

Unit: What's in the news?

Duration: 11 lessons

English
Year 7

About the Unit

This unit focuses on news reporting on TV and in newspapers. Pupils view, read and comment on versions of the news and analyse how effects are achieved. They also investigate the production of news and write a comparison of the presentation of news in different media.

Prior Learning

In order to complete this unit successfully, pupils should be able to draw on their knowledge and experience of:

- working in groups
- reading, hearing and seeing news
- identifying aspects of texts at word, sentences and text levels
- note making
- comparing texts
- how language varies in formality
- how standard English is used in different contexts

Expectations

When they have completed the unit most pupils will have: explored how media texts such as national tabloid and broadsheet newspapers are tailored to suit their audiences, and how they compare in terms of word choice and sentence structures. They will have compared local and national newspapers, composed news bulletins and researched news production using a variety of sources. They will have written a structured argument to compare the advantages and disadvantages of printed and broadcast news.

Some pupils will have made less progress but will have: explored some aspects of how national tabloid and broadsheet newspapers reflect their audiences, and how they compare in terms of word choice and sentence structures. They will have compared local and national newspapers, composed news bulletins and researched news production using a variety of sources. They will have written about the advantages and disadvantages of printed and broadcast news.

Other pupils will have made more progress and have: analysed in detail how media texts such as national tabloid and broadsheet newspapers are tailored to suit their audiences, and how they compare in terms of word choice and sentence structures. They will have compared local and national newspapers, composed news bulletins which address the audience's needs in sophisticated ways and researched news production using a variety of sources. They will have written a balanced analysis of the advantages and disadvantages of printed and broadcast news and cited evidence to support their conclusions about the nature of news in the contemporary cultural context.

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<p>Starters Classes will have worked on starter activities that include the exploration of:</p> <ul style="list-style-type: none">• the word and sentence level features of press reports (including wordplay and ambiguity)• verbal precision• the structure of news reports• how texts have been organised• skimming, scanning and research skills• differences in ways the same story is presented• variations in formality	<p>Stages</p> <p>Stage 1 Lessons 1-4</p> <ul style="list-style-type: none">• comparing broadsheet and tabloid daily newspapers• using models to write in the style and manner of a named newspaper• exploring ways in which newspapers are tailored to meet the needs of their different readerships• comparing national and local newspapers <p>Stage 2 Lessons 5-8</p> <ul style="list-style-type: none">• viewing recordings of news bulletins• composing a news bulletin <p>Stage 3 Lessons 9-11</p> <ul style="list-style-type: none">• investigating the production of news• making judgments about advantages and disadvantages of different media• completing a discursive piece that involves comparisons and judgment in formal language.
<p>Resources</p> <ul style="list-style-type: none">• selection of recent newspapers• information about news production in a variety of sources• videos of TV news programmes from different channels• recordings of radio news bulletins from different stations• library information	

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OBJECTIVES

WORD W14 Word meaning in context W20 Connectives		
SENTENCE S11 Sentence variety S15 Vary formality S16 Speech and writing		
READING R1 Locate information R2 Extract information R4 Note-making R10 Media audiences	WRITING Wr 9 Link writing and reading Wr 10 Organise texts appropriately	SPEAKING & LISTENING S&L 1 Clarify through talk S&L 8 Presentational techniques

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WHAT'S IN THE NEWS? STAGE 1 Lesson 1

Starter	Introduction	Development	Plenary	Homework
<p>Introduce pupils to the terms tabloid and broadsheet, and have copies of papers visible. Give groups of pupils a newspaper masthead each and ask them to stand in one of two groupings – tabloid or broadsheet. Discuss any difficulties of categorisation and then spread the mastheads round the room. Give each group a card containing an extract or words and phrases taken from a tabloid or broadsheet newspaper. Allow 2-3 minutes for them to guess which newspaper the extract comes from and place it by that masthead. Discuss how pupils made their decisions.</p>	<p>Introduce the objective – media audiences (R10). Shared reading of the front pages for the same day of two contrasting newspapers. (i.e broadsheet and tabloid). Identify and discuss the text, sentence and word level features of both pages, including pictures as well as words, and take pupils' comments on how each caters for the needs and preferences of its readership. Show pupils (preferably on OHP) how to use a text analysis grid to identify differences between the two front pages. It should cover :</p> <ol style="list-style-type: none"> 1. Purpose and audience 2. Text level features e.g. <i>layout, structure and sequence</i>; 3. Sentence level features e.g. <i>viewpoint, choice of tense, active/passive voice, sentence structure, cohesion devices</i>; 4. Word level features such as clichés, range and choice of vocabulary. 	<p>Give out two short reports (one tabloid, one broadsheet), on the same news item.</p> <p>Allocate one report to half of the class and a different report to the other half.</p> <p>Working in groups, pupils fill in part of a text analysis grid for their report, covering one the four elements identified earlier.</p> <p><i>(Text analysis grids are included within module 4 of the 2001 English KS3 training folder DfEE 0234/2001)</i></p>	<p>Complete an OHT or flipchart comparison grid for both reports. Draw on contributions from groups for examples, which support generalisations.</p> <p>Reflect on the objective in the light of the evidence from the two reports</p>	

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Stage 1 Lesson 2

Starter	Introduction	Development	Plenary	Homework
<p>Remind pupils of their grouping of newspaper titles into broadsheet or tabloid.</p> <p>Give out response cards, each containing one of these words :</p> <ul style="list-style-type: none"> • tabloid • either • broadsheet. <p>Show or say a range of words and phrases from newspapers <i>e.g. rap, probe, bid, swoop, quarrel, axe, romp, jinx, reform, boot out, crack-down, slam, reduce, axe, shake-up.</i> Pupils respond by showing the card they think is appropriate for each word.</p> <p>Discuss what the words mean, and their newspapers of origin.</p>	<p>Identify the objectives – word meaning in context (W14) and sentence variety (S11).</p> <p>Model writing, (preferably on OHP) the opening of an article on the same subject for two contrasting newspapers.</p> <p>Demonstrate and draw attention to the choices you make as a writer at sentence and word level, bearing in mind the grid analysis done in the previous lesson. (Have the flipchart visible.)</p> <p>After the first few lines draw increasingly on pupils' suggestions so that the writing becomes a joint activity, but retain editorial control.</p>	<p>In pairs, pupils write a final paragraph for the article modelled earlier.</p> <p>Some should write in tabloid style and the others in broadsheet style.</p> <p><i>Have examples of national papers available as models for class use.</i></p> <p>Differentiation.</p> <ul style="list-style-type: none"> • The ability of pupils should influence the allocation of tasks and newspaper styles. • Sentence starters could be provided for less confident writers. • The teacher does guided writing with one group. 	<p>Referring back to the word and sentence level objectives, discuss whether it was easier to write for a tabloid or a broadsheet.</p>	<p>Complete the article they worked on in the lesson and write the same article for a different style of newspaper.</p>

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Stage 1 Lesson 3

Starter	Introduction	Development	Plenary	Homework
<p>Start with objective R1 locate information. Give out pupil whiteboards and copies of a tabloid newspaper.</p> <p>Ask a series of questions about which page a particular item is on. Pupils indicate their responses by writing the correct page number on their whiteboards and, after a count of three, holding them up.</p> <p>Repeat the exercise with a broadsheet newspaper.</p> <p>Identify the range of reading skills pupils needed to locate the items.</p>	<p>Use the contents pages to draw attention to tabloid and broadsheet characteristics in the light of the text level objective, R10 media audiences e.g.</p> <ol style="list-style-type: none"> 1. what is selected or emphasised as news 2. the place of foreign news 3. what is advertised 4. leaders and letters columns 5. photographs 6. problem pages 7. contrasting finance pages 8. sports pages 9. music pages 10. TV and radio pages. <p>Model the identification of points of contrast between the same sections of different newspapers.</p>	<p>Give groups two contrasting newspapers and allocate one of the ten points identified earlier. Their task is to identify points of contrast or similarity.</p> <p>Differentiation can be catered for through:</p> <ul style="list-style-type: none"> • the allocation of tasks • the level of support : some pupils may benefit from the support of a simple grid. • The teacher doing guided work with one group. 	<p>Re-visit the objective of identifying how media texts are tailored to suit their audiences.</p> <p>Do this through the presentation by each group of points of comparison or contrast between the newspapers.</p>	

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STAGE 1 Lesson 4				
Starter	Introduction	Development	Plenary	Homework
<p>Local/national newspaper extracts and either whiteboards or response cards which say either Local or National.</p> <p>Read extracts aloud and ask pupils to decide whether an extract is local or national. They show their cards or boards at a signal from the teacher.</p> <p>Discuss how they know.</p>	<p>Maintain the focus on media audiences by demonstrating through shared reading how to compare the language and style of the front pages of a local weekly paper and a national broadsheet or tabloid.</p> <p>Using recent papers, draw attention to word choice and sentence variety as well as:</p> <ol style="list-style-type: none"> What readers need from local weekly papers How this differs from the national press. <p>Through interactive discussion identify five ways in which local weekly papers and national papers are different.</p> <p>Write a paragraph starting <i>'When I read a local weekly paper I expect to find...'</i></p> <p>Write a second paragraph which starts with the sentence stem : <i>'When I read a national tabloid/broadsheet (like The...) I look for...'</i></p> <p>Move to shared composition by drawing increasingly on pupil suggestions.</p>	<p>Different group assignments for plenary feedback; the tasks may also be differentiated.</p> <ol style="list-style-type: none"> Compare the display advertisements in a local weekly and a national paper. Compare the classified advertisements in a local weekly and national paper. Compare the letters columns. Compare the news selected. Identify some of the different ways in which the local newspaper is written from the broadsheet or tabloid. <p>Offer templates and prompt sheets to aid the process of comparison. <i>Enough copies of newspapers for class use are essential.</i></p> <p>The teacher does guided work with one group.</p>	<p>Re-visit the objective of identifying how media texts are tailored to suit their audiences.</p> <p>Assemble findings and draw conclusions, especially about how the readerships overlap and differ.</p>	<p>Write a comparison of local and national newspapers, drawing on information from the plenary.</p>

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Stage 2 Lesson 5

Starter	Introduction	Development	Plenary	Homework
<p>Refer to the objective W6 Terminology for analysis. Give out on cards terms which could be used to analyse either radio/TV programmes or newspapers. (e.g. <i>headlines, studios, use of interviews, presenters, reporters, location shots etc.</i>) Pupils work in pairs to allocate each term to one of the three categories:</p> <p>Newspapers TV/radio Both</p> <p>Discuss their decisions and re-visit the objective.</p>	<p>Introduce objective S&L 8 Presentational techniques.</p> <p>Play audio clips of news bulletins from different stations e.g. <i>Radio 1 and Radio 4.</i> How quickly can pupils identify the radio channels from the language used?</p> <p>Briefly discuss the bulletins in relation to :</p> <ul style="list-style-type: none"> • selection of content • style of presenter • treatment of news • attitude to listeners • language • length of items 	<p>In 'expert' groups, pupils compare a specific aspect of the bulletins, identifying similarities and differences.</p> <p>Aspects should include:</p> <ul style="list-style-type: none"> • selection of content • style of presenter • treatment of news • attitude to listeners • language • length of items <p>The teacher does guided work with one group.</p>	<p>Jigsaw groups are created, containing one 'expert' from each of the earlier groups. Each 'expert' in turn informs the others about their aspect of the comparison, bearing in mind the objectives for the lesson.</p>	<p>Collect ambiguous headlines.</p> <p>e.g. PUPILS SUSPENDED OVER FIRES</p> <p>PASSENGERS HIT BY CANCELLED TRAINS</p> <p>GENERAL GIVES UP ARMS</p>

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Stage 2 Lesson 6

Starter	Introduction	Development	Plenary	Homework
<p>Share homework headlines, or ones selected by the teacher, and explore their language.</p> <p>Pairs or groups of pupils are given ambiguous headlines and have two minutes to prepare and explanation of the dual meaning.</p> <p>Re-visit the objective word meanings in context.</p>	<p>Re-visit the objective – media audiences (R10).</p> <p>Show short video clips of 2 news items on the same event or issue from different channels.</p> <p>Draw ideas from the class on how each bulletin:</p> <ul style="list-style-type: none"> • Targeted its audience. • Presented the world • Used language and images. 	<p>Groups complete a comparison grid in relation to one of the following:</p> <ul style="list-style-type: none"> • Audience • Worldview • Use of language and image. <p>(Scribe, chairperson and spokesperson will be needed)</p> <p>Differentiation (if desired), achieved by the detail provided on grid sheets and by task, <i>e.g. abler groups might tackle the specificity of use of language and image or meet the conceptual challenge of analysing worldview.</i></p> <p>The teacher does guided work with one group.</p>	<p>Share findings and complete a class comparison grid in relation to:</p> <ul style="list-style-type: none"> • target audience • worldview • use of language and images. <p>Reflect on the objective of identifying how media texts are tailored to suit their audiences.</p>	

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Stage 2 Lesson 7				
Starter	Introduction	Development	Plenary	Homework
<p>Refer to the objective of defining and deploying words with precision. Emotive language: pupils suggest adjectives which are used in the media to describe people. Write each adjective on a card, give them out and create a continuum of positive – negative for words like <i>famous, useful, notorious etc</i></p> <p>Discuss pupils' positioning, and the nuances of meaning.</p>	<p>Introduce objective S16 – speech and writing.</p> <p>Listen to extracts from local news broadcasts.</p> <p>The teacher then models the composition of a 1 minute news report for a local radio channel.</p> <p>Whilst retaining editorial control, the teacher incorporates pupil suggestions as much as possible, requiring contributors to articulate their reasons for suggesting particular words.</p>	<p>Groups draft short news reports on the same topic but for different channels/programmes. They need to pay deliberate attention to the differences between spoken and written language structures.</p> <p>The teacher does guided work with one group.</p>	<p>Report-back and review of progress, with examples, in relation to the objectives:</p> <ol style="list-style-type: none"> identifying how media texts are tailored to suit their audiences investigating differences between spoken and written language structures. defining and deploying words with precision. 	

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STAGE 2 Lesson 8				
Starter	Introduction	Development	Plenary	Homework
<p>Sequencing exercise, looking at examples of story structure in newspaper reports (especially the questions that opening paragraphs answer).</p> <p>Give out cut-ups of an article and discuss pupils' arrangements of it to bring out structural features.</p> <p>Refer to the objective – organise texts appropriately. (W10)</p>	<p>Show the class a TV news bulletin with a range of news stories.</p> <p>Teacher (or appropriate pupil) models writing part of a newspaper version of one of the TV news stories.</p> <p>Draw attention to the choices made by a writer with particular types of reader in mind.</p> <p>(It may be useful to talk through a piece written earlier on OHT or using ICT to incorporate visual effects.)</p>	<p>Ask pupils to :</p> <ul style="list-style-type: none"> (i) select one of the TV stories (ii) write it up as if for a real national broadsheet newspaper (iii) name the paper in their assignments (iv) replicate the linguistic and other features they identified in earlier discussion work (v) employ the common features of newspaper story structure and style. (see starter). <p>If resources permit, pupils should exploit the visual possibilities of producing their pieces on computer.</p> <p>Set a word limit based on a real example. <i>Examples of national papers available as models for class use.</i></p> <p>The teacher does guided work with one group.</p>	<p>Review progress in relation to the objectives of organising texts appropriately and media audiences.</p>	<p>Finish and revise report, and edit for word limits. Fair copies may be word-processed (at home or school) for greater authenticity.</p> <p>Fix deadline for submission.</p>

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Stage 3 Lesson 9 Library lesson on **investigation task**. (If time and resources allow)

Starter	Introduction	Development	Plenary	Homework
<p>Preferably in a library. Remind class of the objectives R1 and R2 about locating and extracting information. Model skimming and scanning skills. Practise them together (e.g. with a newspaper passage), noting the signposting and other devices (<i>bold face, sub-heads, and story-structure etc.</i>).</p>	<p>The teacher or (if possible) the librarian models</p> <ol style="list-style-type: none"> 1. how to locate information on the media, using the library resources and systems, and extracting information from more than one type of source. 2. how to enter information on a flowchart <p>The question addressed is, 'How does a story reach the breakfast table?' (Newspaper or broadcast news – TV or radio).'</p> <p><i>A stock of books and other resources needs to have been assembled by the librarian or teacher for use by this class during this unit.</i></p>	<ul style="list-style-type: none"> • Pupils work in pairs on an investigation which produces a report on news production in the form of a flow chart. <p>Ideally all pupils use at least three different information sources and refer to them in a short bibliography.</p> <ul style="list-style-type: none"> • Teacher (and librarian if available) work with selected groups. 	<p>Review initial findings via flowchart sampling, and identify the skills needed to locate and extract information.</p>	<p>Complete investigation if necessary.</p>

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STAGE 3 Lesson 10

Introduction	Development	Plenary	Homework
<p>Provide pupils with a tabloid, broadsheet and a broadcast example of the same news event.</p> <p>Talk about the differences between the reports and signal the objective of using connectives in discursive writing.</p> <p>Model writing the first part of a discursive piece on the advantages and disadvantages of print and broadcast news. Use a news event from earlier lessons as a reference point.</p> <p>Talk through the process of planning and shaping the piece. Use a planning format that helps to arrange ideas in relation to audience and purpose. In particular explain your choice of link words and phrases that carry your line of argument in the opening paragraph. Be explicit about how you would anticipate ending, and how you would prepare for that ending.</p> <p>Identify differences in for example:</p> <ul style="list-style-type: none"> • Language on page and screen • Selection of content and detail • Use of still and moving images • attitude to audience <p>Draw points from pupils and involve them in discussion of linguistic choices as well as of structure and content.</p>	<p>In pairs pupils plan a comparison between print and TV news</p> <p>Comparisons might include:</p> <ul style="list-style-type: none"> • Language on page and screen • Selection of content and detail • Use of still and moving images • attitude to audience <p>Where appropriate, offer differentiated support by note-making frames which feature useful connectives.</p> <p>Able pupils might benefit from the challenge of structuring their answers independently.</p> <p>The teacher does guided work with one group.</p>	<p>Re-visit the objectives of using connectives effectively and producing a discursive piece comparing how media texts are tailored to suit their audiences.</p> <p>Comment on the tone of the piece and the need to make it more than just personal opinion.</p>	

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STAGE 3 Lesson 11				
Starter	Introduction	Development	Plenary	Homework
<p>Introduce the objective vary formality.</p> <p>Offer a selection of possible final sentences for a discursive piece on news presentation in print and broadcast media.</p> <p>Each or group has a card with a single concluding sentence.</p> <p>The pairs must arrange themselves in a continuum of personal to impersonal. Discuss positioning and draw attention to the function of standard English.</p>	<p>Put on OHT a plan (or plans) prepared by the teacher or by pupils in the previous lesson.</p> <p>Taking the content as given, demonstrate the writing of a concluding sentence. Explain its relation to the rest of the piece and comment on tone and detail.</p> <p>Take pupils' suggestions for other concluding sentences and explore them together.</p>	<p>In pairs, and using the plans done in the previous lesson, pupils write their concluding sentences.</p> <p>The teacher does guided work with one group.</p>	<p>Listen to some of the concluding sentences and discuss their appropriateness.</p> <p>Review what has been learnt in the unit.</p>	<p>Complete the comparison of print and broadcast media.</p>

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