

English - Planning and Ideas



Week Commencing: 29nd June 2020

Year Groups: 5

Hi Year 5!

This week, our focus is on newspaper reports. News reports are found in newspapers and their purpose is to inform readers of what is happening in the world around them.

	Monday	Tuesday	Wednesday	Thursday	Friday						
Area of Learning	Reading Comprehension	LC: Can you identify the features of a newspaper report?	LC: Can you convert between direct and reported speech?	LC: Can you plan a newspaper report?	LC: Can you write a newspaper report?						
Activity	<p>Starter: Spelling Shed https://play.edshed.com/login Complete the activities based on your new set of spellings.</p> <p>Main activity: Listen to the book extract by David Baddiel. Today's comprehension focus is all about summarising what you have read, an important reading skill. https://www.bbc.co.uk/bitesize/articles/zc7dbqt Complete the activities.</p>	<p>Starter: Spelling Shed https://play.edshed.com/login Complete the activities based on your new set of spellings.</p> <p>Main activity: Read the newspaper report called 'A Sweet Escape'. Can you identify the features of a newspaper report? Answer the questions at the bottom of the report to find the different features.</p>	<p>Starter: Spelling Shed https://play.edshed.com/login Complete the activities based on your new set of spellings.</p> <p>Main teaching: Look at the information below. It shows the difference between reported speech and direct speech. Both are used in newspaper reports. This week, when you write your report, I would like you to see if you can include an example of both.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f8d7da;">REPORTED SPEECH</th> <th style="background-color: #f8d7da;">DIRECT SPEECH</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">She said that she hated me.</td> <td style="font-size: small;">"I hate you," she said.</td> </tr> <tr> <td style="font-size: x-small;"> <ul style="list-style-type: none"> No quotation marks Paraphrases what has been said Different pronouns (she, and me) Different tense (Hated – past) </td> <td style="font-size: x-small;"> <ul style="list-style-type: none"> Quotation marks The exact words that the person has said Different pronouns (I, you, and she) Different tense (Hate – present) </td> </tr> </tbody> </table> <p>Main activity: Convert the reported speech to direct speech and vice versa. I have completed the first two as examples for you.</p>	REPORTED SPEECH	DIRECT SPEECH	She said that she hated me.	"I hate you," she said.	<ul style="list-style-type: none"> No quotation marks Paraphrases what has been said Different pronouns (she, and me) Different tense (Hated – past) 	<ul style="list-style-type: none"> Quotation marks The exact words that the person has said Different pronouns (I, you, and she) Different tense (Hate – present) 	<p>Starter: Spelling Shed https://play.edshed.com/login Complete the activities based on your new set of spellings.</p> <p>Main activity: Using your planning sheet from yesterday, your challenge is to write a newspaper report about hair dressing during lockdown... Think about all of the home disaster haircuts which have happened. Your report might include information about how the hair dressers cannot open so some people have been cutting their own hair at home. You might include quotes from a hair dresser and quotes from someone who has cut their own hair at home. You could even interview a member of your family if it's happened to them! Make notes on for your newspaper report on the planning sheet below.</p>	<p>Starter: Spelling Shed https://play.edshed.com/login Complete the activities based on your new set of spellings.</p> <p>Main activity: Write your newspaper report. You can use the writing template with the lines, write it on ordinary paper or even type it on a computer/tablet if you have one. Use the self-assessment sheet when you have finished.</p>
REPORTED SPEECH	DIRECT SPEECH										
She said that she hated me.	"I hate you," she said.										
<ul style="list-style-type: none"> No quotation marks Paraphrases what has been said Different pronouns (she, and me) Different tense (Hated – past) 	<ul style="list-style-type: none"> Quotation marks The exact words that the person has said Different pronouns (I, you, and she) Different tense (Hate – present) 										

Tuesday identifying the features:

A Sweet Escape!

Yesterday, two local children were reunited with their father following one of the strangest kidnaps in history.

Yesterday, just before sunset, Mr Cutt, the local Woodcutter, was reunited with his two children, Hansel and Gretel.

It all started last week when the children's cruel stepmother apparently ordered the poor children to leave their family home. Mr Cutt said that the family had been struggling to afford food for everybody. A neighbour said, "Mr Cutt loves those children and would never normally do anything like that but he was forced to take them deep into the woods and leave them there."

We believe that Hansel Cutt, aged 11, left a trail of breadcrumbs from their home so that they could find their way back. However, birds devoured all of the breadcrumbs and the children were lost in the dark, scary forest. Gretel said, "I have never been so terrified in my whole life, I thought we were going to die!"

The children waited in the forest all night, praying that somebody

would rescue them. Nobody came, so in the morning, they set off to try to retrace their steps home. The children think that they wandered around the forest for days before coming across a strange cottage made completely out of sweets!

Gretel, aged 8, said that they were so shocked and thought that they might have been dreaming. But they were so hungry that they started eating the biscuit walls and the chocolate windows.

It is thought that the children were then disturbed by an old lady who invited them into her cottage. However, the old lady turned out to be a heartless old lady who kidnapped them and planned to eat them!

She kept them locked in cramped cages for days, passing food through the metal bars, trying to fatten them up. Luckily, she had very bad eyesight so didn't realise that the children were not eating the food that she was giving them.

Tired of waiting for them to fatten up, the old lady apparently turned on the oven ready to roast the children. Luckily, Hansel had a plan. As the wicked lady let Hansel out of his cage, he pushed her into the oven and padlocked the door. He then released his terrified sister from her cage and they escaped.

The children ran as fast as their legs would take them, far, far away from the cottage. They were then rescued by Mr Score, a friend of the family, who was taking a leisurely stroll in the forest. They were taken back to their father who was delighted to see them. It is believed that their evil stepmother is no longer living with them.

The local police have been investigating this strange but serious kidnap. Local children (and parents) have eaten the rest of the cottage made of sweets.

Reported by Philippa Wickens



Mr Cutt was delighted to be reunited with his children.

Text marking

1. Circle the headline with a blue pencil crayon.
2. Circle the by-line with a light green pencil crayon.
3. Circle the subheading with a red pencil crayon.
4. Underline the 5 W's with a red pencil crayon (in the subheading and first two paragraphs).
5. Circle all of the inverted commas with an orange pencil crayon.
6. Underline all of the reported speech with a yellow pencil crayon.
7. Underline all of the direct speech with a pink pencil crayon.
8. Underline the facts with a dark green pencil crayon.
9. Put a box around the picture with a brown pencil crayon.
10. Circle the summary with a purple pencil crayon.
11. Circle the caption with a yellow pencil crayon.

1-5 are direct speech. Convert them to reported speech.

1) Jonny said, "I am watching TV."

Jonny said that he was watching TV.

2) Tim, the weatherman announced, "It may rain today."

3) The president said, "I will be visiting Italy in December."

4) "I'm tired" said Miss Morris. "I worked all day!"

5) "This porridge is just right," said Goldilocks.

6-10 are reported speech. Convert them to direct speech.

6) Jack said that he didn't like the carrots.

"I don't like the carrots," said Jack.

7) My brother said that he would get me a book for my birthday.

8) My teacher said that I had put a lot of effort into my work.

9) Humpty Dumpty said that he was great at climbing walls.

10) Fred said that he would lend me *Mr Stink* by David Walliams, which was his favourite book.

Choose a name for your newspaper – make the name bold and eye-catching.

Headline – try to use alliteration, rhyme or a pun.

Sub-headline – give a bit more information about what the report is about.

Include an introductory paragraph that includes the 5 Ws: who, what, where, when and why.

Include picture and caption

Include detailed information about the main events, in chronological order.

Write in the past tense and in the third person.

Try to add examples of both direct and reported speech.

Use formal language.

Include detailed information about the main events, in chronological order.

Write in the past tense and in the third person.

Try to add examples of both direct and reported speech.

Use formal language.

Include picture
and caption

Write a conclusion paragraph to explain what might happen next.

Include the reporter's name.

Friday writing:

Lined writing area consisting of ten vertical lines.

A large, empty rectangular box for writing.

Lined writing area consisting of ten vertical lines.

Three vertical rectangular boxes of varying widths, stacked vertically for writing.

Lined writing area consisting of ten vertical lines.

A large, empty rectangular box for writing.

Lined writing area consisting of ten vertical lines.

Friday self assessment:

Features	✓ / X
The name of the newspaper	
A headline that uses a pun, rhyme or alliteration	
A subtitle which gives a bit more information about what the report is about	
The reporter's name	
An introductory paragraph containing the 5 Ws (what, where, when, who, why)	
Information about the main events presented in chronological order	
Pictures with captions	
Written in the third person and in the past tense	
Direct and reported speech	
Formal language	
Rhetorical Questions	
A conclusion paragraph to explain what might happen next	

Where can I complete further work?

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[BBC Bitesize Primary](#) – Free learning resources available for KS1 and KS2 across all subjects.