

Activity title:	Recount writing
Description:	Using a newspaper article on the 3 Night Blitz
Year groups:	KS2
Link to LNF:	<p>Developing and presenting information and ideas</p> <p>* Speaking</p> <p>Y3:</p> <ul style="list-style-type: none"> organise what they say so that listeners can understand. speak clearly, varying expression to help listeners. <p>Y4:</p> <ul style="list-style-type: none"> organise talk so that different audiences can follow what is being said. adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group. <p>Y5:</p> <ul style="list-style-type: none"> speak clearly, using formal language and projecting voice effectively to a large audience. <p>Y6:</p> <ul style="list-style-type: none"> speak clearly, using formal language and varying expression, tone and volume, to keep listeners interested <p>* Listening</p> <p>Y3:</p> <ul style="list-style-type: none"> check understanding by asking relevant questions or making relevant comments. <p>Y4:</p> <ul style="list-style-type: none"> after listening, respond, giving views on what the speaker has said. <p>Y5:</p> <ul style="list-style-type: none"> listen to others, asking questions and responding to both the content and the speakers' viewpoints. <p>Y6:</p> <ul style="list-style-type: none"> listen to others, asking questions and responding to both the content and the speakers' viewpoints. <p>* Collaboration and discussion</p> <p>Y3:</p> <ul style="list-style-type: none"> contribute to group discussion, sharing ideas and information. use talk purposefully to complete a task in a group. <p>Y4:</p> <ul style="list-style-type: none"> contribute to group discussion and help everyone take part. help a group to reach agreement. <p>Y5:</p> <ul style="list-style-type: none"> contribute to group discussion, taking some responsibility for completing the task well. build on and develop the ideas of others in group discussions. <p>Y6:</p> <ul style="list-style-type: none"> contribute purposefully to group discussion to achieve agreed outcomes. follow up points in group discussions, showing agreement or disagreement giving reasons. <p>Locating, selecting and using information</p> <p>* Reading Strategies</p> <p>Y3:</p> <ul style="list-style-type: none"> use visual clues. identify different purposes of texts. identify how texts are organised. <p>Y4:</p> <ul style="list-style-type: none"> skim to gain the gist of a text or the main idea in a chapter. scan for specific information using a variety of features in texts. identify how texts differ in purpose, structure and layout. <p>Y5:</p>

	<ul style="list-style-type: none"> • use a range of strategies for skimming. • scan to find specific details using graphic and textual organisers. • identify features of texts. <p>Y6:</p> <ul style="list-style-type: none"> • use a range of strategies for finding information. • read closely, annotating for specific purposes. <p>Responding to what has been read</p> <p>* Response and analysis</p> <p>Y3:</p> <ul style="list-style-type: none"> • use information from texts in their discussion or writing. • make links between what they read and what they already know and believe about the topic. <p>Y4:</p> <ul style="list-style-type: none"> • select and use information and ideas from texts. • understand how something can be represented in different ways. <p>Y5:</p> <ul style="list-style-type: none"> • gather and organise information and ideas from different sources. • consider if the content is reliable. <p>Y6:</p> <ul style="list-style-type: none"> • distinguish between facts, theories and opinions. • consider whether a text is effective in conveying information and ideas. <p>Organising ideas and information</p> <p>* Meaning, purposes, readers</p> <p>Y3:</p> <ul style="list-style-type: none"> • write for different purposes and readers choosing words for variety and interest. <p>Y4:</p> <ul style="list-style-type: none"> • adapt what they write to the purpose and reader, choosing words appropriately. <p>Y5:</p> <ul style="list-style-type: none"> • write with a clear purpose, showing consideration for the reader. <p>Y6:</p> <ul style="list-style-type: none"> • adapt writing style to suit the reader and purpose. <p>* Structure and organisation</p> <p>Y3:</p> <ul style="list-style-type: none"> • use a basic structure for writing <p>Y4:</p> <ul style="list-style-type: none"> • use specific structures in writing. <p>Y5:</p> <ul style="list-style-type: none"> • use features which show the structure of the writing. <p>Y6:</p> <ul style="list-style-type: none"> • adapt structures in writing for different contexts.
Dylan Thomas Text:	None
Equipment required:	<ul style="list-style-type: none"> • Newspaper cuttings • Dylan Thomas Timeline

Suggested procedure:	<ul style="list-style-type: none"> • Using the Dylan Thomas timeline, discuss the poet's time working for <i>Swansea's Evening Post</i> (then known as <i>South Wales Daily Post and Cambria Daily Leader</i>). • Share the two images of headlines from October 1931. Dylan had been employed by the paper since sometime in July. What do learners notice about the layout and content of the front pages? • Encourage them to think about: <ul style="list-style-type: none"> - Headline: bold, catchy, alliteration, serious, concise... - Orientation: concise, introduces story, grabs attention, sets scene and summarises... - Main body of text: paragraphs, past tense, clear sentences that answers 'why?' and 'how?' - Photo & Caption: emotive image, giving more information... - Reorientation: ends the retelling of events, moves to present tense to bring us up to date... • Recap on the events of the 3 Day Blitz from previous lessons and using the links and film footage on the website. In pairs and groups make notes on all the important events using Snowballing. (Individuals share thoughts with a partner and then they come together to discuss them. Each pair shares with another pair and thinking becomes doubled. Each group of four then joins with another group of four and discuss even further.) • In groups or as a class, look at the Front Page of the <i>Evening Post</i>, reporting on the 3 Day Blitz. Discuss the headline and orientation. What else do learners notice? • Learners to create their own recount of the 3 Day Blitz using what they have learnt in previous lessons and through research.
Extension activities:	<ul style="list-style-type: none"> • Front pages could be created using <i>Textease</i>, <i>MS Word</i> or apps such as <i>Pages</i>, <i>Comic Life</i> and <i>Create Front Page News</i>. • Look at the differences between newspapers in the past and present day. • What are the features of tabloid and broad sheet newspapers? • Learners could use the structure and layout of a front page to write a recount of a school event.
Relevant links:	<p>Websites with descriptions and pictures from the 3 day Blitz</p> <p>http://www.southwales-eveningpost.co.uk/PICTURES-Swansea-Blitz-1941/story-20650279-detail/story.html</p> <p>http://www.explore-gower.co.uk/explore/swansea/world-war-ii</p> <p>http://www.swansea.gov.uk/index.cfm?articleid=42116</p>
Modifying for other age groups:	<p>Lower Key Stage 2 may require a Front Page template to help them organise their ideas.</p>