

LESSON 4

U: TO USE APPROPRIATE SENTENCE STARTERS WHEN WRITING A NEWSPAPER ARTICLE.

National Curriculum Links

Writing

Pupils should be taught to draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using further organisational and presentational devices to structure text and to guide the reader

SPAG

- Use passive verbs to affect the presentation of information in a sentence
- Use commas to clarify meaning or avoid ambiguity in writing

STARTER:

Display the example of the newspaper report from lesson 1 (Prince's Pain Persists) and ask the children to work in pairs to pick out sentence starters that they could 'magpie' to use in their own newspaper article (e.g. It has been reported that... Sources suggest...)

Children share the sentence starters they have identified and teacher records them on the whiteboard.

MAIN TEACHING:

Part 1: The Passive Voice

Remind children on the work they have done in SPAG lessons on the passive voice (i.e. when the subject of the sentence has the action 'done' to it). You might like to play this short clip as a reminder:

<https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zkttng8>

Discuss how newspaper articles often use the passive voice to make the writing sound more formal and impersonal.

Show children a selection of sentence starters and ask them to sort them into those that use the active voice and those that use the passive voice:

It has been reported that...

Many people think...

Sources suggest...

I believe that...

It has been confirmed that...

It is thought that...

I think that...

Ask children to say which sentence starters they think are passive and which ones they think are active, explaining their reasons. Then ask them which ones they could use in their report and give their reasons.

Promote discussion using the following questions:

- Is 'I think that...' formal enough?
- What could be used instead?
- Does the passive voice have to be used in every sentence?

Part 2: Time Fronted Adverbials

Now ask the children to think back to the drama activity when they acted out the ball in lesson 2. What were the main events of that evening?

- Lots of important people attended the party hosted by the Capulets e.g. Paris
- Juliet was admired by many young men
- Unknown masked guests arrived
- Tybalt seen arguing with Lord Capulet
- Juliet kissed unknown man

Remind children that, in the next paragraphs, they need to report what happened at the ball, using time fronted adverbials to help them structure their paragraph. Show the children the following list and ask them to suggest others:

- **Later on...**
- **At approximately 6pm...**
- **Not long after...**

Make sure that both the formal sentence starters (including the passive ones) from the beginning of the lesson and the time fronted adverbials are displayed somewhere in the classroom to help the children write the next section of the newspaper.

Now model/share writing the first few sentences of the next paragraph, giving more detail about the events of the night. Ask children to help you once you have modelled the first sentence.

For example:

Many important members of Verona's ruling class were among the lucky individuals invited to attend the lavish ball. Sources suggest that Paris, one of Prince Escalus' kinsmen, attended the party, hoping to seek the favour of Lord Capulet's daughter, Juliet.

The celebrations seemed to be running smoothly until about 6pm. Not long before the banquet started, two masked guests were seen to arrive through a side entrance.

Ask the children what they need to include in their writing to make it successful (past tense, passive and formal language, time fronted adverbials, further details about the party, carefully chosen adjectives to interest the reader) and then ask the children to write the next few paragraphs of their own report.

Editing: At the end of the lesson, the children should read their paragraph to a partner to help them edit their work. They should look out for missing words and punctuation as well as making sure their writing makes sense.