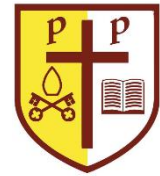


# Progression in Writing - Newspaper Reports



## Audience

Always consider your audience before beginning to plan and write.

## Purpose

To inform the reader of something that has happened.  
To recount a newsworthy event.

## Generic Text Structure

Structure often includes:

- A headline to hook the reader and clearly explain the report.
- An introduction/ introductory paragraph to explain the 5Ws (what, where, when, who, why)
- A main body which usually retell events in time order (can be paragraphs in KS2)
- A conclusion which explains what people thought and looks ahead to the future

## Planning and preparation

- Drama - role play, hot seating to gain differing viewpoints and quotations.
- Use of planning devises e.g. planning sheets, boxing up etc.
- Contextualised SPAG as appropriate (see below)
- Use of scripts to embed language of genre in readiness for independent writing.

## Progression in skills

EYFS

- n/a

<p><b>KS1</b></p>	<p>Past tense</p> <ul style="list-style-type: none"> <li>• Simple time connectives</li> <li>• (Y2) Can use progressive forms of verbs e.g. the children were playing</li> <li>• (Y2) Some use of coordinating and subordinating conjunctions to explain or link ideas.</li> <li>• A headline - a clear title about the report</li> </ul> <p><b><u>Possible text structure:</u></b></p> <p><b><u>Introduction</u></b> Which explains the 5Ws (what, where, when, who, why)</p> <p><b><u>Main body</u></b> Which retells the events in time order.</p> <p><b><u>Conclusion</u></b> Which explains what people thought about the event</p>
<p><b>LKS2</b></p>	<ul style="list-style-type: none"> <li>• 3rd person</li> <li>• Time connectives/fronted adverbials to sequence events.</li> <li>• Some journalistic words or phrases: <a href="https://schools.firstnews.co.uk/blog/journalistic-writing/journalisticwords-and-phrases-ks2/">https://schools.firstnews.co.uk/blog/journalistic-writing/journalisticwords-and-phrases-ks2/</a></li> <li>• Quotes using speech marks.</li> <li>• Headline - a clear title about the report including alliteration or rhyme to make it catchy.</li> </ul> <p><b><u>Possible text structure:</u></b></p> <p><b><u>Introduction</u></b> An introductory paragraph - 5Ws (what, where, when, who, why)</p> <p><b><u>Main Body</u></b> Different paragraphs of information in chronological order retelling the event.</p> <p><b><u>Conclusion</u></b> A concluding paragraph including a summary of events; quotes and looking forward to the future</p>

**UKS2**  
**As for LKS2**  
**plus:**

- Higher level time connectives/fronted adverbials to sequence events.
- A range of journalistic words and phrases  
<https://schools.firstnews.co.uk/blog/journalistic-writing/journalisticwords-and-phrases-ks2/>
- Quotes using direct and reported speech.
- Higher level time connectives/fronted adverbials to sequence events.
- Prepositions
- Use of parenthesis to add different detail e.g. Mrs Walker, a housewife from Lichfield, was arrested yesterday....
- Appropriate use of the past perfect e.g. I was walking ... the children had tried... earlier in the day, luckily, the owls had already been moved
- Appropriate use of the past perfect progressive form of verbs e.g. the children had been singing... we had been hoping
- Adapt degrees of formality and informality to suit the form of the text e.g. high formality required if recounting in the style of a broadsheet newspaper or less formal for a school newspaper.
- Use of rhyme, alliteration or puns to make headlines snappy
- Clear structure using paragraphs (see above)
- Include unbiased and descriptive language
- Relative clauses to add extra detail

**Possible text structure:**

**Introduction**

What are the facts for this report? WWWWWH (what, where, why, when, who, how?)

**Main body**

Different paragraphs of information in chronological order retelling the event. Supporting information can be included Quotes from different people involved who may have different opinions.

**Conclusion**

Summary of events and perhaps quotes on feelings towards the event. What is being done now?