

Writing to inform: Newspaper report – Year 3.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Headline to catch the reader’s attention. This should be written in the present tense.</p> <p>By line – the writer’s name.</p> <p>Introductory paragraph using the five W’s. (Who? What? When? Where? Why? How?) The Lead paragraph should briefly explain what has happened.</p> <p>Organised into paragraphs shaped around key events and a sub-heading included. The main body of the newspaper report should add further detail to the lead paragraph.</p> <p>Some examples of quotes to show opinions in the newspaper report.</p> <p>A concluding paragraph known as the ‘tail’ of the report. What might happen next?</p> <p>Audience and purpose: The purpose of a newspaper report is to convey information and quotations from other sources. A reader should also be aware that bias and opinion can influence the writing of a newspaper report.</p>	<p>Simple and compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Some examples of complex (subordinate clauses used) Using subordinating conjunctions in the middle of sentences: when, if, as, because, while.</p> <p>Appropriate use of the past tense.</p> <p>Some examples of rhetorical questions.</p> <p>Adverbial phrases, For example: When she arrived,</p> <p>To include some quotes from key eye-witnesses.</p> <p>The use of proper nouns to name people, places and things.</p> <p>The use of the third person and third person pronouns – he, she, they, himself, herself.</p> <p>The use of a formal tone (no contractions)</p>	<p>While, if, as, when</p> <p>Witnesses felt...</p> <p>He also claimed that...</p> <p>She went on to state that...</p> <p>He continued by...</p> <p>Hours later...</p> <p>Unfortunately,</p> <p>Fortunately,</p>	<p><u>Noun</u> To form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of ‘the’</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of the present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon, after, later.</p>	<p>Use finger spaces between words.</p> <p>Use capital letters and full stops to demarcate sentences.</p> <p>Capital letters for proper nouns.</p> <p>Use a question mark and exclamation mark if appropriate.</p> <p>Use commas to separate items in a list.</p> <p>To begin to demarcate direct speech quotes with inverted commas.</p>

Writing to inform: Newspaper report – Year 4.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Headline to catch the reader’s attention using alliteration. This should be written in the present tense. By line – the writer’s name.</p> <p>Introductory paragraph using the five W’s. (Who? What? When? Where? Why? How?) The Lead paragraph should briefly explain what has happened and answer the five W’s.</p> <p>Organised into paragraphs shaped around key events and a sub-heading included. The main body of the newspaper report should add further detail to the lead paragraph.</p> <p>The newspaper report should be written in order of importance.</p> <p>Examples of quotes to show opinions in the newspaper report.</p> <p>A concluding paragraph known as the ‘tail’ of the report. What might happen next?</p> <p>Audience and purpose: The purpose of a newspaper report is to convey information and quotations from other sources. A reader should also be aware that bias and opinion can influence the writing of a newspaper report.</p>	<p>Variation in sentence structures. Compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used. Using subordinating conjunctions to join clauses and used as openers: when, if, as, because, while.</p> <p>Appropriate use of the past tense.</p> <p>Some examples of rhetorical questions.</p> <p>Adverbial phrases, For example: When she arrived,</p> <p>To include some quotes from key eye-witnesses.</p> <p>The use of proper nouns to name people, places and things.</p> <p>The use of the third person and third person pronouns – he, she, they, himself, herself.</p> <p>The use of a formal tone (no contractions)</p>	<p>John Smith (64), a retired community officer said...</p> <p>Within minutes...</p> <p>The school confirmed that ...</p> <p>She claimed that...</p> <p>He continued by informing us that...</p> <p>Police were...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English for verb inflections and pronouns.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of the past tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</p>	<p>Use capital letters and full stops to demarcate sentences. (Non-negotiable)</p> <p>Capital letters for proper nouns.</p> <p>Use question marks, exclamation marks and full stops accurately.</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses.</p> <p>Apostrophe for possession to mark plural nouns.</p> <p>Use inverted commas to demarcate direct speech quotes.</p>

Writing to inform: Newspaper report – Year 5.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Headline to catch the reader’s attention using either alliteration, a rhyme or a pun. This should be written in the present tense. By line – the writer’s name as well as the writer’s speciality. For example: a sport’s reporter.</p> <p>Introductory paragraph using the five W’s. (Who? What? When? Where? Why? How?) The Lead paragraph should briefly explain what has happened and answer the five W’s.</p> <p>Organised into paragraphs shaped around key events and a sub-heading included. The main body of the newspaper report should add further detail to the lead paragraph.</p> <p>The newspaper report should be written in order of importance and include relevant background information.</p> <p>Examples of quotes to show opinions in the newspaper report as well examples of reported speech.</p> <p>A concluding paragraph known as the ‘tail’ of the report. What might happen next?</p> <p><u>Audience and purpose:</u></p>	<p>Variation in sentence structures.</p> <p>Compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used. Using subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, because, while.</p> <p>To use relative clauses to add further detail.</p> <p>Variation in sentence length (long for description and short for impact) and the use of modal verbs.</p> <p>Appropriate use of the past tense including the past progressive tense.</p> <p>Examples of rhetorical questions.</p> <p>Adverbial phrases, For example: When she arrived,</p> <p>To include some quotes from key eye-witnesses and to use reported speech.</p>	<p>Until this is resolved...</p> <p>Chaos ensued...</p> <p>Many panicked when...</p> <p>He disputed...</p> <p>She refused to accept that...</p> <p>Witnesses...</p> <p>They spoke to...</p> <p>In addition to this,</p> <p>Despite the fact,</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. Pronouns used for clarity and cohesion.</p> <p><u>Verbs</u> Use modal verbs to indicate possibility. Prefixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: time conjunctions (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past tense and past progressive tense including the use of the present perfect tense.</p> <p><u>Adverbs</u></p>	<p>Consolidate all previous learning. (Capital letters, full stops, commas in list)</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses including the opening of subordinate clauses and use commas to clarify meaning.</p> <p>To use brackets and dashes to indicate parenthesis (to include additional information) and to use brackets or dashes to mark relative clauses.</p>

The purpose of a newspaper report is to convey information and quotations from other sources. A reader should also be aware that bias and opinion can influence the writing of a newspaper report.

The use of proper nouns to name people, places and things.

The use of the third person and third person pronouns – he, she, they, himself, herself.

Include adverbs to indicate frequency. For example: regularly, frequently, rarely. Sentences are subject specific.

The use of proper nouns to name people, places and things.

The use of determiners. (Articles: a, an, the. Quantifiers: some, any, all, much, more, many)

Expanded noun phrases to inform.

The use of a formal tone (no contractions)

Know what an adverbial phrase is.
Fronted adverbials.
Comma after fronted adverbials.
Adverbials of time, place and manner.

To use semi-colons to punctuate complex lists.

Apostrophe for possession for singular possession and to mark plural nouns.

To begin to use colons to link ideas.

Use inverted commas to demarcate direct speech quotes.

Writing to inform: Newspaper report – Year 6.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Headline to catch the reader’s attention using a pun. This should be written in the present tense.</p> <p>By line – the writer’s name as well as the writer’s speciality. For example: a sport’s reporter.</p> <p>Introductory paragraph using the five W’s. (Who? What? When? Where? Why? How?) The Lead paragraph should briefly explain what has happened and answer the five W’s.</p> <p>Organised into paragraphs shaped around key events and a sub-heading included. The main body of the newspaper report should add further detail to the lead paragraph.</p> <p>The newspaper report should be written in order of importance and include relevant background information.</p> <p>Examples of quotes to show opinions in the newspaper report as well examples of reported speech.</p>	<p>Variation in sentence structures.</p> <p>Compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used. Using subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, because, while.</p> <p>To use relative clauses to add further detail.</p> <p>Variation in sentence length (long for description and short for impact) and the use of modal verbs.</p> <p>Passive voice deliberately used to heighten engagement and passive verbs used to affect how information is presented.</p> <p>Verb forms are controlled and precise.</p> <p>Modifiers are used to intensify or qualify. For example: insignificant amount, exceptionally.</p>	<p>The impact of...</p> <p>Despite continued efforts...</p> <p>Subsequently,</p> <p>The appointed spokesman...</p> <p>In addition to this,</p> <p>Mrs Hedges emphasised that,</p> <p>Crisis situation</p> <p>Politicians also spoke of how...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely. Pronouns used for clarity and cohesion.</p> <p><u>Verbs</u> Use modal verbs to indicate possibility. Prefixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past tense and the past progressive tense. To change the tense according to features of the genre.</p> <p><u>Adverbs</u></p>	<p>Consolidate all previous learning. (Capital letters, full stops, commas in list)</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses including the opening of subordinate clauses and use commas to clarify meaning and avoid ambiguity.</p> <p>To use a colon to introduce a list.</p> <p>To use brackets and dashes to indicate parenthesis (to include additional information) and to use brackets or</p>

The writer understands the impact and thinks about the response.

A concluding paragraph known as the 'tail' of the report. What might happen next?

Audience and purpose:

The purpose of a newspaper report is to convey information and quotations from other sources. A reader should also be aware that bias and opinion can influence the writing of a newspaper report.

Appropriate use of the past tense including the past progressive tense.

Adverbial phrases, For example: When she arrived,

Examples of rhetorical questions.

To include direct speech/quotes from key eye-witnesses. To use reported speech.

The use of the third person and third person pronouns – he, she, they, himself, herself used for cohesion across the text.

The use of a formal tone (no contractions)

Include adverbs to indicate frequency. For example: regularly, frequently, rarely. Sentences are subject specific.

Fronted adverbials are used to clarify the writer's viewpoint. For example: As a consequence of their actions.

The use of proper nouns to name people, places and things.

The use of determiners. (Articles: a, an, the. Quantifiers: some, any, all, much, more, many)

Expanded noun phrases to inform.

Link ideas across a text using cohesive devices such as adverbials of time and place, conjunctions, pronouns and synonyms.

dashes to mark relative clauses.

To use semi-colons to punctuate complex lists.

Apostrophe for possession to mark singular possession and plural nouns.

To use hyphens.

To use colons to link ideas.