

The Butterfly Lion: Newspaper Reports : English : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify and use the features of a newspaper report.	Children will look at newspaper reports and their features. They analyse the use of each feature and the different effects that can be created by using each of them in the report. Focusing on the introductory paragraph, the children will identify the 5Ws in example reports and then draft the introductory paragraph for their own report.	<ul style="list-style-type: none"> Can children identify some of the key features of a newspaper report and describe why they're used? Are children able to identify the important information to be used in the report's introductory paragraph? Can children write an effective introductory paragraph including all the relevant information? 	<ul style="list-style-type: none"> Slides Model Text 1A Text Cards 1A Examples of appropriate real newspapers Writing Frame 1A Introduction Card 1A Shared Write Teacher Notes (FSD? activity only)
Lesson 2	To analyse the effect of using direct and reported speech in a newspaper report.	Children will look at the use of quotes in a newspaper report and compare the effect of using direct or reported speech to convey this. They have the opportunity to recap on the punctuation for direct speech and compare this to how we write reported speech. Children use recordings to collect quotes from interviewed characters involved in the story.	<ul style="list-style-type: none"> Can children accurately punctuate a piece of direct speech? Can children identify and describe the differences between direct and reported speech? Can children analyse the effect of using direct or reported quotes in their reports and choose a variation accordingly? 	<ul style="list-style-type: none"> Slides Text Card 2A Character Recordings 2A Quote Card 2A Bingo Card 2A Character Cards 2A (FSD? activity only)
Lesson 3	To plan a newspaper report including the use of relative clauses.	Introduce relative clauses to your class as an effective way to add information about a noun in a sentence. Show them examples of how they are used in newspaper reports when talking about the different people and objects involved. Children plan where they could use relative clauses and quotes in their report as well as discussing and sharing ideas for the main story of the report.	<ul style="list-style-type: none"> Can children identify the relevant information that should be included in a newspaper report? Can children describe what a relative clause is used for in writing? Are children able to use a relative clause to add information about a person or object? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B Challenge Cards 3A/3B
Lesson 4	To write and edit a newspaper report.	Children use the grammatical and structural features that they have studied in this scheme of work to create and write a newspaper report based on a point in the story of 'The Butterfly Lion'. They will be encouraged and supported to use a variety of sentence openers as well as relative clauses, direct and reported speech. Children will then be challenged to edit part or all of their report to pick out parts which could be improved, making a more effective report.	<ul style="list-style-type: none"> Can children use the features of a newspaper report effectively? Are children able to use relative clauses to add detail and information about a noun? Can children include quotes in their report using direct or reported speech? 	<ul style="list-style-type: none"> Slides Model Text 4A Checklist 4A Word Bank 4A Writing Frame 4A Challenge Card 4A (FSD? activity only) Laptops (FSD? activity only)

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Reading - word reading <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 							
Reading - comprehension <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. 							
Writing - transcription HANDWRITING <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	Writing - spelling, punctuation and grammar <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading 						
Writing - transcription SPELLING <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus 							
Writing - composition <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	English Appendix 2 <table> <tr> <td> WORD <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] </td><td> SENTENCE <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] </td></tr> <tr> <td> PUNCTUATION <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity </td><td> TEXT <ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] </td></tr> <tr> <td></td><td> TERMINOLOGY FOR PUPILS modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity </td></tr> </table>	WORD <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] 	SENTENCE <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] 	PUNCTUATION <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	TEXT <ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 		TERMINOLOGY FOR PUPILS modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
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