

Skills for Writing

Unit 5 News writing

Lesson	Learning objectives	Lesson outline	AFs	Grammar focus
1a and 1b	Understand the key features of newspaper reports and how they engage the reader	<p>Students examine the structure of newspaper articles and television news reports and how they are organised to engage the reader (often using the inverted pyramid).</p> <p>They then plan their own article or report using the inverted pyramid structure and including details of who, what, where, when and why.</p>	<p>Writing: AF3</p> <p>Reading: AF1, AF4</p>	n/a
2	Understand how headline writers choose and omit words to engage the reader	<p>Different types of headlines are examined and categorised. The technique of using ellipsis to write a punchy headline that still makes sense is explored, including the omission of determiners, auxiliaries, prepositions and adjectives. Careful choice of language and language devices (synonyms and lexical fields) to add impact and sensation are also considered.</p> <p>The students write their own headline based on a list of bulleted information about a man saved from drowning.</p>	<p>Writing: AF5, AF7</p> <p>Reading: AF4, AF5</p>	<p>Literary techniques including puns, rhetorical questions, abbreviation, alliteration and emotive language</p> <p>Ellipsis</p> <p>Synonyms</p> <p>Lexical fields</p>
3	Understand how journalists use key information to engage the reader	<p>Students examine a newspaper report on the problem of litter in Britain, looking in particular at its structure and the frequent use of paragraphs. They go on to explore how journalists develop noun phrases carefully to convey factual information succinctly and persuasively using: adjectives and adverbs; nouns as adjectives; verbs as pre-modifying adjectives.</p> <p>Students then write the opener to the newspaper article about a man saved from drowning (one or two paragraphs) employing all the techniques they have just explored.</p>	<p>Writing: AF4, AF5, AF7</p> <p>Reading: AF1, AF4, AF5</p>	<p>Text structure – paragraphing</p> <p>Development of noun phrases through use of:</p> <ul style="list-style-type: none"> • adjectives and adverbs • nouns used as adjectives • verbs used as pre-modifying adjectives

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4	<p>Understand how language choice can imply a point of view and influence the reader's opinion</p>	<p>Students use an online article about DIY dunces to explore how writers can use language to indirectly express a biased opinion and manipulate the reader's response and influence their view. A writer's use of biased nouns and adjectives to emphasise their opinion, pronouns to influence the reader's point of view, and intensifiers to manipulate the reader's response to facts and statistics are all explored.</p> <p>The students go on to write the opening two or three paragraphs to a website news article about a survey based on teenagers' mobile phone use. The students must employ all these techniques to convey how horrified they are by the findings of the survey.</p>	<p>Writing: AF2, AF5, AF7</p> <p>Reading: AF3, AF5, AF6</p>	<p>Biased language (nouns, adjectives)</p> <p>Pronouns</p> <p>Intensifiers</p>
5	<p>Understand how news articles often use a subject-verb construction to convey information clearly and simply</p> <p>Understand how to use subordinate clauses to link information in a news article</p>	<p>Students read a newspaper article about a sleepwalking woman to explore how journalists regularly use the subject-verb construction to start sentences in order to convey information clearly – and how this repeated sentence pattern contrasts with other genres of writing. Journalists also employ subordinate clauses to show links between events and ideas, and to add rhythm and variety.</p> <p>The students go on to write the opening to a short story based on the newspaper article stimulus, exploring the differences between the conventions of journalistic writing and other genres.</p>	<p>Writing: AF2, AF5, AF6</p> <p>Reading: AF5, AF6</p>	<p>Sentences – subject-verb and subject-verb-object constructions</p> <p>Subordinate clauses and subordinating conjunctions</p>

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6	Understand how to use relative, non-finite, 'that' and 'zero-that' clauses to condense a large amount of information in a text	<p>Students respond to a newspaper article about a lottery winner and pick out the key pieces of information. They use the text to explore how journalists use relative clauses and non-finite clauses to condense information and add detail. The use of reported speech and quotations to tell the story from the perspective of those involved is also examined (including exploration of the use of 'that' and 'zero-that' clauses in reported speech).</p> <p>The students employ these techniques to write a short news article of 100 words or less about 'the luckiest man in Britain'.</p>	<p>Writing: AF2, AF5, AF6</p> <p>Reading: AF2, AF5</p>	<p>Relative clauses</p> <p>Non-finite clauses</p> <p>Quotations</p> <p>Indirect reported speech</p> <p>'That' and 'zero-that' clauses</p>
A1	<p>First assessment outcome</p> <p>Understand how to write a news report using a range of features to convey information</p>	Students write a short news article of 150–200 words based on the 'luckiest man' story following the Plan, Write and Reflect process.	Writing: AF3, AF4, AF5, AF6, AF7, AF8	Students use their understanding of grammatical features and their effects from previous lessons and apply them to their own writing
7	<p>Understand some key differences between reportage and comment</p> <p>Understand how to use the present tense, modal verbs and imperative verbs to strengthen an argument</p>	<p>Students study an online news article about foxes and summarise the journalist's opinion, using the article to explore the differences between news reports and opinion pieces.</p> <p>Students go on to analyse how writers use: present tense for argument and to describe the current situation as the writer sees it and make it appear more relevant and important; modal verbs for argument – should/could/must/will, etc. – to persuade the reader how matters could be improved; imperative verbs to call the reader to take action.</p> <p>Finally students write a short opinion piece about litter in their school with the aim of using these techniques.</p>	<p>Writing: AF3, AF5, AF6, AF7</p> <p>Reading: AF5, AF6</p>	<p>Verb tense</p> <p>Modal verbs</p> <p>Imperatives</p>

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8	Understand how writers use a range of rhetorical devices to influence their reader's opinion	<p>Students match up rhetorical devices with their definitions and explore the effects each one has on the reader.</p> <p>They then go on to explore how writers can create a relationship with their reader by writing in the first person and by using inclusive pronouns, in a bid to persuade them that their opinion is correct. The use of colloquial language choices also helps to build informality and 'closeness' with the reader.</p> <p>Students revisit an earlier piece of writing on litter (Lesson 7) and aim to boost it using some of the techniques they have just explored.</p>	<p>Writing: AF2, AF5, AF7</p> <p>Reading: AF5, AF6</p>	<p>Rhetorical devices</p> <p>Personal pronouns and determiners</p> <p>Informal/colloquial language</p> <p>Synonyms</p>
9	Understand how to create cohesion in your writing	<p>Students read a newspaper article about ready meals and use it to begin to explore how writers create cohesion in their writing through the use of pronouns, determiners, synonyms and lexical fields (to avoid repetition while ensuring clarity and variety).</p> <p>Students build on their written piece on litter from the last lesson by improving and annotating their cohesion techniques.</p>	<p>Writing: AF3, AF4, AF5</p> <p>Reading: AF4</p>	<p>Pronouns</p> <p>Determiners</p> <p>Synonyms</p> <p>Lexical fields</p>
10	Understand how images can be selected to influence the reader	<p>Students explore the use of images and captions in newspapers and news websites noting how they influence the reader's response to the text and the writer's argument. The students choose an image and practise writing a corresponding caption.</p>	<p>Writing: AF2, AF7</p> <p>Reading: AF6</p>	<p>Colon</p>

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11	Understand how counter-arguments can be effectively structured with careful choice of coordinate or subordinate conjunctions	<p>Building on Lesson 6, the students read a newspaper article on banning adverts targeted at children, picking out the counter-argument and exploring how the writer structures his writing to develop then knock it down.</p> <p>Going into detail, the students examine how an author uses carefully crafted sentences to acknowledge then destroy counter-arguments. They can choose to place an adverbial subordinate clause first or last, to affect our understanding/judgement while reading. Relative clauses and non-finite verbs can then be used to strengthen the counter-argument before it is crushed with coordinating clauses introduced by adverbs such as 'However' or coordinating conjunctions such as 'but'/'yet' to knock the argument down. Subordinating conjunctions such as 'Rather than' and 'whereas' can also be used to do this.</p> <p>Students experiment with writing one or two sentences to introduce, develop and crush their own counter-argument.</p>	<p>Writing: AF2, AF3, AF5, AF6</p> <p>Reading: AF3, AF5, AF6</p>	<p>Relative clauses</p> <p>Non-finite clauses</p> <p>Non-finite verbs</p> <p>Subordinate clauses</p> <p>Coordinate clauses</p> <p>Subordinating conjunctions</p> <p>Coordinating conjunctions</p>
12	Understand how to plan a newspaper article arguing your point of view	In preparation for the final piece of writing in the next lesson, the students begin to plan an article for a newspaper or news website in which they present their ideas for improvements to secondary schools, aiming to incorporate all the techniques they have explored in the unit.	Writing: AF2, AF3, AF4	Students use their understanding of grammatical features and their effects from previous lessons and apply it to their own writing.
A2	Understand how to write a complete article, arguing your point of view	Students bring together their learning from across the unit and write their article of 500–1000 words using the plan that they developed in the previous lesson.	Writing: AF1, AF4, AF5, AF6, AF7, AF8	Students use their understanding of grammatical features and their effects from previous lessons and apply it to their own writing.