

## Year 6 NLS Unit: Journalistic Writing

<b>Resources</b>	Story Shorts 2, TV and DVD player, writing equipment, individual whiteboards, interactive whiteboard
<b>Context</b>	<ul style="list-style-type: none"> <li>• Asking and writing suitable questions for an interviewee</li> <li>• Using note-taking to write and then edit a newspaper report</li> </ul>
<b>Prior knowledge</b>	<p>Children will be familiar with:</p> <ul style="list-style-type: none"> <li>• journalistic roles and responsibilities</li> <li>• the features of a news report and associated terminology</li> <li>• the plight of migrant workers as portrayed in current media</li> </ul>

**Learning Strands**

## Speaking:

- use a range of oral techniques such as of dialogic talk to explore ideas, topics or issues

## Listening and responding:

- make notes when listening for a sustained period

## Understanding and interpreting texts:

- understand underlying themes, causes and points of view through investigating the topic using film, video, TV, online and print sources (Ref: *Becoming Cineliterate Stage 4 Look Again* page 48)

## Creating and shaping texts:

- in non-narrative, establish, balance and maintain viewpoints through including information that will be of interest to the reader
- select words and language drawing on their knowledge of literary features and formal and informal writing

## Text structure and organisation

- use paragraphs to achieve pace and emphasis

## Sentence structure and punctuation

- demonstrate an understanding of the differences between spoken and written language
- express subtle distinctions of meaning, including speculation by constructing sentences in varied ways
- use more sophisticated punctuation eg semi-colons, dashes

## Word structure and spelling

- spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words (continuous objective)

**Success criteria**

## I/we will have:

- applied the main features of journalistic writing – in particular an introduction and background that orientates the reader
- used the information gleaned from different sources, including the sequence of events in the film and the impact they have on Giancarlo, to support a point of view

**Learning outcome**

Children will complete a balanced and ethical report which will reflect their understanding of how sounds and images can manipulate and bias our opinions of a situation.

**Introduction:** Whole class

- Watch the film's first scene – what is happening in this setting. Spot the shots in the opening sequence.
- Watch the film in its' entirety.
- In writing partners use individual whiteboards to make notes under the headings: who, what, when, where, why.

- As a class create possible headlines for a front page news report.
- In a grid, list the reasons for and against deporting Giancarlo and his family.
- Hot-seat Giancarlo with a room full of reporters. Children to ask him questions and practise interview skills which will support the information they need for their newspaper reports.

Development activities

- Children write their own newspaper report choosing their own point of view.

Plenary

- Whole class debate. Would sending Giancarlo home be a positive or negative thing?  
Discuss in light of closing scene. How has Giancarlo changed?