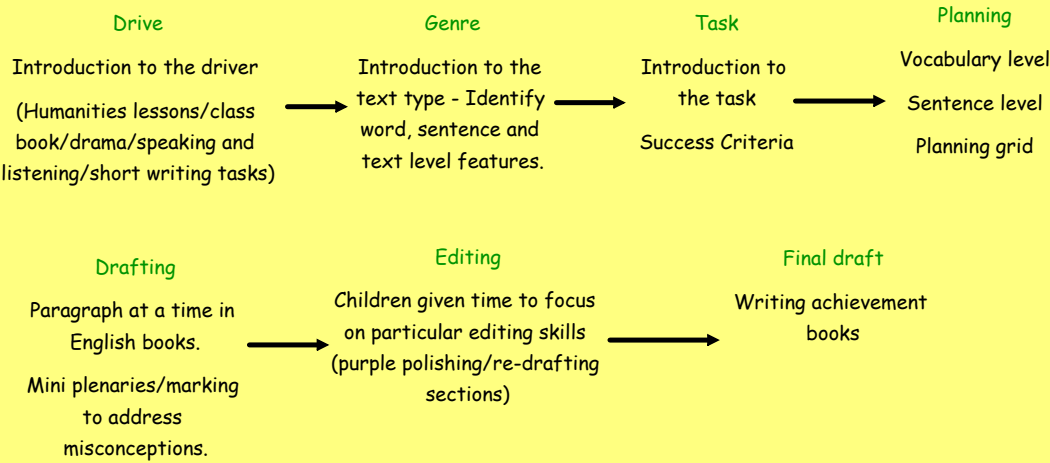


MONDAY

Our Writing Journey



Drive

What do you already know about the Blitz?

Where did it happen?

What impact did it have?

Who was involved?



Write your answers in your book.

Listen to the siren

<https://www.youtube.com/watch?v=xhWUUbIpDZA>





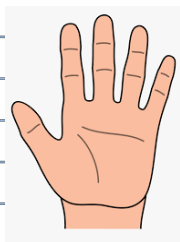
If we stepped back in time so that we were present during the Blitz, what would it be like?

← Glue each of the senses pictures into your book and record your ideas next to each picture.

L.O. I can use the 5 senses to describe what it might have been like during the Blitz



L.O. I can use the 5 senses to describe what it might have been like during the Blitz



Who might have been interviewed after the Blitz?





Interview questions

Today you are going to imagine that you are journalists. I am going to give you all 10 minutes to write down questions in your book that you would ask in an interview after the Blitz.

Now can you write some examples of answers that might be given to the interview questions underneath?

Genre TUESDAY

L.O. I can analyse the features of a newspaper



Look at the newspaper report (link below). What can you tell me about it?

 WAGOLL 2 The Blitz Newspaper Report.docx

What do you know already about writing newspaper articles?



Read the article and answer the following questions in your book:

What is the purpose of the article?

Who is the audience of the article?

What viewpoint is it written from?



Purpose

Newspaper reports provide information about the real world of the reader (audience).

They are an important source of information.

They use a visual format to help guide the reader to the key points.

They often present and compare different views on the same issue or event.

Content

Discuss the following with your partner and be prepared to feedback:

What type of events are written about in newspaper articles?

What makes something newsworthy?

How would you determine whether something was newsworthy?



Independent work

WAGOLL 3 Baggins.pdf

Task 1:

Glue the second newspaper report into your book. Highlight and label the key features that you can identify in the report. Remember, when we are identifying key features we need to consider structural and language features.

Independent work

WAGOLL 3 Baggins.pdf



Task 2:

Copy and answer the following questions:

- 1) What is the purpose of a newspaper?
- 2) Why are images important in newspapers?
- 3) What is the affect of a headline on the reader?
- 4) What makes a good headline?
- 5) Can you explain the impact of quotes in newspapers?
- 6) What is the structure of a newspapers paragraphs?
- 7) Newspapers are in the past tense. Why is this?
- 8) In what tone is a newspaper written and why?



Task WEDNESDAY

You are going to be writing a newspaper article following the Blitz.










We need to generate the success criteria for our writing! In your book, write down 3 key features of a newspaper article.



Newspaper article success criteria (structural and language features specific to a newspaper article)



Newspaper article success criteria (structural and language features specific to a newspaper article)

-  A headline that uses pun, rhyme or alliteration.
-  A sub-headline which gives a bit more information.
-  A 'byline' (the writer's name)
-  An introductory paragraph that includes the 5W's.
-  Pictures with captions.
-  A commentary of the main events.
-  Written in the third person and past tense.
-  Direct and reported speech.
-  A conclusion paragraph to explain what might happen next.

Now that we have unpicked the genre features, let's have a look at our assessment grid and see what objectives we could be showing off in our writing this week.

YEAR 5

Composition	
Plan my writing appropriately using the features of the genre adding detail	
Draft appropriately for the piece of writing	
Edit and redraft my writing making improvements	
Use the correct tense consistently	
Use the correct subject verb agreement consistently	
Vocabulary, Grammar & Punctuation	
Use known, imaginative and ambitious vocabulary appropriately	
Use multi-clause sentences using a range of clause structures sometimes varying their position in a sentence	
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	
Begin to vary sentence length and word order for effect	
Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)	
Use literary devices to create effect (alliteration, onomatopoeia, similes, figurative language & personification)	
Using mostly correctly	Inverted commas
	Commas for clarity
	Commas to mark clauses
	Brackets, dashes or commas for parenthesis
Making some correct use of	Dashes
	Semi-colons
	Colons
Use a dictionary to check spelling and meaning of new words	
Spell some words with silent letters (knight, solemn)	
Use my knowledge of prefixes, suffixes and root words in my spellings	
Spell homophones and words which are often confused	
Use the thesaurus with confidence	
Handwriting	
Write neatly, legibly and accurately in a flowing, joining style	

Working towards the expected standard**YEAR 6**

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

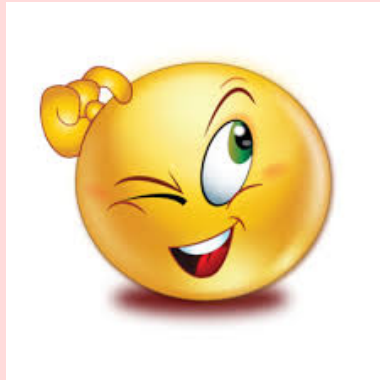
Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

On the newspaper report that you have stuck in your books, can you identify examples of any of your year group writing objectives?



Planning

THURSDAY

L.O. I can research key information

All journalists, before they go out to cover a story, need to research their topic.

Today you will be creating a reporters fact file so that you are ready for your important reporting job.

How do we take effective notes?

What punctuation do we need to use for bullet pointed lists?

Make notes on your sheet from your learning in humanities.

Who was affected? Involved?	BLITZ REPORTERS NOTES	Where?
What happened? How did it happen?	Key Statistics	When?
	Descriptive Word Bank	Why?

The Blitz began on 7 September, 'Black Saturday', when German bombers attacked London, leaving 430 dead and 1,600 injured. London was then bombed for 57 consecutive nights, and often during daytime too. London experienced regular attacks and on 10-11 May 1941 was hit by its biggest raid killing 1,436 civilians. However, this proved to be the last major raid until January 1943. While London was bombed more heavily and more often than anywhere else in Britain, the Blitz was an attack on the whole country. Very few areas were left untouched by air raids. In relatively small compact cities, the impact of a severe air raid could be devastating. From mid-November 1940, major provincial cities and industrial centres were targeted. Respite finally came from June when much of the Luftwaffe was directed against Russia and targets in the Mediterranean. In these nine months, over 43,500 civilians were killed. This is how the Blitz affected towns and cities across the United Kingdom.

Magpie any extra notes from above!



FRIDAY

L.O. I can collect quotations to use in my journalistic writing



What can you tell me about the sentences below?

The war was the fault of Germany.

Between 50-80 million people died during World War 2



Fact v Opinion

Fact	Opinion
<p>A thing that is known or proven to be true.</p> <p>"The most commonly known fact about hedgehogs is that they have fleas"</p> <p>Synonyms: reality, actuality, certainty, factuality, certitude.</p>	<p>A view or judgement formed about something, not necessarily based on fact or knowledge.</p> <p>"That, in my opinion, is right"</p> <p>Synonyms: belief, judgement, thoughts.</p>

Independent Task:

Draw a table in your English book, and sort the facts below from the opinions:

- When Coventry Cathedral was bombed, it was the biggest architectural loss.
- You could see the evil in the Nazi pilots eyes.
- The most destructive raid was on the 10th May 1941.
- The attack seemed to last for ages.
- The Blitz began on Saturday 7th September.

Today you are going to be reporters collecting quotes from witnesses who lived through the Blitz.

Features of journalistic writing

Headline	Caption	Past tense
Lead	Photo	Formal tone
<u>Quotes</u>	By line	Third person
Columns	Paragraphs	Facts

Quotes

Why are they important?

How are they collected?

Are eye witness accounts fact or opinion? Why?

What information do you want to find out?

What questions can you ask?

What are the most effective question types to elicit information?



Who might we interview?



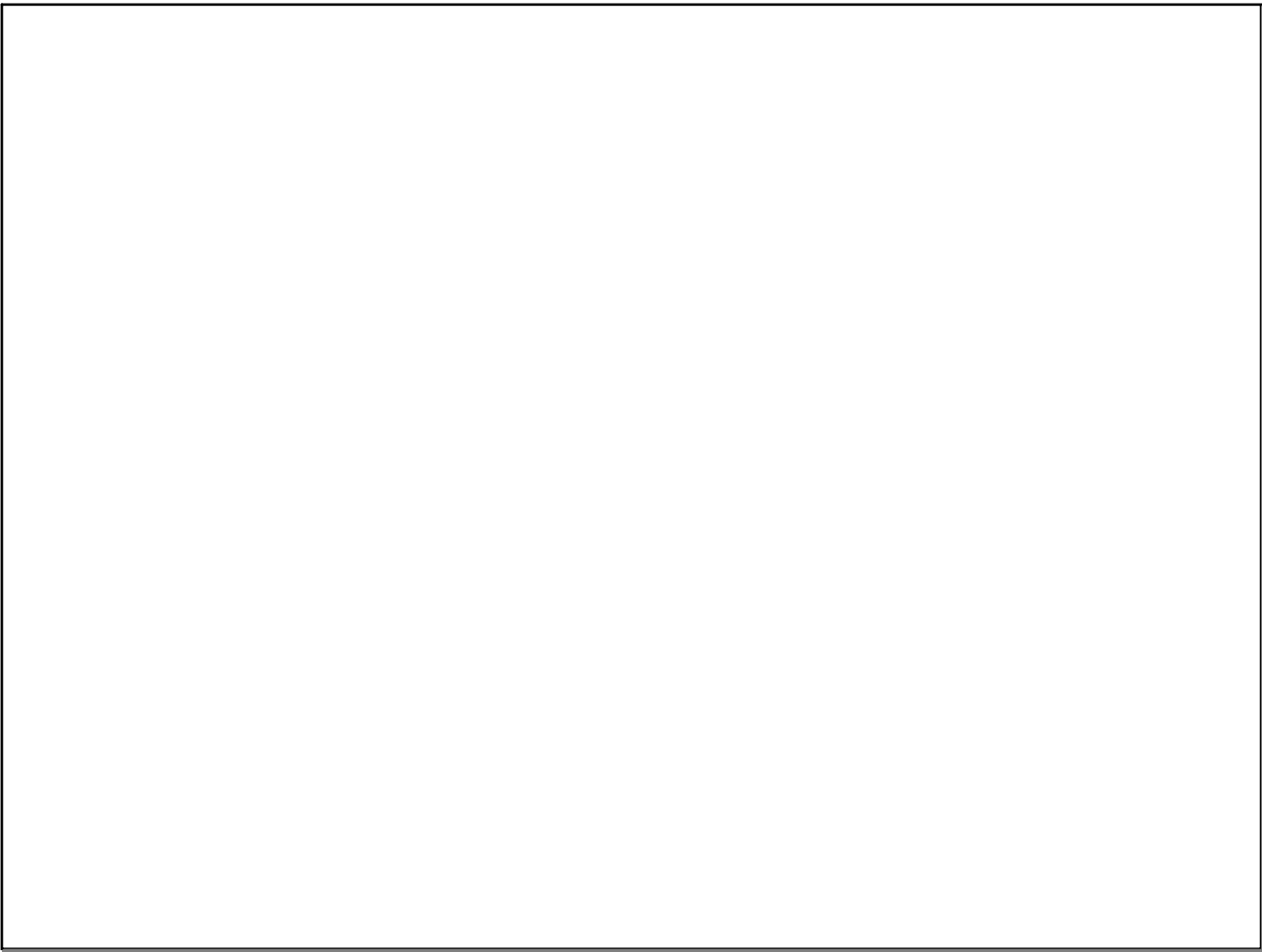
Who might we interview?



A survivor German Pilot
Fireman Air Raid Warden
Nurse

Time to collect our quotes!

In your book, write down possible quotes from each of the people that might be interviews following the Blitz.



Attachments

WAGOLL 2 The Blitz Newspaper Report.docx

WAGOLL 3 Baggins.pdf