

# WWII

Newspaper Report  
Monday

## SPaG Starter – to recognise speech

Which words are not being spoken below.

**“I really miss her,” sobbed Milly as she looked at a photo of her lost cat.**

## SPaG Starter – to recognise speech

Which of the words are not being spoken below.

“I really miss her,” sobbed Milly as  
she looked at a photo of her lost cat.

## SPaG Starter – to recognise speech

Which words and punctuation below indicate speech in the passage below.

Mr Smith asked if they knew anything about the incident in the playground.

“Sorry sir, we didn’t see what happened,” insisted the children.

The teacher was not convinced.

“Well the window didn’t break all by itself,” he muttered.

He told everyone to go back inside while they cleared up all the broken glass.

## SPaG Starter – to recognise speech

Which words and punctuation below indicate speech in the passage below.

Mr Smith **asked** if they knew anything about the incident in the playground.

**“**Sorry sir, we didn’t see what happened,**”** **insisted** the children.

The teacher was not convinced.

**“**Well the window didn’t break all by itself,**”** he **muttered**.

He **told** everyone to go back inside while they cleared up all the broken glass.

Create a map mind of everything you know  
about the Blitz



# Why were newspapers important during WW2?

With no television or internet, newspapers were the main source of information.

There were other ways to get the latest news like word to mouth or the ongoing exchange of letters between soldiers at the front and their loved ones at home.



# Writing a Newspaper Report

When you write a newspaper report, you are writing about events that have happened in real life. In our case, a bombing of a bus in London during WW2.

The newspaper report needs to sound as if the event is real and be written from a third person point of view.

It also needs to be informative and an engaging read.



# A Newspaper Report must...

Features	✓ / X
The name of the newspaper	
A headline that uses a pun, rhyme or alliteration	
A subtitle which gives a bit more information about what the report is about	
The reporter's name	
An introductory paragraph containing the 5 Ws (what, where, when, who, why)	
Information about the main events presented in chronological order	
Pictures with captions	
Written in the third person and in the past tense	
Direct and reported speech	
Formal language	
Rhetorical Questions	
A conclusion paragraph to explain what might happen next	

# The Features of a Newspaper Report

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Newspapers have a range of features that attract the reader.

Can you think of any of these features?



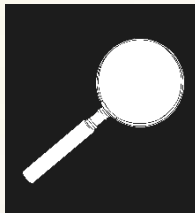
A newspaper report must include...

the name of the newspaper at the top;

**an interesting headline and sub-headline;**

an introductory paragraph that includes the five Ws;

captions for all pictures;



facts about the main events;

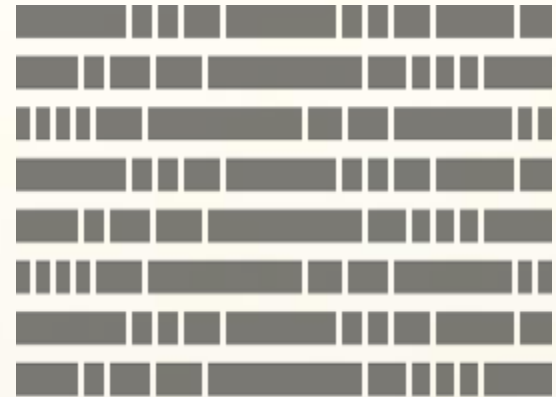
writing in the third person and past tense;

“ quotes written as direct speech; ”

a conclusion paragraph to explain what might happen next.

# HEADLINE

Newspapers use the headline to try to grab the readers attention. It might even use a pun, rhyme or alliteration. A catchy headline makes you want to read more!



# Captions and Pictures

Photos and captions will help to tell the story by giving the reader a snapshot of what has happened, where it happened or who it happened to.



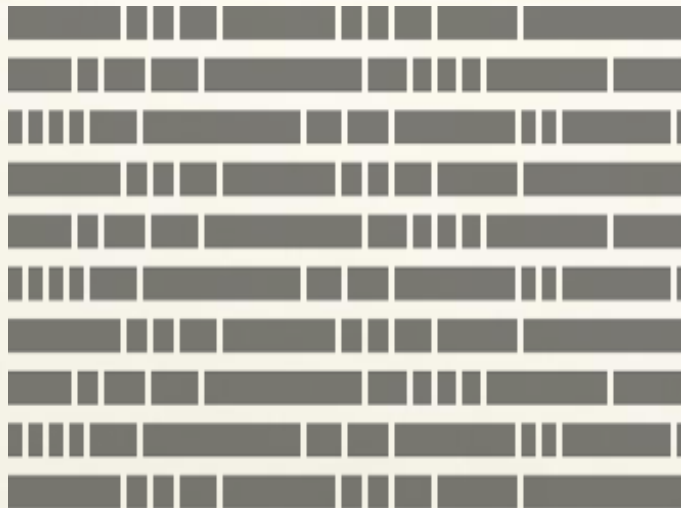
A caption explains to the reader what is happening in a picture. The caption is usually placed underneath the picture.

What do you think a report using this picture would be about?



# Facts about the Main Events

A newspaper must give information that is factually correct about the events. Opinions may be given in direct quotes but the article must consist of facts.



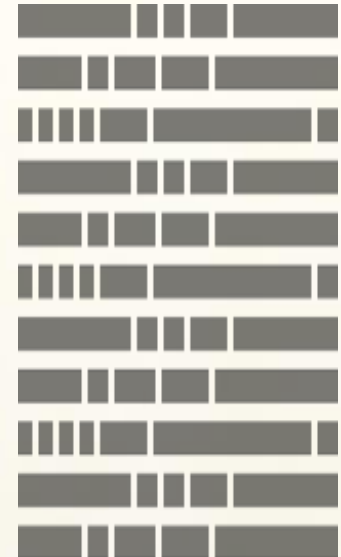
# Write in the Third Person and Past Tense

## Third Person

Write about what happened to others (e.g. he, she, they, them, it), not from your own perspective.

## Past Tense

Newspaper articles are normally an example of a recount text. They are written in the past tense as the event has already taken place.



# Quotes

Quotations tell us what has been said and who has said it. They can help to make the story credible by giving the reader the opinions of the people involved. Remember to use inverted commas!

“ [REDACTED] ”





“We were all jumping around and dancing in the living room. We never believed it could happen again,” Alisha commented.

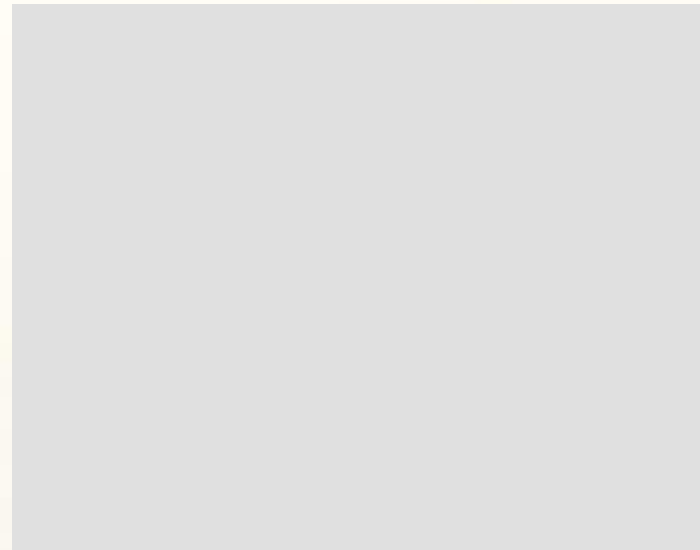
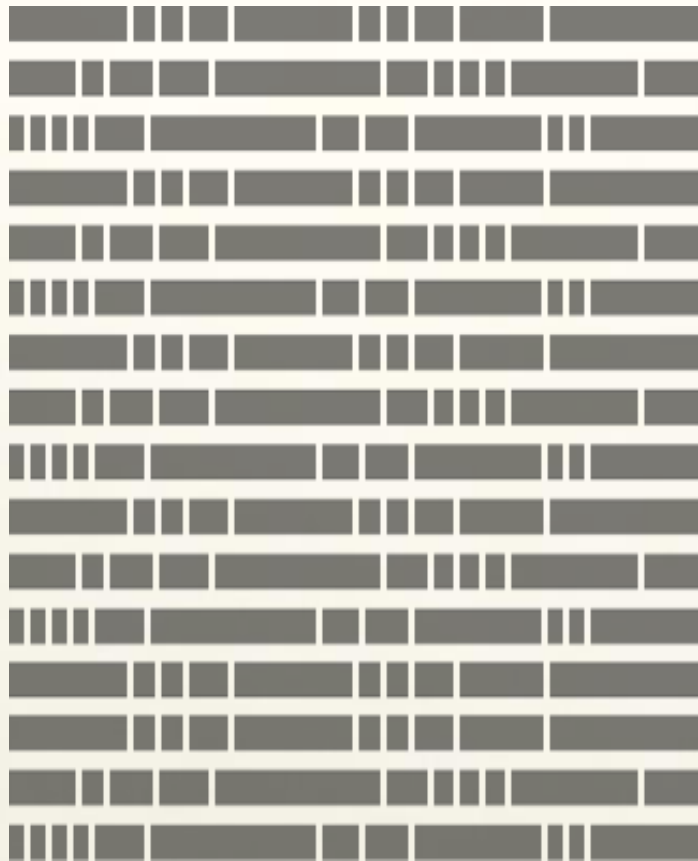
[REDACTED]

“Sally asked me to stop working because I was about to hit whatever she’d seen. I hadn’t even spotted them,” commented builder Karl Webb.

[REDACTED]

“It’s a brilliant feeling. It’s been a long road. I’m happy, but I’m relieved. It’s great to be in the history books as one of the greatest. I’m proud of myself,” he told reporters.

# Concluding Paragraph



A concluding paragraph is often used to tell the reader what might happen next.

What do you think might happen next in this report about some very lucky lottery winners?



## LUCKY LOTTERY WINNERS...

## LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay

The two winners have exclusively revealed that they'll be donating £600 000 of their win to local, national and international charities. 'They need the money more than we do,' stated Mrs Mills, 'we'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?'

## THE GRANGE TIMES

### ROMAN COIN SURPRISE FOR MRS SHIP

Reported by Owen Butcher, Media Correspondent, Glastonbury

**Nine Roman coins have been discovered in the Somerset garden of School Teacher Mrs Ship and are now to be put on public display.**

It was last year when Sally Ship, a 46-year-old secondary school art teacher from Somerset, decided to have an extension built on her home. 'We'd outgrown our house but couldn't find another one as nice,' she explained. 'Instead of moving, we decided to extend.' The builders began work in March 2014 and a few days later, Sally made a truly incredible find. 'I remember watching the builders dig up my lawn. As I was giving out their cups of coffee, I noticed something in the hole they were digging; I had a feeling it was something special.'

'Sally asked me to stop working because I was about to disturb whatever she'd seen. I hadn't even spotted them,' commented builder Karl Webb. 'Finding treasure is a first for me!' Mrs Ship told reporters how Karl had helped her climb into the hole to have a closer look. 'I noticed another one and then another one,' she added. 'I was shaking. I knew this was something important so I immediately reported the find and told the builders they could go home until I'd found out what it was. I slept in the garden all night, guarding what I believed to be something very precious. My daughter thought I was crazy!'

'I have to be honest, I thought they were some old, worthless bits of metal. When Mum said she was camping outside to guard her find, I thought she was totally overreacting,' commented 18-year-old Jenny Ship. 'Mum and I love watching archaeology programmes. To think we had a little piece of

history in our garden, well, it's unbelievable really.' Sally and Jenny have recently discovered that the nine coins are Roman and a mixture of bronze and silver. 'Mum and I were excited to find out that the coins were really old. It gets you thinking about why they were there. Had they been dropped by accident? What had they bought?'

Mrs Ship explained that since her fantastic find, she has joined a local metal detectors group. 'It's great fun! After all, you never know what you're going to find.'

Further excavations took place at Mrs Ship's property but no other finds were made. It is yet to be decided where the coins will be put on public display.



The treasure was discovered in a garden in Somerset

What features do you need to remember to include in your newspaper report?

Take a look at this example, how many features can you find?





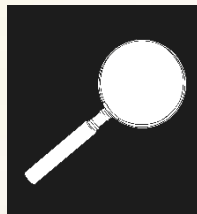
Use this checklist to help you label the features in the newspaper report:

name of the newspaper at the top

## an interesting headline and sub-headline?

an introductory paragraph that includes the five Ws

captions and pictures



includes facts about the main events

written in the third person and past tense

“ quotes written as direct speech ”

finishing with a conclusion paragraph to explain what might happen next.

# THE GRANGE TIMES

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history in our garden, well, it's unbelievable really.' Sally and Jenny have recently discovered that the nine coins are Roman and a mixture of bronze and silver. 'Mum and I were excited to find out that the coins were really old. It gets you thinking about why they were there. Had they been dropped by accident? What had they bought?'

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The treasure was discovered in a garden in Somerset.

FEATURE 1

FEATURE 2

FEATURE 3

FEATURE 4

FEATURE 5

FEATURE 6

FEATURE 7

FEATURE 8

# WWII

Newspaper Report  
Tuesday

## SPaG Starter – to punctuate using inverted commas

Punctuate this passage using inverted commas.

Where have you been? asked the man as I walked into the room. Pick up that box and deliver it to the address written on the top.

He obviously thought I was somebody else, but I wasn't going to correct him. I grabbed the box and hurried outside. Perhaps this address would be the one where Eric was being held prisoner. The police had told me not to interfere in their investigation, but I had to find my best friend. I sprinted to the new address. I heard a familiar voice coming from inside.

Eric! I croaked.



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“Eric!” I croaked.

## Lesson 2 - LO plan a newspaper report.

You will be writing a diary entry in role using the following success criteria:

- Name of the newspaper
- Headline using a pun, rhyme or alliteration
- By-line of reporter's name and location
- Introductory paragraph containing the 3 W's (what, where, when, who, why)
- Past tense
- Third person
- Chronological order
- Pictures with captions
- Direct and reported speech

Look at the example.

# Features of a Newspaper Report

Features	✓ / X
The name of the newspaper	
A headline that uses a pun, rhyme or alliteration	
A subtitle which gives a bit more information about what the report is about	
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# The Blitz

The 'Blitz' – from the German term Blitzkrieg ('lightning war') – was the sustained campaign of aerial bombing attacks on British towns and cities carried out by the Luftwaffe (German Air Force) from September 1940 until May 1941. Over a period of nine months, over 43,500 civilians were killed in the raids, which focused on major cities and industrial centres.

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# The Blitz

Two German bombers fly over south-east London on the first day of the Blitz, 7 September 1940.



IWM



# The Blitz

St Paul's Cathedral – a bomb crashed through the floor and exploded into the crypt.

# The Blitz



Buildings in Manchester burn after an air raid  
on the night of 23 December 1940.



# The Blitz



One badly damaged house still stands amidst the piles of timber and rubble following an air raid on Queen's Road, Aston, Birmingham, on 11 December 1940.

# The Blitz

Civilians take shelter in Elephant and Castle Underground Station in south London during an air raid in November 1940.

# The Blitz




Mannequins litter the pavement outside the John Lewis department store on London's Oxford Street after an air raid in September 1940.



# The Blitz



## Newspaper Planning For The Blitz and the bus

Parts	Tips	Include:
<b>Headline /Caption</b> 	In capital letters, big and bold. 7 words or less main point, alliteration or word play. Caption clear and concise	
<b>By Line</b>	Your name, the location	29 <sup>th</sup> December, 1940, Oxford Circus
<b>Lead Paragraph</b>	Include all the Ws (Who? What? Where? When? Why? - and maybe a How?) in no more than three sentences.	Who? What? Where? When? Why?
<b>Body and Sources</b>	1. Give more details about each one of the Ws 2. Write short paragraphs 3. Present the information in a factual and fair way. Include the names of the witnesses	
<b>Summary Paragraph</b>	Explain what is happening now about the issues and what may happen in the future	

# Headline ideas...

Bus Bombed

Blitz Bus Blast


London Blitzed!

London's Day of Terror

Bloodied But Unbeaten

London Attacks Kill 37

## Newspaper Planning For The Blitz and the bus

<p><b>Parts</b></p> <p><b>Headline /Caption</b></p> 	<p><b>Tips</b></p> <p>In capital letters, big and bold. 7 words or less main point, alliteration or word play. Caption clear and concise</p>	<p><b>Include:</b></p> <p><b>LONDON BLITZED!</b> <b>BLITZED BUS BLOWS!</b> <b>BOMBED BUT UNBEATEN</b></p>
<p><b>By Line</b></p> <p><b>Lead Paragraph</b></p>	<p>Your name, the location</p> <p>Include all the Ws (Who? What? Where? When? Why? - and maybe a How?) in no more than three sentences.</p>	<p><b>29<sup>th</sup> December</b>, 1940, Oxford Circus</p> <p>Who? What? Where? When? Why?</p>
<p><b>Body and Sources</b></p>	<p>1. Give more details about each one of the Ws 2. Write short paragraphs 3. Present the information in a factual and fair way. Include the names of the witnesses</p>	
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# Lead Paragraph

**What** happened?

Luftwaffe squadron droned above when suddenly....  
Luckily no 3 bus was just missed, however it....

**Where** did it happen?

On the corner of ..... and .....  
Near the main exit of ....

**When** did it happen?

At precisely ..... on .....  
It was dark, the moon hung ominously in the sky...

**Why** did it happen?


The Blitz  
It was the fifth night of constant bombings  
It was a clear sky, perfect for....

**Who** did it happen to?  
**Who** witnessed it?

Write down a quote from the eye witness adding  
who they were (name, age, job...)



## Newspaper Planning For The Blitz and the bus

Parts	Tips	Include:
<b>Headline /Caption</b> 	In capital letters, big and bold. 7 words or less main point, alliteration or word play. Caption clear and concise	<b>LONDON BLITZED!</b> <b>BLITZED BUS BLOWS!</b> <b>BOMBED BUT UNBEATEN</b>
<b>By Line</b>	Your name, the location	28th December 1940, Oxford Circus
<b>Lead Paragraph</b>	Include all the Ws (Who? What? Where? When? Why? - and maybe a How?) in no more than three sentences.	What? <b>Bus bombed</b> Where? <b>in London- Oxford Circus</b> When? <b>Yesterday, 28<sup>th</sup> December 1940</b> Why? <b>Devastating London -banks</b> Who? <b>London Transport; witness: Doreen Black, typist, Shepherd's Bush</b>
<b>Body and Sources</b>	1. Give more details about each one of the Ws 2. Write short paragraphs 3. Present the information in a factual and fair way. Include the names of the witnesses	
<b>Summary Paragraph</b>	Explain what is happening now about the issues and what may happen in the future	

# Body section

At 15 Trensedale Street, Cowden, one gentleman reported that bombs had landed on either side of his home simultaneously, not more than 20 metres away. He commented, “It was a miracle that my wife and I weren’t killed. We moved not one jot from our Morrison shelter until the all clear sirens sounded this morning. The sounds were enough to make you feel your life was soon to be over.”


Having quotes from witnesses or experts will make your report more credible and interesting.

Be sure to use correct punctuation for quotes!

For a good body section, you need to:

- Add more information and detail to your lead paragraph;
- Include background information, evidence, facts and quotes from people involved in or connected to the event/story;
- Continue to write in order of importance, putting the most important information in the first few paragraphs of the body section.

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<b>Body and Sources</b>	1. Give more details about each one of the Ws 2. Write short paragraphs 3. Present the information in a factual and fair way. Include the names of the witnesses	<b>This event is... (DIRECT SPEECH)</b>  from two witnesses: Doreen Black: "I ran for the bus but I missed it, thank goodness, else I would be a <u>gonna!</u> " Elsie Tanner: " We had just been evacuated of the bus by the warden, 30 seconds later and we would all be dead, children and all!"
<b>Summary Paragraph</b>	Explain what is happening now about the issues and what may happen in the future	

# Summary paragraph

Prime Minister Winston Churchill is reported to be planning a visit to the city, to survey the wreckage, as soon as possible. However, as the smoke clears today, the residents of this confounded city can only wait to see if another wave of fighter planes are on their way. They plead for Hitler's mercy and an end to this war.


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



For a good tail 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.

## Newspaper Planning For The Blitz and the bus

Parts	Tips	Include:
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Written in the third person and in the past tense	
Direct and reported speech	
Formal language	
Rhetorical Questions	
A conclusion paragraph to explain what might happen next	

# WWII

Newspaper Report  
Wednesday

## SPaG Starter – to recognise active and passive voice

Milo grabbed the bread.

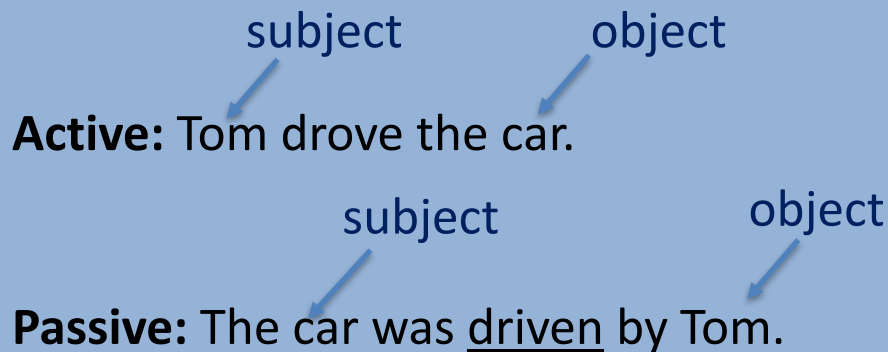
**Subject:** Who we are talking about in the sentence. For example, Milo is who we are talking about.

**Verb:** The 'doing word' of the sentence, which tells you what the subject is up to. For example 'grabbed'.

**Object:** This is the thing the verb is working on. In this case, the bread.

# SPaG Starter – to recognise active and passive voice

In a **passive** sentence, the 'thing' that would normally be the object is turned into the subject by the passive use of the verb



Passive sentences use an **auxiliary verb** and followed by a **past participle verb** form.

# SPaG Starter – to recognise active and passive voice

Think about whether these sentences are written in the **active** or **passive** voice.

The bombs were dropped by the Luftwaffe.

Dad drew pictures of the wreckages.

The car was driven by the Prime Minister.

Bread was baked by all the women in the street.



# SPaG Starter – to recognise active and passive voice

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## Lesson 3 - LO to write a newspaper report


Read through your plan and check you have included everything in the check list.

If you haven't, update your plan to include it before you start writing.


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## Newspaper Planning For The Blitz and the bus

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<b>By Line</b>	Your name, the location	29 <sup>th</sup> December, 1940, Oxford Circus
<b>Lead Paragraph</b>	Include all the Ws (Who? What? Where? When? Why? - and maybe a How?) in no more than three sentences.	Who? What? Where? When? Why?
<b>Body and Sources</b>	1. Give more details about each one of the Ws 2. Write short paragraphs 3. Present the information in a factual and fair way. Include the names of the witnesses	
<b>Summary Paragraph</b>	Explain what is happening now about the issues and what may happen in the future	

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# CATASTROPHE IN COVENTRY

November 15<sup>TH</sup> 1940

By Lauren Fincham, War Correspondent

Last night, the Luftwaffe launched an unprecedented assault on Coventry. At 9.10pm, as the air raid sirens echoed across the city, the first explosions occurred.

As the lightning war broke out, eyewitnesses reported that a cloud of German bombers filled the sky, dropping incendiary bombs like rain. They hit the ground with their curious and distinctive sound and then erupted in a sizzle of bluish-white flame. The sky, already clear from the full moon, was painted red as the streets filled with mass hysteria.

Bombs fell for most of the night, as an estimated 500 German planes bombarded the city. Fire then consumed those buildings, which the bombs were yet to devour. It is estimated that the German bombers have claimed over 500 lives and destroyed more than 2,000 houses. This is despite government assistance in providing public and private shelters.

Courageous fire fighters and members of the public alike, battled bravely against the flames. However, craters in the street left fire engine unable to reach the largest fires.

It is thought that Adolf Hitler had long ago chosen Coventry as a target for bombing, due to its status as a hub of industry and engineering. At least 100 factories have been destroyed, halting production of essential supplies, including armoured vehicles for the front line.

At 15 Transdale Street, Cowden, one gentleman reported that bombs had landed on either side of his home simultaneously, not more than 20 metres away. He commented, "It was a miracle that my wife and I weren't killed. We moved not one jot from our Morrison shelter until the all clear sirens sounded this morning. The sounds were

enough to make you feel your life was soon to be over."

Daniel Johnson, who spent most of the night in a community Anderson Shelter, told us "When I returned to my bedroom the windows were smashed and my bed was covered in large shards of glass. When I looked out the kitchen window, I saw an unexploded bomb just lying in the garden. I didn't know what to do!"



*Coventry Cathedral bombed beyond repair.*

Devastatingly, Coventry Cathedral was badly hit just before midnight. This beautiful and historical building, known as the bright beacon of the city, is now a shell of its former self. This is a real blow for the people of Coventry who have suffered so much in the last 24 hours.

Despite the worst attack so far, local people have been working together to clean the city this morning and keep people's spirits up. Old and young are pulling together to contribute to the war effort.

Prime Minister Winston Churchill is reported to be planning a visit to the city, to survey the wreckage, as soon as possible. However, as the smoke clears today, the residents of this confounded city can only wait to see if another wave of fighter planes are on their way. They plead for Hitler's mercy and an end to this war.

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## Lesson 4 - LO to finish writing your newspaper report.

Success criteria:

- Name of the newspaper
- Headline using a pun, rhyme or alliteration
- By-line of reporter's name and location
- Introductory paragraph containing the 3 W's (what, where, when, who, why)
- Past tense
- Third person
- Chronological order
- Pictures with captions
- Direct and reported speech

## SPaG Starter – to use active and passive voice

# Example



# Features of a Newspaper Report

Features	✓ / X
The name of the newspaper	
A headline that uses a pun, rhyme or alliteration	
A subtitle which gives a bit more information about what the report is about	
The reporter's name	
An introductory paragraph containing the 5 Ws (what, where, when, who, why)	
Information about the main events presented in chronological order	
Pictures with captions	
Written in the third person and in the past tense	
Direct and reported speech	
Formal language	
Rhetorical Questions	
A conclusion paragraph to explain what might happen next	

# Newspaper Writing Checklist

## Did I...

write the name of the newspaper at the top?

☐

create an interesting headline and sub-headline?

☐

start with an introductory paragraph that includes the five Ws?

☐

add captions to all pictures?

☐

include facts about the main events?

☐

write in the third person and past tense?

☐

use quotes written as direct speech?

☐

finish with a conclusion paragraph to explain what might happen next?

☐