

## READ ALL ABOUT IT!

*In this lesson, the children continue to explore the features and conventions of recount writing. Becoming familiar with the consistent features of recounts will mean they can confidently use them to write a recount in any style that features in their SATs writing paper.*

### OBJECTIVE

To use journalistic style and language to write a recount of an event.

### WHAT YOU NEED

Photocopiable pages 43, 45 and 7.



A report of an event in a newspaper is a recount and uses the styles and conventions of recount text.

### DON'T PANIC!

Children who need support with planning can use the planning frame on photocopiable page 43.

### WHOLE CLASS ACTIVITY

- Hand out photocopiable page 45.
- Read the text together and discuss what sort of text it is. Point out that, although this is written in the style of a newspaper report, it is recounting events that have happened in the past. Brainstorm the features of the text that are typical of a recount, for example, introduction/scene-setting, past tense verbs, chronological order, reported speech.
- Ask the children to describe the key features in the writing that are specific to a journalistic style and draw up a list, for example, headline, sub-heading, introductory sentence, passive sentences, quotations, statistics, paragraphing and layout, sensational words, fact and opinion.
- Ask the children to work with a partner to annotate the text, marking up the key features of journalistic writing according to their list.
- Gather the children back into a group. Discuss the purpose of the text with the children. Ask them if the main subject of the recount is the children, or the lifeboat service (the lifeboat service). Ask them to identify any devices used to draw the reader into the text, for example, headlines, subheadings and bold print to grab readers' attention.
- Focus on the quotations and how the spoken words differ from the previous recount text (direct speech rather than reported speech). Identify the different reporting clauses and verbs to describe speech. Ask why the writer has used verbs such as 'commented', 'added' and 'described'. Discuss how extra details about the people involved, such as their ages, add interest to the recount.
- Ask the children to point out facts and opinions. Discuss reasons for including opinions in journalistic recounts. Introduce the idea that opinions in newspaper reports can sometimes be disguised, to influence the reader without them realising it.
- Draw attention to the verbs and tenses. Explain how the account of what happened uses the past tense consistently, but where comments are made, by the writer or quotes from witnesses, the tenses change. Ask them to identify where the passive voice is used and the effect.
- Note how the subheadings and paragraphs are used to organise the information.

### INDEPENDENT WRITING ACTIVITY

- Ask the children to write a newspaper report describing a rescue. They could use the text on photocopiable page 7 as a stimulus for ideas. Explain that they should choose an effective headline, and model the layout on Rescue At Sea! Ask them to include quotations from the people involved and from eyewitnesses.

### PLENARY

- Choose some of the children to read their pieces aloud. Find which pieces were most effective and ask the children why they were. Identify areas for improvement, for example: Are verb tenses used accurately? Is sufficient detail included to interest the reader? Is it easy to see what the article is about - are there effective sub-headings to lead the reader?