

JOURNALISTIC WRITING

Newspapers





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DEFINITION:

adjective

involving or causing sudden great damage or suffering.
"a catastrophic earthquake"

catastrophic

obliterate

demoralised

irreparable

IN A SENTENCE:

At 6pm last night, all across London, continuous aerial bombardment from the German Luftwaffe caused catastrophic destruction.

SAY IT AND FEEL THE SYLLABLES

BASS IT TO THE BIN

FREESTYLE IT TO THE FLOOR

SPELL IT TO SOMEONE ON ANOTHER TABLE

SING IT TO YOUR SHOES

RAP IT AFTER ME

WHISPER IT TO THE WINDOW

ROBOT IT TO THE ROOF

TWR RECALL — scrambled / run-on / fragment

S

**Blitz everyone devastation the
caused to especially fortunate less
those**

R

**During World War 2 cities were
destroyed their landmarks obliterated
their personality annihilated**

F

The Blitz cause many

1



L.O. TO IDENTIFY THE KEY LAYOUT AND WRITING FEATURES OF A NEWSPAPER.

1

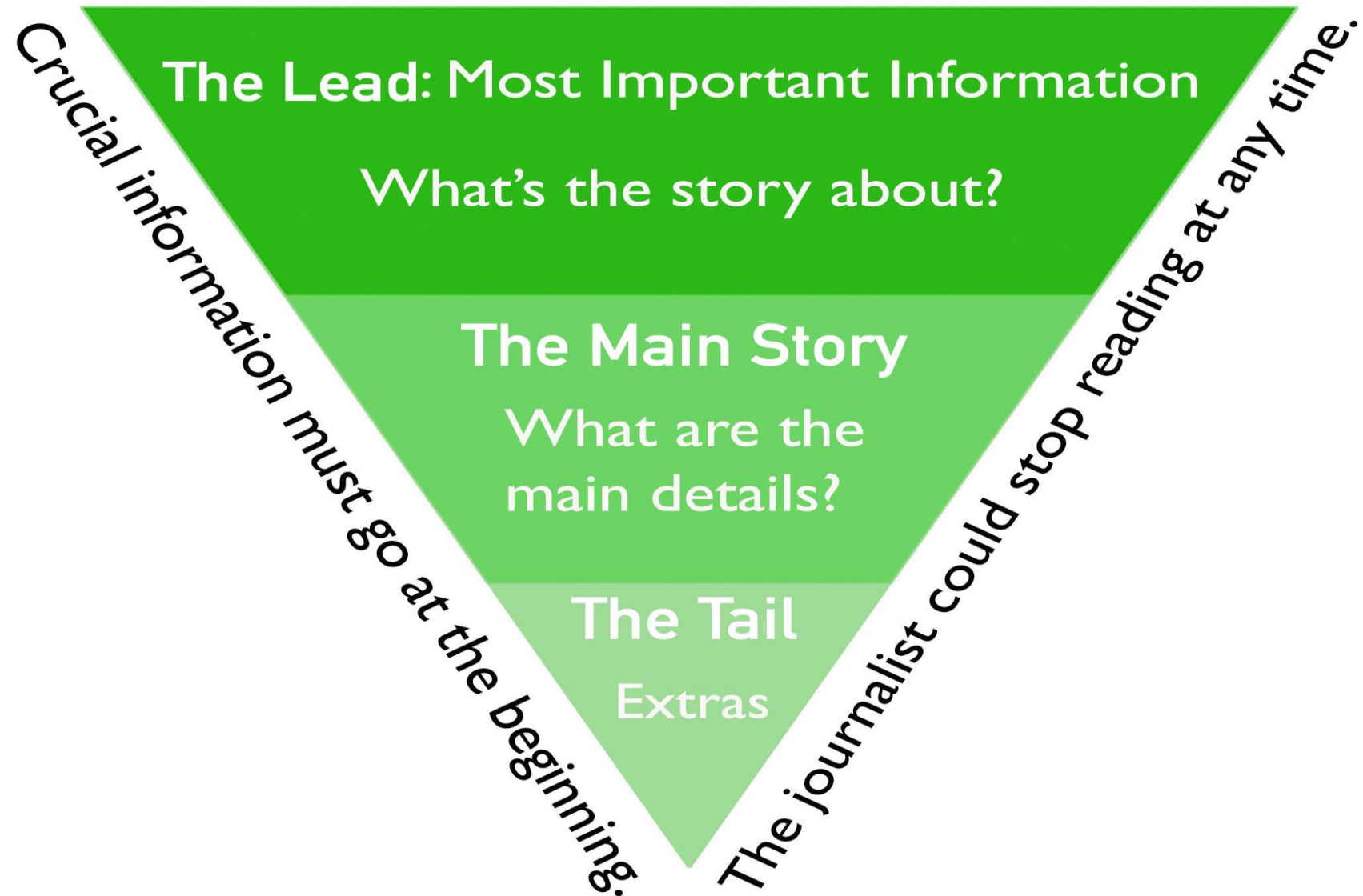
- Where do we get our news from and where did they get their news?
- What constitutes as news?
- Who reads a newspaper? Do you read newspapers? Why/Why not?
- What information does a newspaper have? What type of writing is it?
- Why was it important during WW2?

FEATURES OF A NEWSPAPER ARTICLE

- Headline
- Orientation
- Main body of text
- Photo
- Caption
- Reorientation



Inverted Pyramid Writing

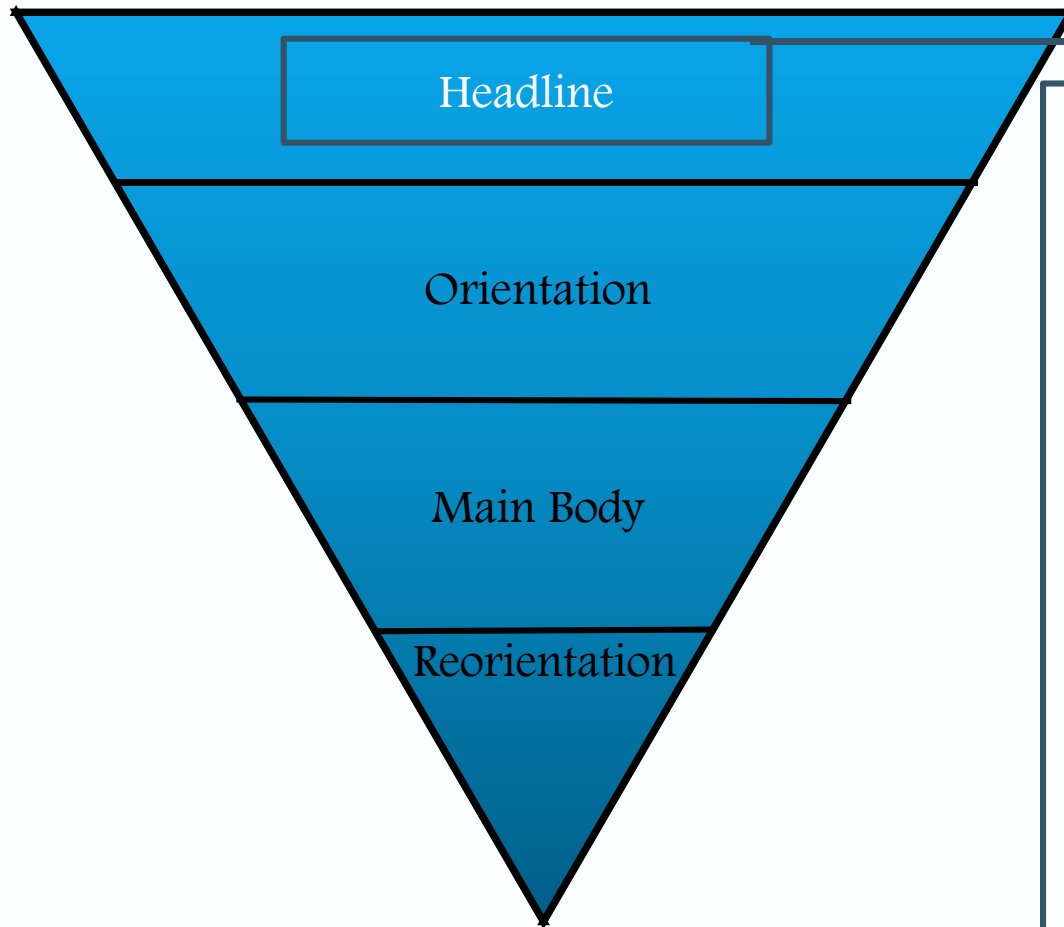


HEADLINE

- In bold
- Catchy
- Alliteration
- Interests the reader
- Serious or humorous
- Only has a few words
- Action verbs



Headline



For a good headline, you need to:

- Catch the reader's attention so they want to read the rest of the report;
- Sum up the story in a few words;
- Use powerful and interesting language;
- Write in the present tense – even if the report is about an event that has already happened;
- Include alliteration or wit at times.

PHOTO

- The photo shows us a snapshot of what happened, where it happened or who it happened to. It should make the reader “feel something” so that they want to read the article. If possible it should show action.

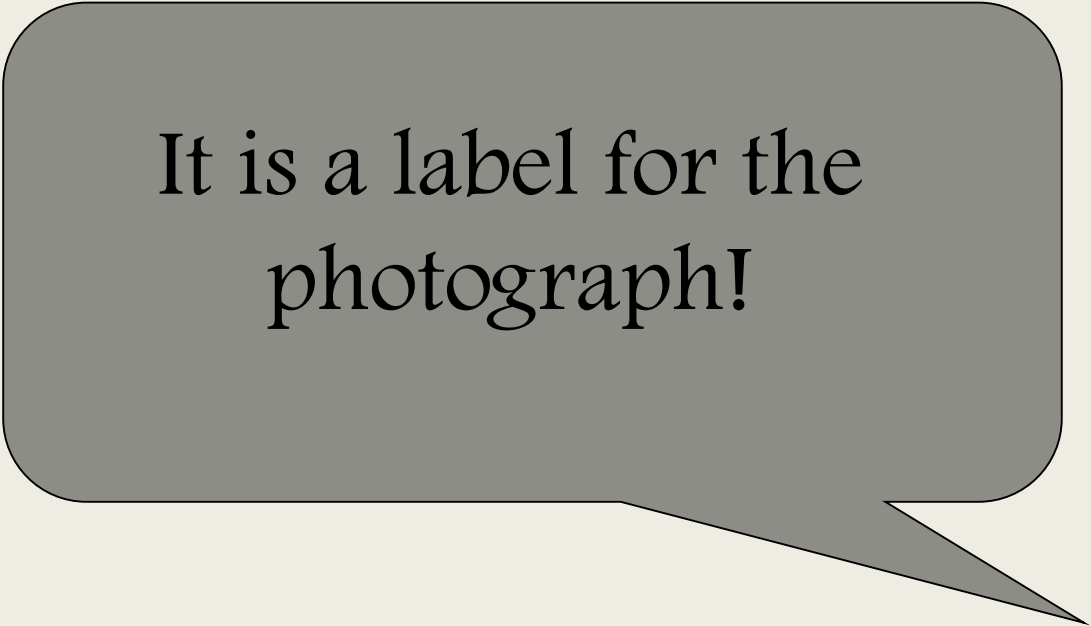


THE BLITZ



CAPTION

- A caption goes underneath a photo to identify something or someone and to give us more information.



It is a label for the
photograph!

ORIENTATION

- This introduces the story and should **GRAB** our attention. It will set the scene and summarise the main points of the article. It is often only one sentence so you must make it a good one.

Who?

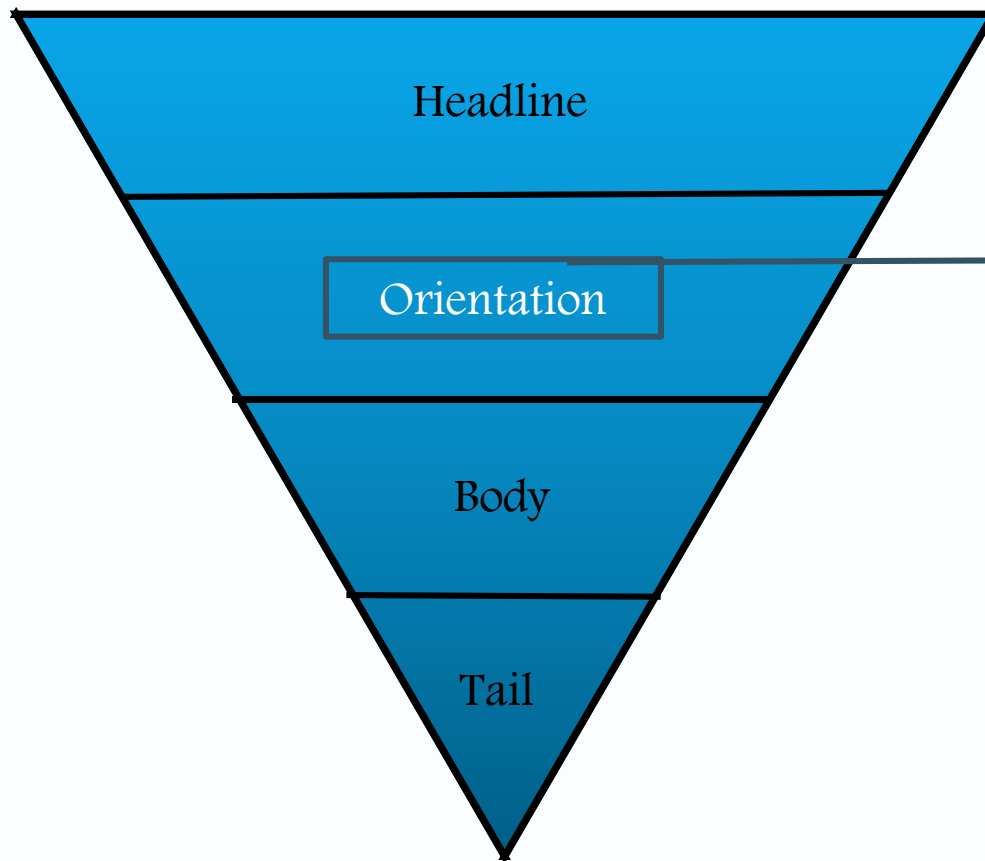
What?

Where?

Why?

When?

ORIENTATION



For a good orientation paragraph, you need to;

- Make the paragraph short and snappy so that it briefly explains what has happened;
- Ensure that, even if the reader stopped reading at this point, they would still know roughly what happened;
- Use past tense in most cases;
- Make sure the first paragraph answers as many of these six questions as you can –

Who? What? Where? Why?
When? How?

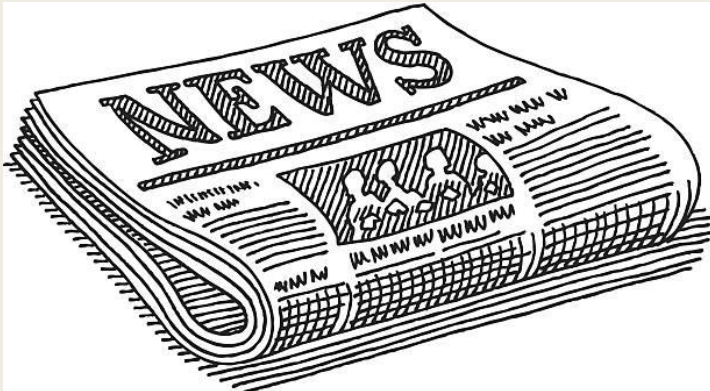
MAIN BODY OF TEXT

- This is written in:

paragraphs

clear sentences

the past tense

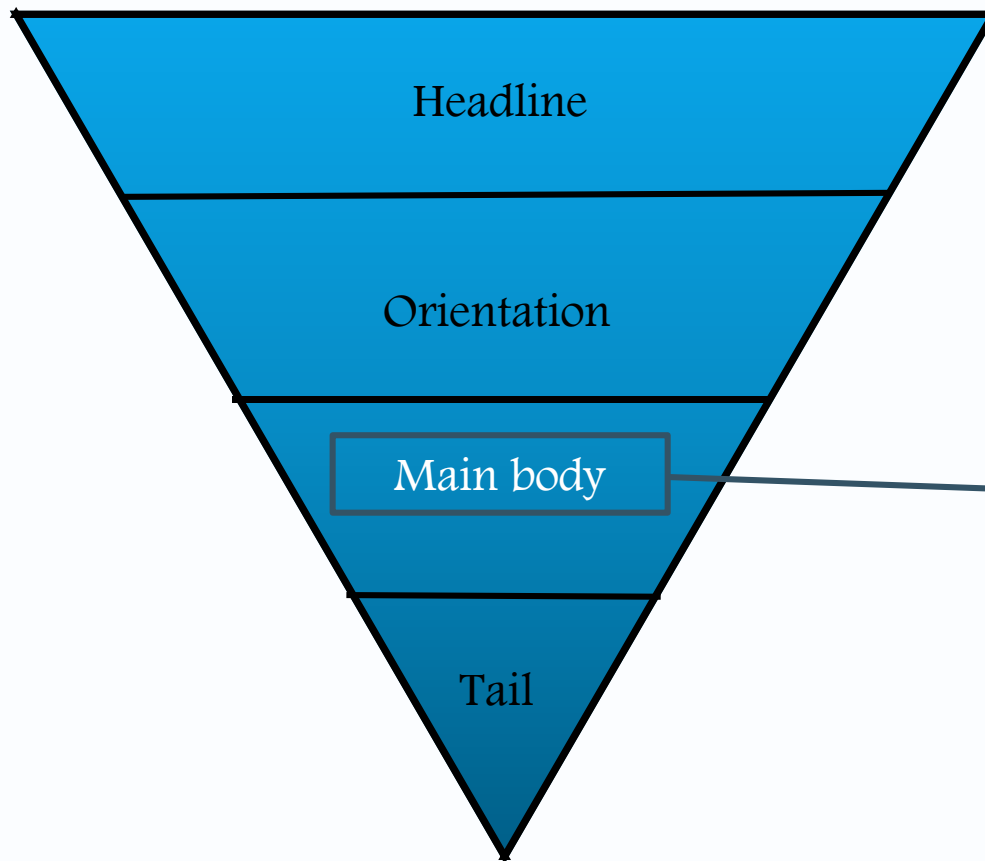


It aims to fully answer the questions:

Why?

How?

MAIN BODY



For an awesome main body section

- Make the paragraphs short and snappy so that it builds up a vivid picture of what happened first, next and after.
- Ensure that the reader is given more detail than in the orientation. Use past tense in most cases;
- Make sure you try to answer why and how.
- Create links/ cohesion between paragraphs using adverbials, repetition and even ellipsis.

EYE WITNESS ACCOUNT

- Tells us what happened from a witnesses point of view
- Can be direct or reported speech
- Designed to give your report real life evidence and much needed impact.

eye witness accounts

our house took a direct hit last night. Me, mum and will were all in the Anderson Shelter. We sang songs and drank tea. Then we went to sleep. When I woke up they were taking me to the first aid post to bandage my head. Our house hasn't got a roof or any windows now . Mum calls it bomb damage but it looks like bomb destruction to me

Sid 9

I have been working for 8 hours trying to save people from the rubble and take them to the nearest hospital. It is really difficult as many of the roads are blocked . The first bomb was a whistling bomb , we stood frozen waiting for it to fall. There were so many casualties with shrapnel wounds as it landed near a community shelter and people were still trying to get in.

It was like a scene from a nightmare.

Jane Metall , ambulance driver



Johnny Tanner

He is left with his sisters to look after mum was caught on way home during bombing... still not found!

The Witnesses

Mrs. Elsie Richmond

Her whole house was destroyed by German bombing while she watched through the crack in her Anderson shelter.



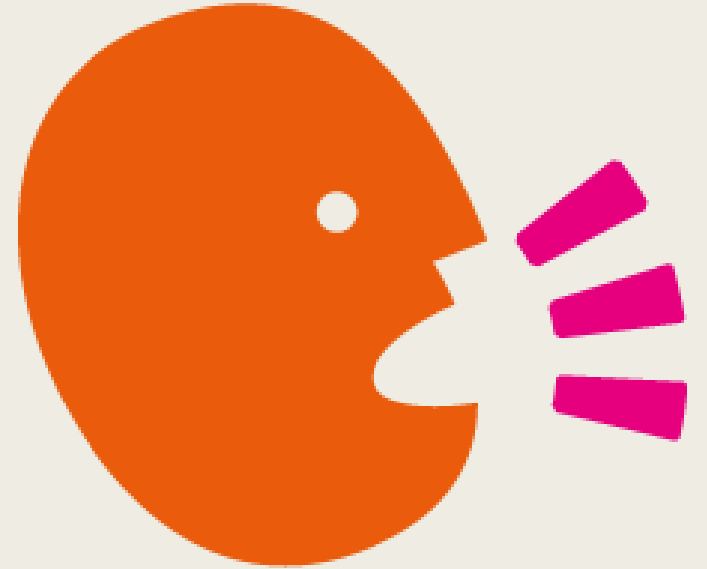
Mr. Edmund Davison (milkman)

German bombing won't stop him doing his rounds. People need milk and normality.

Direct Speech

Direct speech reports what someone has said or written by quoting their exact words in speech marks/inverted commas/quotation marks.

"I couldn't believe the destruction created in such a short time! Fires everywhere, screaming and shouting and chaos..."



Reported Speech

Reported speech reports what someone has said or written but not in exactly the same words.

Mr Rogers, the local milkman, reported that he had still been able to deliver the morning ration but it was very difficult as the sights he saw took his breath away.



REORIENTATION

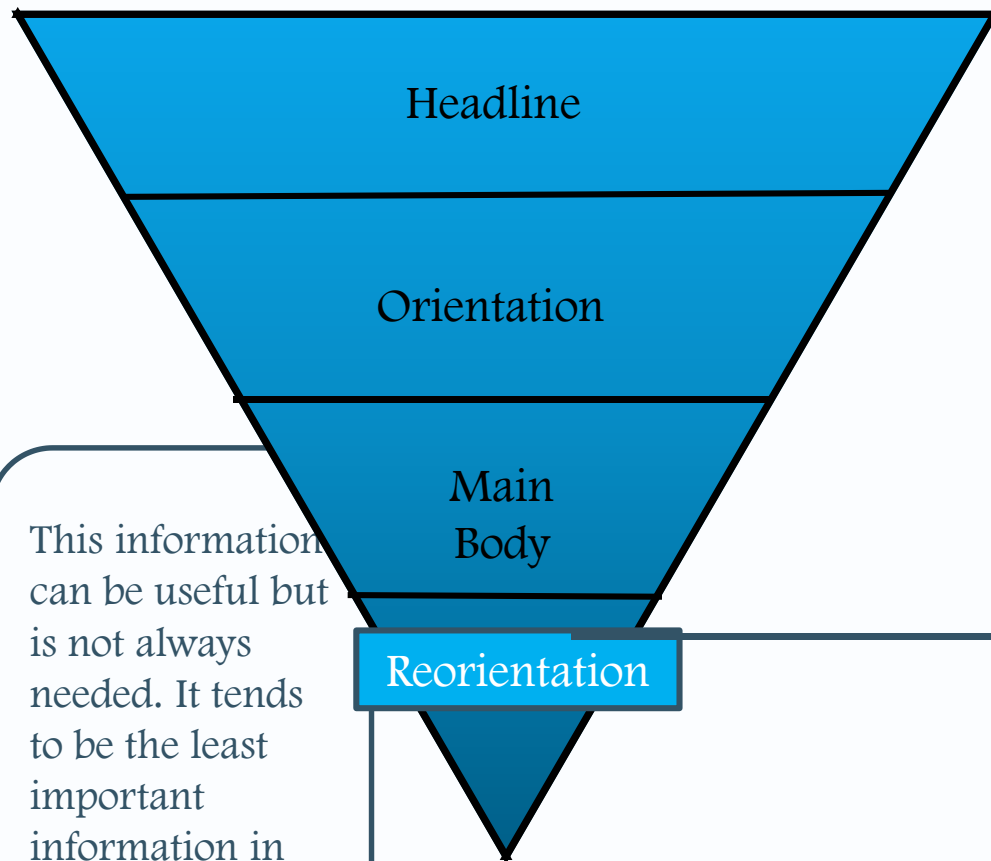
- This ends the retelling of events. It brings us up to date.
- Because it is telling us what is happening **NOW** it will move from the

past tense



present tense

Reorientation

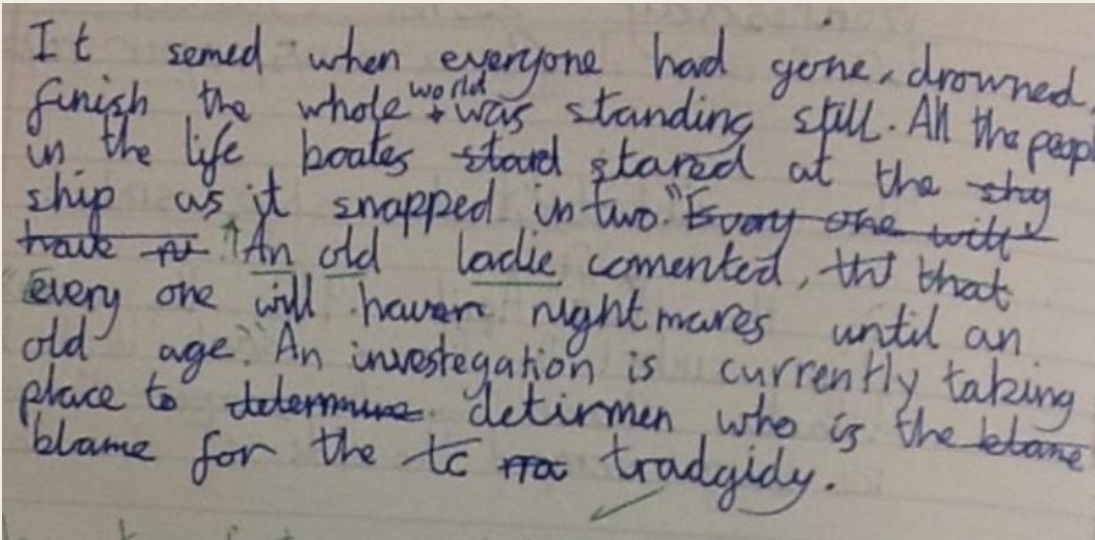


This information can be useful but is not always needed. It tends to be the least important information in the report.

For a good reorientation section:

- Give the reader the opportunity to gain additional information if they are particularly interested in the topic of the news report;
- Include links to previous news reports or useful websites;
- Include a final quote from a witness or expert that helps to sum up the story or that could hint at what might happen next.

REORIENTATION

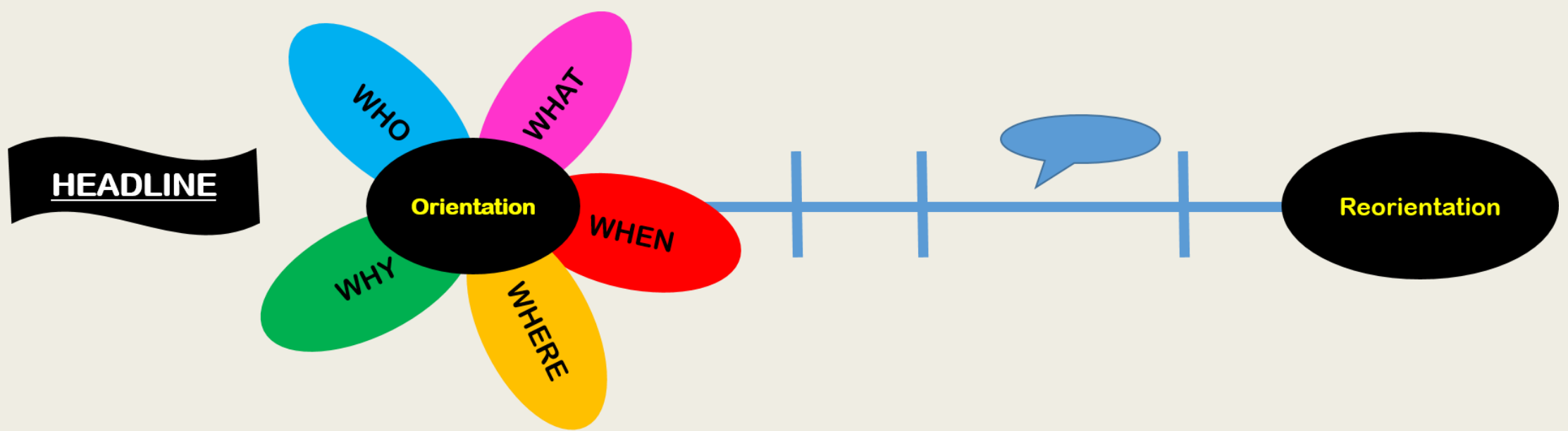


It seemed when everyone had gone, drowned, finish the whole ^{world} was standing still. All the people in the life boats stared at the ship as it snapped in two. Every one with ~~have~~ ^{an} old lady commented, that that every one will have nightmares until an old age. An investigation is currently taking place to determine ~~determine~~ who is the blame for the ~~to~~ tragedy.

The school plans to sell the garden produce to two local restaurants, beginning in early September. For more information on this fundraising plan, visit the Arkwood Primary School website (www.arkwood.sch.com).

Regardless of the reputation Jack and Jill hold in the area, many residents are outraged by the incident and feel that the health and safety of the hill needs reviewing. Councillor Wolf commented this morning that "Issues with the hill have been brought to the council before now. We are constantly reviewing our park and hill areas and I have no doubt that the hill will be seen to shortly".

What is happening now?



- **Headlines** - Bold, catchy, Capitals, Play on words.
- **Orientation** - 5 Ws, When, what, where, who, why.
- **Main Body** - More detailed explanation of event
- **Eye witness account** – statement from somebody who saw what happened.
- **Conclusion** - Can be statement of what happened again (repeat) Summing up of what happened, what may/will happen next : as result of.

FIRST NEWS SPECIAL EDITION



- Today is an opportunity to really read a newspaper and understand what the purpose and audience of a newspaper is.
- This was created by First News but is an example of what the newspaper was like during WW2.
- As you read, see if you can complete the quiz...



2

catastrophic

obliterate

demoralised

irreparable

B

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DEFINITION:

verb

destroy utterly; wipe out.

"the memory was so painful that he obliterated it from his mind"

IN A SENTENCE:

This disdainful and horrific air raid is thought to be the act of Hitler and his Nazi party in an attempt to obliterate the fighting moral of the British.

SAY IT AND FEEL THE SYLLABLES

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ROBOT IT TO THE ROOF

TWR RECALL – Parenthesis – () ,

**The Blitz was the
destruction of major
cities.**

- on September 7th 1940
- know as Black Saturday
- aerial bombardment
- to demoralize Britain and our war effort



L.O. TO GENERATE EFFECTIVE
NEWSPAPER HEADLINES.

TO RECAP OBJECTIVITY AND
SUBJECTIVITY.

TO PLAN OWN WW2 NEWSPAPER.

2

Saturday 7th September 8th 6pm

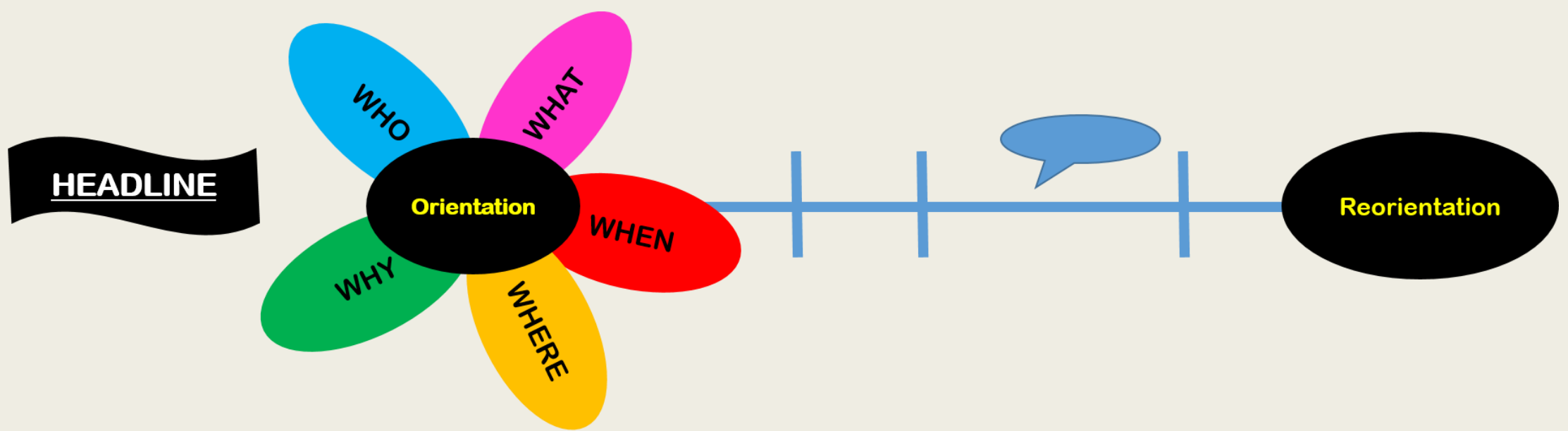
air raid siren rang for the 3rd time that night

enemy air craft sighted coming from the East

hundreds rushed to air raid shelters, Anderson shelters

whistling bombs hundreds of incendiary devices, three huge, explosive bombs
in High street

clouds of smoke, building destroyed, streets blocked with rubble



- **Headlines** - Bold, catchy, Capitals, Play on words.
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HEADLINES

3

Sleepy seamstress
sends city into
century long snooze

Boastful biscuit beaten
by fox!

Bears brekkie bagged by blonde

Witch
Halloween
costume for
you?

‘Giant not so
jolly’ jokes
Jack

Rhyme

Examples:

Green queen

Glass with class

Is Jack back?
Cracked Jack is back!
Ill Jill will survive!

Aa

Alliteration

Bb

Often using the same letter sound at the start of your words can create an interesting effect.

Example

Sending up the Stars and Stripes.

Jack and Jill
injustice!
Jumping Jack splash!

Puns

A pun = a word in a sentence that can have two meanings.

Example

Christmas shoppers **STOCKING** up.

WITCH Halloween costume is for you?

No crown for this Jack!

Jack causes a splash on hill!

Jack sees 'dead'!

Has Jack kicked the bucket?

Pail Jill goes a tumbling;!

Jack and Jill Fall Out!

Word/Letter play

Sometimes a writer will change a letter or a word in to give a double meaning.

Example:

Truck by lightning

Hot pop-erty

A hilly accident!

Subjective Language vs Objective Language

What is Subjective Language?

Subjective language is used to communicate opinion. When a writer or speaker uses subjective language, they show things in a positive or negative light. Subjective Language reflects the author's own perspective, opinions, interpretations, points of view, emotions and judgment.

Example: Spiders are scary.



What is Objective Language?

Objective language is the opposite of subjective language, as it is used to communicate facts. Objective language is based on observations and measurements, without any personal comments included.

Example: Spiders have eight legs.



3

catastrophic

obliterate

demoralised

irreparable

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D

S

DEFINITION:

verb

cause (someone) to lose confidence or hope.

"the General Strike had demoralized the trade unions"

IN A SENTENCE:

Despite how demoralised Londoners all across the city have felt by the destruction they have faced, communities have banded together to begin repairs on their city already.

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TWR RECALL – ED ING LY / Adverbials

_____ many British people felt
extremely demoralised.

_____ the people affected felt
like giving but...

_____ it was believed to be only this
night of bombing, however

3



L.O. – TO CREATE FIRST DRAFT OF NEWSPAPER.

3

Some will EVEN: Develop paragraphs that include enough relevant detail to maintain the interest of the reader. (Y6S2)

SOME will: Use a range of cohesive devices (Y6S2)

MOST will: Start sentences in different ways e.g. edingly, fronted adverbials etc. even in non-narrative writing. (Y6S1)

ALL will: Use a range of techniques in my non-fiction writing e.g. headings, topic sentences, introduction, closing paragraph. (Y5S3)

Multiple-Paragraph Outline (4 Paragraphs)



HEADLINE:	
Main Idea	Details
1) Orientation	TS _____ _____ _____ _____

2) Main Body

TS

1.

2.

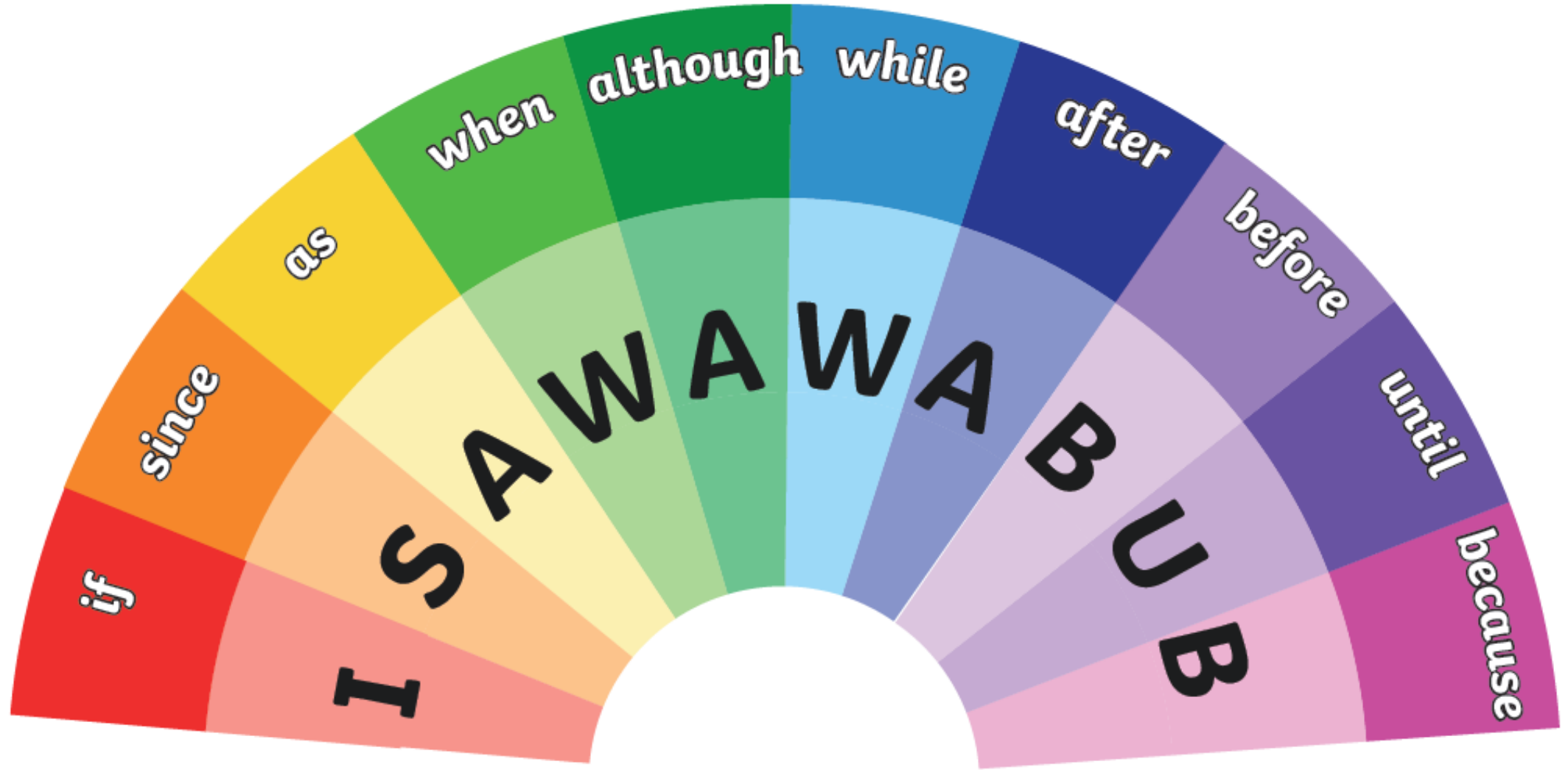
3.

CS

4)

Reorientation

CS





4

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catastrophic

obliterate

demoralised

irreparable

DEFINITION:

adjective

(of an injury or loss) impossible to rectify or repair.

"they were doing irreparable damage to my heart and lungs"

IN A SENTENCE:

Despite the huge clean up effort, many areas of London remain irreparable and act as a constant reminder of the horrific events that unfolded on a night now known as Black Saturday.

SAY IT AND FEEL THE SYLLABLES

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TWR RECALL — speech punctuation

**My house is totally ruined furniture
destroyed and my personal
belongings strewn all over it is
heartbreaking**

4

**The whole city is in chaos and we just
don't know where to start first with
repairs...**



L.O. – TO DRAFT AND EDIT OWN
WORK.

TO PUBLISH OWN NEWSPAPER.

4

Some will EVEN: Develop paragraphs that include enough relevant detail to maintain the interest of the reader. (Y6S2)

SOME will: Use a range of cohesive devices (Y6S2)

MOST will: Start sentences in different ways e.g. edingly, fronted adverbials etc. even in non-narrative writing. (Y6S1)

ALL will: Use a range of techniques in my non-fiction writing e.g. headings, topic sentences, introduction, closing paragraph. (Y5S3)