

13 WRITING: ARTICLES

LEARNING OBJECTIVES

- To revise the features of articles
- To plan a news article from source material
- To write a news article

STATUTORY NC REQUIREMENTS

Pupils should be taught to:

- plan their writing by selecting the appropriate form and use other similar writing as models for their own
- note and develop initial ideas, drawing on reading and research where necessary
- draft and write using a wide range of devices to build cohesion within and across paragraphs

STARTER ACTIVITY

- **Features of articles; 5 minutes; page 96**

Provide a copy of the news article *Forget Zombies! Is the Antibiotic Apocalypse Coming?* (page 24). Guide the student in locating evidence of typical genre features.

MAIN ACTIVITIES

- **Crime scene reporter; 15 minutes; page 97**

Introduce the student to the partial evidence collected from the crime scene by the reporter. Discuss what they think happened and encourage imaginative responses. Ask the student to complete missing details from the reporter's notes. Pretend to be two different witnesses offering different opinions (suggestions in answers). Ask the student to interview you and record your quotes.

- **Draft your article; 25 minutes; page 98**

Guide the student in completing the plan by transcribing ideas from the reporter's notes. Encourage the student to add further detail to 'flesh out' their ideas fully.

PLENARY ACTIVITY

- **Time conjunctions; 5 minutes**

Remind the student that some conjunctions are useful for expressing chronological order. On a whiteboard, write a time conjunction (e.g. *after*, *next*, etc.) and ask the student to write one of their own. Repeat as time allows. Remind the student to use time conjunctions in their article.

HOMEWORK ACTIVITY

- **Read all about it!; 45 minutes; page 99**

If possible, provide an A3 photocopy of the sheet to provide adequate space for writing. Tell the student to set their report out within the suggested framework. Discuss how well the student has used the features of an article when you review it together at the next session.

DIFFERENTIATION AND EXTENSION IDEAS

- **Crime scene reporter** Extend or support by adding or removing details from the reporter's notes.
- **Read all about it** Support the student's writing by providing a more detailed writing frame (e.g. *One witness ... said, "..."*).

PROGRESS AND OBSERVATIONS

STARTER ACTIVITY: FEATURES OF ARTICLES

TIMING: 5 MINS

LEARNING OBJECTIVES

- To revise the features of news articles

EQUIPMENT

none

Have a look at the news article about an 'antibiotic apocalypse'. Which of these typical features can you find?

Tick Feature

- Headline
- Byline (name of the writer)
- Date
- Snappy start to grab your attention
- Subheadings
- Who?
- What?
- Where?
- When?
- Why?
- How?
- Photo or illustration
- Captions or labels
- Third person
- Past tense
- Present tense
- Facts
- Opinions
- Quotes
- Data or figures
- Final paragraph stating what is going to happen as a result

MAIN ACTIVITY: CRIME SCENE REPORTER

TIMING: 15 MINS

LEARNING OBJECTIVES

- To use pronouns to replace nouns

EQUIPMENT

none

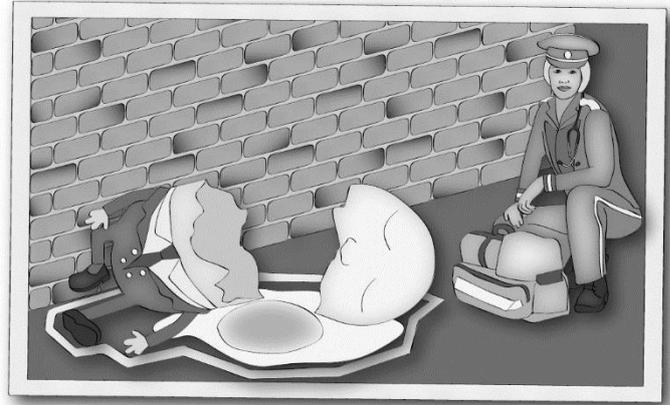
BREAKING NEWS! BREAKING NEWS!

Humpty Dumpty sat on a wall.

Humpty Dumpty had a great fall.

All the king's horses and all the king's men

Couldn't put Humpty together again.



There has been a terrible incident! You have been sent to the scene of an awful crime. Here are your notes so far. **Fill in the rest of the notes.**

Who? *Victim = Mr H Dumpty*

Age:

Address:

What? *HD found injured bottom of high wall. Received medical help from king's men who arrived on horses. Too late to save him.*

Where?

When?

How? *Evidence = ladder on other side of wall. Pushed?*

Why? *Possible revenge. Who by? What for?*

Witness statements:

.....

.....

.....

MAIN ACTIVITY: PLAN YOUR ARTICLE

TIMING: 25 MINS

LEARNING OBJECTIVES

- To draft a news article

EQUIPMENT

none

Now it's time to shape your notes into a news article.

Headline:

Byline, date:

Opening paragraph summarising story:.....

Subheading? What happened? Who?

Subheading? When and where?

How and why?

Subheading? Quote from a witness:

Quote (a different opinion):

What is going to happen as a result?

HOMEWORK ACTIVITY: READ ALL ABOUT IT!

TIMING: 45 MINS

LEARNING OBJECTIVES

- To write a news article

EQUIPMENT

- A3 photocopy of this sheet

Use the plan below to write your own news article. It could be completely fictional or based on something you've seen or done.

Headline

Opening paragraph

Witness quotes

Who, what, where, when, how, why?

What will happen as a result?

13 ANSWERS

STARTER ACTIVITY: FEATURES OF ARTICLES

There is evidence in the text for all of the features to be ticked, except quotes.

MAIN ACTIVITY: CRIME SCENE REPORTER

Answers may vary. Suggestions for witnesses role play:

Witness 1: Dr Foster from Gloucester. Passing on his way treat a boy called Jack who had fallen down a hill. Quote: "I heard a sudden scream and a crack. I think he just slipped and fell, poor fellow."

Witness 2: Little Bo Peep. Herding her sheep to the shed. Quote: "It was Miss Muffet, I swear. She blamed Humpty for putting that spider next to her. This was revenge, pure and simple."

MAIN ACTIVITY: DRAFT YOUR ARTICLE

Student's own answers.

HOMEWORK ACTIVITY: READ ALL ABOUT IT

Student's own answers.

GLOSSARY

Article

A non-fiction text that reports or discusses a particular topic or event, such as a news story. It often contains a headline, a byline, subheadings, a range of opinions and captioned images.

Cohesion

A cohesive device is a word or phrase used to link ideas within and across paragraphs. It is used to show how parts of the text fit together, creating cohesion. For example, the use of adverbials such as *on the one hand* and *in contrast*.

Organisational devices

Organisational devices, such as heading, subheading, columns, bullets and tables are used to structure and present text.