

Dear Parents,

We have put these slides together in order to help the children with the writing process. If you are able to go through the slides with them that would be very helpful.

Most of the activities can be completed independently but your child would find it easier if they are able to talk through their ideas, even if it is in your home language.

We want to ensure your child is not at a disadvantage when they return to school.

If you have any questions please email the school [learning@wembleyprimary.brent.sch.uk](mailto:learning@wembleyprimary.brent.sch.uk)

Year 6 Team

# Journalistic Writing


# Day 1 - Features

- You can self-mark this lesson, please do not send it in to school.

What is the purpose of a newspaper report?

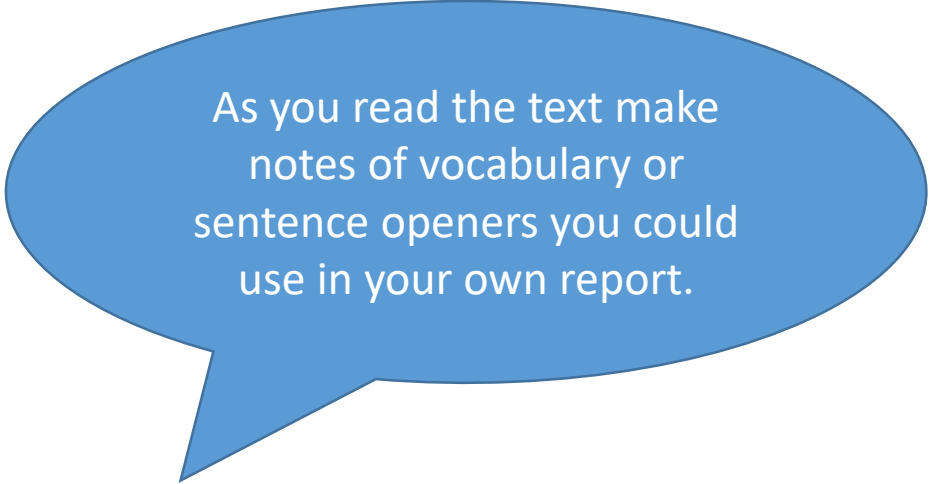
Why would someone want to read a newspaper?

What features would you expect to see in a newspaper?



Read the text over the next few  
slides:

Newspaper report  
What are the features of a  
newspaper report



As you read the text make  
notes of vocabulary or  
sentence openers you could  
use in your own report.

If you can access the Oak Academy you could  
do this lesson with Mr and Mrs Fozzard.

- <https://www.thenational.academy/year-6/english/newspaper-identifying-features-of-a-text-year-6-wk1-3>

# — LONDON EXPRESS —

## — FALL FOR FAWKES —

Earlier today, Guy Fawkes, who allegedly conspired against our nation in a plot to blow up Westminster Palace, was taken to his execution but in a dramatic twist of fate, fell from the scaffold to his death.

Guy Fawkes — also known as Guido Johnson- was part of the hideous plot to blow up Westminster Palace and assassinate King James in order to restore a Catholic monarch to the throne. On the eve of a general parliamentary session, Sir Thomas Knyvet, a justice of the peace, found Guy Fawkes lurking in a cellar of the Parliament building. Fawkes was detained and the premises thoroughly searched. Nearly two tons of gunpowder were found hidden within the cellar. In his interrogation, Fawkes revealed that he was a participant in the plot and revealed the identity of his fellow plotters (twelve in total). The king was scheduled to attend Parliament on the day Fawkes was found (5th November) giving credence to the theory that their intention was to kill the king.

Fawkes, along with his fellow plotters Thomas Wintour, Robert Catesby and others, was sentenced to death by hanging after a brief trial on 27th January.



Guy Fawkes, born in York, was due to be hanged, drawn and quartered earlier today.

This morning, the gruesome public executions began in our capital, which saw Fawkes and the other plotters drawn to Westminster, before their hanging. Remarkably, Fawkes fell from the scaffold, where he was to be hanged, and broke his neck as a result. He died instantly. Prior to this, he profusely protested his innocence, both on the scaffold and at trial, although it is reported that he admitted his guilt the moment he was captured.

Despite this unpredictable outcome, the king ordered that the body of Fawkes was to still be quartered to ensure his full sentence was carried out. King James stated, "As if conspiring against me and attempting to destroy Westminster Palace wasn't deplorable enough, this coward then couldn't even die with dignity. He jumped from the scaffold to avoid the agony of the hanging! This is not act of an innocent, loyal subject: he is cowardly, wicked and pathetic. His fate should be used as a deterrent to others who are considering similar vile acts of high treason."

After this bold statement, the king's guards proceeded to distribute Guy's body parts to the four corners of the kingdom. They are to be displayed as a warning to other would-be traitors.

Prior to today's disastrous blunder on the scaffold, Robert Catesby, John Wright, Thomas and Robert Wintour, Thomas Percy, Robert Keyes, Thomas Bates, Christopher Wright, John Grant, Ambrose Rookwood, Sir Everard Digby



Events took place opposite Westminster Palace – the building the plotters were attempting to destroy.

and Francis Tresham were all successfully hanged and quartered in Westminster in a brutal show of strength and reproach by the king; however, King James is not happy about the day's events.

He has ordered a full inquest into the 'fall' of Fawkes and wants a full explanation as to how this was allowed to happen. The executioner told reporters, "It all happened so quickly. The man was weak from all the torture of the last few days – it could have been a fall." We caught up with some witnesses who had travelled to see Guy's execution. Henry Guild said, "It looked like he jumped to me. He had seen the others and their gruesome end and he couldn't face it. It was a wasted journey for us; Fawkes was the main attraction!"

Like Guild, many citizens travelled from all over the country to see the end of the plotters - Fawkes predicted to be the biggest crowd pleaser. Unfortunately, the fall of Fawkes has left many disappointed and the execution has been highly criticised. Demands for reimbursements for travel and accommodation costs have been flooding into Parliament. Whether these reimbursements will be granted is yet to be seen; however, the biggest question after today's events is did he fall or did he jump? Purchase tomorrow's edition for a full update.

# List the features you saw.

- Parents – Please allow the children to list the features they found before moving on to the next slide.

# Were you able to find these features?

Features	
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	

On the following slides you will see examples of the grammatical features you will need to include in your newspaper report.

# LONDON EXPRESS

## FALL FOR FAWKES

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Guy Fawkes, born in York, was due to be hanged, drawn and quartered earlier today.

This morning<sup>fronted adverbial</sup> the gruesome public<sup>comma for an adverbial</sup> executions began in our capital<sup>comma for a clause</sup> which<sup>relative clause</sup> saw Fawkes and the other plotters drawn to Westminster, before<sup>subordinating conjunction</sup> their hanging. Remarkably<sup>comma for an adverbial</sup> Fawkes fell from the scaffold, where<sup>relative clause</sup> he was to be hanged, and broke his neck as a result. He died instantly. Prior to this<sup>fronted adverbial</sup> he profusely protested his innocence, both on the scaffold and at trial, although<sup>subordinating conjunction</sup> it is reported that he admitted his guilt the moment he was captured.

Despite<sup>preposition</sup> this unpredictable outcome, the king ordered that the body of Fawkes was to still be quartered to ensure his full sentence was carried out. King James stated, "As if conspiring against me and attempting to destroy Westminster Palace wasn't deplorable enough, this coward then couldn't even die with dignity. He jumped from the scaffold to avoid the agony of the hanging!" This is not act of an innocent, loyal subject; he is cowardly, wicked and pathetic. His fate should be used as a deterrent to others who are considering similar vile acts of high treason.

After this bold statement, the king's guards proceeded to distribute body parts to the four corners of the kingdom. They are to be displayed as a warning to other would-be traitors.

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He has ordered a full inquest into the 'fall'  
of Fawkes <sup>co-ordinating conjunction</sup> and <sup>V5/V6 word</sup> wants a full explanation <sup>subordinating conjunction</sup> as  
to how this was allowed to happen. The  
executioner told reporters, "It all  
happened so quickly. The man was weak  
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attraction!"

<sup>fronted adverbial</sup> Like Guild, many citizens travelled from  
all over the country to see the end of the  
plotters - Fawkes predicted to be the  
biggest crowd pleaser. <sup>fronted adverbial</sup> Unfortunately,  
the fall of Fawkes <sup>present perfect</sup> has left many  
disappointed and the execution <sup>present perfect</sup> has  
<sup>V5/V6 word</sup> been highly criticised. Demands for  
reimbursements for travel and  
accommodation costs <sup>present perfect</sup> have been  
flooding into <sup>V5/V6 word</sup> Parliament. <sup>subordinating conjunction</sup> Whether these  
reimbursements <sup>future tense</sup> will be granted is yet to  
be seen. <sup>semi-colon to join clauses</sup> <sup>adverb</sup> however, the biggest question  
after <sup>possessive apostrophe</sup> today's events is did he fall or did  
he jump? <sup>question</sup> <sup>command</sup> Purchase tomorrow's edition  
for a full update.

Watch:

<https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt>

# Day 2 – Using passive voice

A key feature of newspaper reports is that they use passive voice.

- It helps to keep the writing formal and is straight forward to use once you know how.

Sentences can be written in the active or passive voice.

- In most of our writing and when we talk we tend to use the **active voice**.
- For example:

The dog caught the ball.

This is written in the active voice.

# What makes it active?

- The order of the words is what makes it active.
- In an active sentence the words are ordered:

**Subject**

The person  
or thing  
doing the verb.

**Verb**

The doing or  
being  
word.

**Object**

The person or  
thing having the  
verb done to it.

# The dog caught the ball.

The dog – the subject

caught – the verb

The ball – the object

The dog caught the ball.

We can turn this active sentence into a passive sentence by changing the order of the words.

The ball was caught by the dog.

This is now written in the passive voice.

# What makes it passive?

- The order of the words is what makes it passive.
- In an active sentence the words are ordered:

## Object

The person or  
thing having the  
verb done to it.

## Verb

The doing or  
being  
word.

## Subject

The person  
or thing  
doing the verb.

Watch these videos to see a fun way to remember the difference between active and passive sentences.

- <https://www.youtube.com/watch?v=vZnw9dEHlow>
- <https://www.youtube.com/watch?v=6dMa-y24nw4>

# Task 1

- Use the Whodunnit Hotel Cards to write active and passive sentences to describe who committed the murders in the hotel.

Example:

Subject	Verb	Object	Preposition phrase
Mr Stanbury	poisoned	Mary Blairsworth	in the restaurant.

Object	Verb	Subject	Preposition phrase
Mary Blairsworth	was poisoned by	Mr Stanbury	in the restaurant.

- See parent's information to mark at home

# Whodunnit

HOTEL



Mr. William Butterfield



Wrench



Hammer



Mrs. Mary Blairworth



Hand Gun



Poison



Mr. Charles Hayward



Mr. Frank Stanbury



Axe



Lobby



Elevator



Mrs. Luie Sonnett



Bedroom



Restaurant



Library

# Task 2 – If you are unsure about task 1

Annotate this sentence to explain why it is passive.

The car was washed by Dad.

Now change the following active sentences to passive.

1. Simon Cowell glared at the X Factor contestant.

2. The year 6 children run a tuck shop.

3. Your cat took the last biscuit.

4. Mrs Tellman organised a theatre trip.

5. The tiger gnawed at the bone.

- See parent's information to mark at home

Day 3

LO: To plan.

# You will be writing a newspaper report about an event from Tudor England.

- Use what you have been learning about in history to help you.
- My plan and model will be based on the death of Anne Boleyn.
- Use the planner in the next few slides to plan out your writing.
- See parent's information to mark at home.

# Before you plan remember:

- Purpose – Inform reader about an event
- Audience – People living in Tudor times
- Text – Newspaper report

This piece of writing will need to be formal as you present information to the audience. You will be able to show examples of informality in your quotes.

Orientation Who What When Where Why	
Recount of the event (e.g. how Anne Bolyne was executed)	
King Henry VIII's reaction including a quote	
Other witnesses'/country's reaction to Anne's death	
What you want your reader to do now.	

# Useful websites

<http://www.primaryhomeworkhelp.co.uk/Tudors.html>

<https://www.bbc.co.uk/bitesize/clips/zrtpyrd>

<https://www.bbc.co.uk/sounds/play/p050qbsh>

Day 4

LO: To write a biography.

- Purpose – Inform reader about an event
- Audience – People living in Tudor times
- Text – Newspaper report

If you can access The Oak Academy you can get some pointers from Mr and Mrs Fozzard. But remember you are writing a newspaper report about a Tudor event.

<https://www.thenational.academy/year-6/english/newspaper-writing-a-newspaper-report-year-6-wk1-5>

Your biography will need to include direct and indirect speech.

<https://www.bbc.co.uk/bitesize/clips/zvftsbk>

Or get some pointers from Mr and Mrs Fozzard.

<https://www.thenational.academy/year-6/english/newspaper-using-direct-speech-to-write-quotes-year-6-wk1-4>

Now use your plan and my model to write your own newspaper report.

See parent's information to mark at home.  
Do not send into school.

Have I used?
<b>Prepositional Phrases</b> e.g. under the floorboards, across the room
Formal style – Avoid contractions and slang – folds down to reveal, GD - Shift formality, use chatty language in quotes (accent)
<b>Causal Conjunctions and Adverbials</b> so, so that, due to, consequently, as a result, depending upon
<b>Time conjunctions</b> In the first place, secondly, gradually, over time, while, eventually.
<b>Coordinating conjunctions</b> FANBOYS <b>Subordinating Conjunctions</b> because, since, due to
<b>Variety of punctuation</b> . , ? ! “ ” ; : ( ) –
<b>Expanded Noun Phrase</b> A shiny, silver sword raised above his head
<b>Variety of sentence length</b> Short and snappy (He sighed.) Multi-clause sentence
<b>Passive Voice</b> Queen Anne Boleyn was beheaded at the Tower of London.
<b>Hyphenated words</b> well-known,
<b>Relative Clauses</b> The witness, who..., The sword, which was .....,

Day 5

LO: To edit and improve.

Reread your writing or ask someone to read it.

- Does it make sense?
- Are there any steps that are unclear?
- Have you repeated any words?

**Make sure you send your edited piece  
into school.**

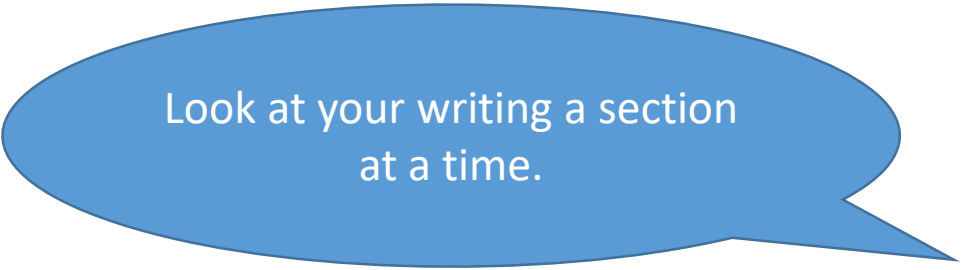
# Have you used Year 5/6 spellings?

I have highlighted words which would suit this text type but you can use any. Try to include at least 5.

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

# Have you used capital letters correctly?

- Capital letters should be at the beginning on sentences
- Used for proper nouns (this includes the name of your machine your explaining).
- Here are some word which you may have used which will need capital letters:
  - Anne Boleyn
  - Henry VIII
  - Tower of London
  - Jane Seymour



Look at your writing a section  
at a time.

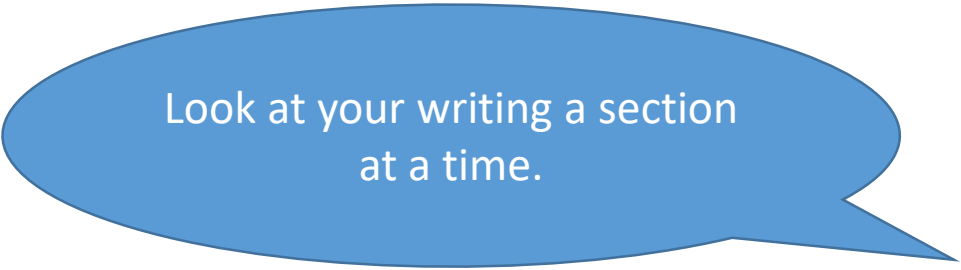
## Edited version

The execution was quick and the queen was angelic. A witness of the beheading said “Anne was dressed in white **she were like a angel**. ‘er maid put a blindfold over ‘er eyes. The swordsman raised ‘is sword and spun around. Before I knew it ‘er ‘ead was on the floor.”

In order to show differences in formality, I need to change some of the quotes into dialect (how the person talks)

## Original

The execution was quick and the queen was angelic. A witness of the beheading said “Anne was dressed in white. Her maid put a blindfold over her eyes. The swordsman raised his sword and spun around. Before I knew it her head was on the floor.”



Look at your writing a section  
at a time.

I need to include examples of indirect  
as well as direct speech.

## Original

## Edited version

The king of England, who did not attend the execution, caught up with our reports. He stated, “I have done everything for her so she would have the best life and all I wanted was a son!”

Henry then went on to say that his marriage to his third wife (Jane Seymour) will take place next month.

The king of England, who did not attend the execution, caught up with our reports. He stated, “I have done everything for her so she would have the best life and all I wanted was a son!”

# Task

- Using a green pen, edit your writing and rewrite your biography.