

The Slinks Literacy Project –

News Report Lesson 2

1. KS2 National Curriculum Links (English)

Writing – Composition

- Pupils should **plan their writing** by discussing and recording ideas.
- Pupils should **draft and write** by:
 - Organising paragraphs around a theme.
 - Using organisational devices in non-fiction (e.g., headings, subheadings, bullet points).
 - Selecting vocabulary and grammar appropriate for formal reporting.
- Pupils should **evaluate and edit** by assessing the effectiveness of their own and others' writing.

Writing – Vocabulary, Grammar and Punctuation

- Use of **present and past tense** correctly and consistently.
- Introduction to **formal language** and **standard English forms**.
- Use of **direct and reported speech**, including correct punctuation.
- Use of **cohesive devices** (e.g., adverbials, conjunctions) to guide the reader.

Spoken Language

- Pupils should participate in **role-play, presentations, and performances**.
- Pupils should **speak audibly and fluently**, maintaining appropriate register.

Reading – Comprehension

- Identify key features of journalistic texts.
 - Retrieve, record and present information from non-fiction.
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2. Teacher Notes: Delivering the News Report Lesson

Lesson Objective

Pupils will write and perform a news report for a breakfast TV show based on the mysterious arrival of *The Slinks* statues on the school playground.

Resources Needed

- Photos of the Slinks statues.
 - Printed worksheets (included below).
 - Optional: simple microphone prop, camera/tablet for recording.
 - Flipchart or whiteboard.
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Lesson Sequence

Starter (10 minutes) – *Hook the class*

1. Show an image or short video clip of real news presenters.
 2. Ask pupils: **What makes something sound like news?**
 3. Collect features: formal tone, facts, eyewitnesses, interviews, clear structure.
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Main Input (15 minutes) – *Teacher modelling*

1. Display a model news report paragraph about the arrival of mysterious statues.
 2. Highlight the features:
 3. Factual opening (who/what/when/where).
 4. Quotes using direct or reported speech.
 5. Formal tone.
 6. Speculation or official statements.
 7. Model writing a short introduction on the board.
 8. Annotate vocabulary choices (e.g., "incident", "discovered", "local witnesses").
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Activity (20–25 minutes) – *Pupil writing*

1. Pupils use the **News Report Planning Sheet** to structure ideas.
 2. Encourage pupils to include:
 3. A headline.
 4. Opening paragraph with the 5 Ws.
 5. Interview quotes (invented teacher or pupil witness).
 6. A concluding statement from an expert or school spokesperson.
 7. Support pupils who need scaffolding with sentence starters.
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Performance (10 minutes) – *Speaking & listening*

1. Pupils present their news report as if on breakfast TV.
 2. Encourage clear tone, eye contact and formal language.
 3. Optionally record performances.
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Plenary (5 minutes) – *Reflect*

- Ask: **What features made your report sound like real news?**
- Pupils identify one strength and one target.