup>rd</sup> person</li> <li>• Evidence of direct speech</li> <li>• Evidence of indirect speech</li> <li>• Underline the 5ws if you can find them – What?, When?, Who?, Where?, Why?</li> </ul>	<p>Slides 4-5</p> <p>Newspaper Activity Sheet</p> <p>A selection of newspaper reports from different newspapers</p>														
I can recall the past tense.	<p>Read the information on slide 7</p> <p><b>Q</b> – What is the past tense? <b>A</b> - <b>The past tense is used for things that have already happened.</b></p> <p>Children are to decide on the past tense of the regular and irregular verbs.</p> <table style="width: 100%; border: none;"> <tr> <td>Walk – walked</td> <td>Find – found</td> </tr> <tr> <td>Finish – finished</td> <td>Meet – met</td> </tr> <tr> <td>Dance – danced</td> <td>Sleep – slept</td> </tr> <tr> <td>Phone - phoned</td> <td>Spend – spent</td> </tr> <tr> <td>Respect – respected</td> <td>Ride – rode</td> </tr> <tr> <td>Cook – cooked</td> <td>See – saw</td> </tr> <tr> <td>Question - questioned</td> <td>Forget - forgot</td> </tr> </table> <p>Write a sentence in the past tense.</p>	Walk – walked	Find – found	Finish – finished	Meet – met	Dance – danced	Sleep – slept	Phone - phoned	Spend – spent	Respect – respected	Ride – rode	Cook – cooked	See – saw	Question - questioned	Forget - forgot	Slides 6-7
Walk – walked	Find – found															
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I can recall the third person.	<p>Read the information on slide 9</p> <p><b>Third Person Recall</b> When writing in the third person the piece of writing is about other people. It is not about yourself or the reader.</p> <p>The third-person pronouns include he, him, his, himself, she, her, hers, herself, it, its, itself, they, them, their, theirs, and themselves.</p> <p><b>Activity</b> Can you construct a sentence that is written in the 3<sup>rd</sup> person?</p>	Slides 8-9														
I can recognise and use direct and indirect speech.	<p>Read the information on slide 11</p> <p><b>Direct speech</b> tells us exactly what a person is saying. The actual words spoken are surrounded by inverted commas.</p> <p><b>"I love walking my dog at the beach," Josie exclaimed to her friend.</b></p>	Slides 10-12														

LEARNING OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>All commas, full stops, question marks and exclamation marks must also be enclosed by inverted commas.</p> <p>Where direct speech precedes a verb, and does not end in a question mark or exclamation mark, a comma must be used.</p> <p><b>Indirect Speech (reported speech)</b> – is when you are repeating what someone has said. Imagine that you are telling another person what Josie said. You do not need inverted commas. Reported speech is written in the past tense.</p> <p><b>Josie told her friend that she loved walking her dog on the beach.</b></p> <p>Activity – Show the information on slide 12</p> <p>Ask the children to identify whether the speech is direct or indirect. They should then change it into read as the other form of speech.</p> <p><b>Direct or Indirect Speech? Make the change!</b></p> <p>“Can I have another sweet please?” James asked his Dad politely.  <b>James politely asked his dad if he could have another sweet.</b></p> <p>“Stop running down the corridor!” the teacher shouted.  <b>The teacher shouted to stop running down the corridor.</b></p> <p>Michael told Poppy to stop shouting.  <b>“Stop shouting Poppy,” said Michael.</b></p> <p>“I’m not going to netball training on Monday because I’ve got far too much work to do,” Julia announced.  <b>Julie announced that she was not going to netball training on Monday because she had got far too much work to do.</b></p> <p>Mr Smith asked the train conductor if she knew what stop was closest to the swimming pool.  <b>“What train stop is closest to the swimming pool?” Mr Smith asked the train conductor.</b></p> <p>The fireman ordered the cat to come down from the tree.  <b>“Come down from the tree!” the fireman ordered the cat.</b></p> <p>Write a conversation between two people using direct speech.</p>	
I can plan a newspaper report.	<p>Scenario</p> <ul style="list-style-type: none"> <li>You work for Lilidorei News as a Newspaper Reporter.</li> <li>You have been called to report on a recent event that has happened in the village.</li> <li>The event that you are to report on is your own Lilidorei Quest Story.</li> <li>You are going to re-tell your quest story as a newspaper report for the Lilidorei News.</li> <li>You should include the features that you have identified need to be included in a newspaper report.</li> <li>You have been given a template for your newspaper report.</li> <li>As like any newspaper reporter you are going to plan what you are going to write in each section of your newspaper report.</li> </ul>	<p>Slides 13-14</p> <p>Lilidorei Newspaper Template (differentiated)</p>
I can write a newspaper report.	<ul style="list-style-type: none"> <li>Now that you have planned your newspaper report, it is now time to write it.</li> <li>Using the same template as your planning, you should now write up your report.</li> <li>Use additional pages for your newspaper report if required.</li> </ul>	<p>Slides 15-16</p> <p>Completed Lilidorei Newspaper planning sheet</p> <p>Lilidorei Newspaper Template (differentiated)</p>
I can edit my newspaper story.	<ul style="list-style-type: none"> <li>As like all newspaper reports, your newspaper report is now going to the editors to check, add, amend and improve if necessary before it is printed in a newspaper.</li> <li>Today you will take the role of the editor of a newspaper and edit your own work.</li> <li>Have you included the features of a newspaper?</li> <li>Have you checked your spelling? Use a dictionary.</li> <li>Can you replace some words with synonyms? Use a thesaurus.</li> <li>Is your punctuation correct?</li> </ul>	<p>Slides 17-18</p> <p>Completed Lilidorei Newspaper Report</p> <p>Editing pens</p> <p>Dictionary/Thesaurus</p>
I can write and suggest improvements to other’s work.	<p>You will now have a post-it note.</p> <p>Give your newspaper report to a partner.</p> <p>You will read through each other’s work and write on the post-it note the following:</p> <ul style="list-style-type: none"> <li>Something that you liked about the newspaper report.</li> <li>One thing that they could do to improve their newspaper report.</li> </ul>	<p>Slides 19-20</p> <p>Completed Lilidorei Newspaper Report</p> <p>Post-it-notes</p>

