

Live Unit 2.1 *Newshounds*

About this unit:

The children are introduced to the idea of the unit: that they write their own news reports, becoming newshounds! As a class, they read and discuss a variety of news stories, looking at the big news questions and the structure of a news report to develop their skills. They practice recounting events in the past tense and using noun phrases to write captions, as well as writing questions using correct punctuation. After some teacher modelling, the children write news reports about something that has happened at school. Time is given at the end of the unit for the children to edit and proof-read their work before it is published. They then discuss whether their news stories are a success.

Spelling list:

[L AR 2.1.1 Spelling List: Newshounds](#)

Recommended grammar activities:

Revise: [Y2_04 Introducing nouns](#)

New: [Y2_08 Past and present tense](#)

Class 1 & 2

Literacy Non-Fiction Medium Term Plan – Autumn 1

Miss Endersby & Mr Jackson

	Day 1	Day 2	Day 3	Day 4	Day 5
	Comprehension 1 <i>Activate prior knowledge of school news and events</i>	Comprehension 2 <i>Ask and answer questions about a school news story</i>	Comprehension 4 <i>Use role play to develop understanding</i>	Comprehension 5 <i>Discuss and give views on news reports</i>	Comprehension 6 <i>Retell a news story</i>
	Objective				
	Make predictions; Participate in discussions and listen to others	Answer and ask questions; Explain clearly their understanding of what is read to them	Make inferences; Explain clearly their understanding of what is read to them; Use present and past tenses	Participate in discussions and listen to others	Discuss sequence of events; Start to look at non-fiction books that are structured in different ways; Use present and past tenses
	Spoken Language				
	Ask relevant questions; Build their vocabulary; Speculate, hypothesise, imagine and explore ideas	Ask relevant questions; Build their vocabulary; Give well-structured descriptions, explanations and narratives	Give well-structured descriptions, explanations and narratives; Speculate, hypothesise, imagine and explore ideas	Articulate and justify answers; Participate actively in conversations	Listen and respond appropriately; Consider and evaluate different viewpoints
	Success Criteria				
Week 1	I can make predictions; I can participate in discussions and listen to others	I can answer and ask questions; I can explain clearly my understanding of what is read to me	I can make inferences; I can explain clearly my understanding of what is read to me; I can use present and past tenses	I can participate in discussions and listen to others	I can discuss sequence of events; I can look at non-fiction books that are structured in different ways; I can use present and past

	Day 6	Day 7	Day 8	Day 9	Day 10
Week 2	<p>Sentence grammar 1: Past tense <i>Recount events in the past tense consistently</i></p>	<p>Depth focus: questions <i>Compose their own questions</i></p>	<p>Long composition: Day 1 <i>Plan a school news report about a real event</i></p>	<p>Long composition: Day 2 <i>Write a news report about a real event</i></p>	<p>Long composition: Day 3 <i>Edit and proof-read news reports</i></p>
	Objective				
	Use present and past tenses	Learn how to use sentences with different forms: statement, question, exclamation, command	Plan/say out loud what they are going to write about; Write down ideas and/or key words, including new vocabulary; Use present and past tenses	Encapsulate what they want to say, sentence by sentence; Use present and past tenses	Make simple additions, revisions and corrections to their own writing; Evaluate their writing with the teacher and other pupils; Proof-read to check for errors
	Spoken Language				
	Listen and respond appropriately; Participate actively in conversations	Ask relevant questions; Build their vocabulary; Articulate and justify answers	Ask relevant questions; Build their vocabulary; Articulate and justify answers; Participate actively in conversations	Listen and respond appropriately; Consider and evaluate different viewpoints	Articulate and justify answers; Consider and evaluate different viewpoints
	Success Criteria				
	I can use present and past tenses	I can learn how to use sentences with different forms: statement, question, exclamation, command	<p>I can plan/say out loud what I am going to write about;</p> <p>I can write down ideas and/or key words, including new vocabulary;</p> <p>I can use present and past tenses</p>	<p>I can encapsulate what I want to say, sentence by sentence;</p> <p>I can use present and past tenses</p>	<p>I can make simple additions, revisions and corrections to my own writing;</p> <p>I can evaluate my writing with the teacher & pupils;</p> <p>I can proof-read to check for errors</p>