

Espresso News: Lesson ideas for Key Stage 1

Duration: 20 to 60 mins

Learning activities are modular to support flexible timetabling. There is a series of learning activities to choose from following the starter, which could be used as a short activity itself.

Curriculum objectives

Spoken language

Listen and respond appropriately to adults and their peers

Maintain attention and participate actively in collaborative conversations

Speak audibly and fluently with an increasing command of Standard English

Consider and evaluate different viewpoints, attending to and building on the contributions of others

Y1 Reading comprehension

Listening to and discussing a wide range of ... non-fiction at a level beyond which they can read for themselves

Link what they read or hear read to their own experiences

Participate in discussion about what is read to them, taking turns and listening to what others have to say

Y2 Reading comprehension

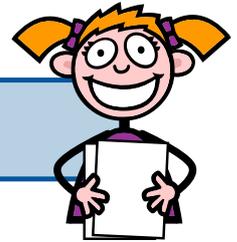
Listening to, discussing and expressing views about a wide range of ... non-fiction at a level beyond which they can read independently

Participate in discussion about books ... and other works that are read to them... taking turns and listening to what others have to say

Explain and discuss their understanding of books ... and other material, both those that they listen to and those that they read for themselves

Child-friendly outcome(s)

- Use news reports to find out about the world around them
- Listen to and observe news reports with growing attention to detail (using written transcripts to support when ready)
- Talk with others about what they see/hear and read in the news
- Draw out facts and begin to notice opinions made in reports
- Be able to give reasons for the thoughts and opinions they have formed, using details from a given news story
- Imitate the spoken style of a news report to inform their own mini-presentations



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Resources on Espresso

Depending on your access to Espresso, not all the resources listed below may be available to you.

Subscribers

[News Bites](#)

[Weekly News](#)

Non-subscribers

[News Bites \(Free for a limited time\)](#)

[Free Trial](#)

The following activities may be used in isolation as mini-lessons, or in combination as a full or extended lesson.

Starter: See and hear

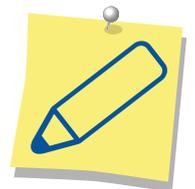
Depending on age (adjusting to developing attention span), the following starter may work best with just one story from News Bites, or a short section from Weekly News.



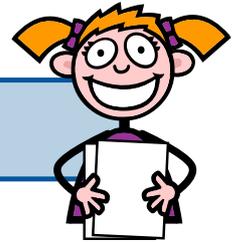
- Watch News Bites or Weekly News **without sound**. Kick off a discussion in pairs or as a whole class speculating about what the content of the story might be: "What might it be about?"
- In pairs, have children try to recall headlines; make a note of them (or have pairs do this themselves, when they are ready)
- Now play the audio **without pictures**; ask the children what they learnt and what they can recall.
- Watch the bulletin/clip again, this time with both sound and video. Lead a whole-class discussion about new learning/realisations from this third encounter.

Learning activity 1: The five Ws

(This activity uses a single story within a news broadcast.)



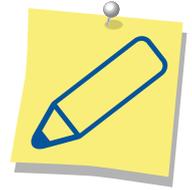
- Select one of the news stories. This could be via a class vote on the most fascinating report in News Bites; it may be all or a section of Weekly News.
- Re-watch that story.
- Give children a template that shows the 5 Ws as headings (What? Where? When? Who? Why?). A hand-based proforma with one W per finger can work well here. With younger children, a single template at the front of the room may work best to start with.
- Through paired and whole-class discussion, children agree on as many of the 5 Ws as they can figure out. (Over time, move from adult- to child-recording of these.)
- Re-watch the single news story or clip to fill in missing Ws. Multiple re-watches may be necessary. Were there any Ws missing from the report? Are there disagreements or variations in children's responses?
- Give children the opportunity to add further W-questions to the news report.



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Learning activity 2: Freeze!

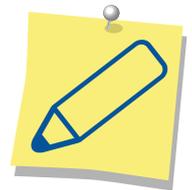
- Allocate different news stories from the same bulletin to small groups of children (2-4) without revealing which story each group has been given.
- Give each group time to watch, re-watch and discuss the key content of their story.
- Each group must assemble a freeze frame (a still tableau created using their bodies) that summarises their story.
- Select groups to present their tableau to the rest of the class: can they work out which story it is representing?
- Discuss which stories in this bulletin were easier/harder to convey as a freeze frame?



Learning activity 3: Fact or opinion?

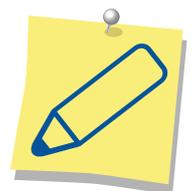
If using News Bites, select one story; if Weekly News, use either the entire feature, or a section from it.

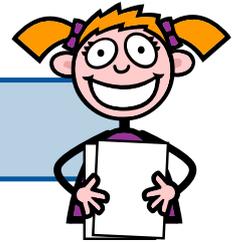
- Explain the difference between facts and opinions with examples, e.g. 'It is raining'; 'Rainy days are horrible'. 'Dogs have four legs'; 'Owners should always keep dogs on a lead'.
- Encourage children to generate facts and opinions about the current subject matter, e.g. Fact: The Twits is about two silly grown-ups who are horrible to each other; Opinion: It is hilarious. Fact: Spiders spin a web to catch insects to eat; Opinion: they are frightening.
- Watch and listen carefully to the chosen news video.
- Watch again and recall or note at least one certain **fact**.
- Watch a third time. Prompt the children to listen like detectives to try to spot an **opinion**.
- (There may not be any opinions, and if there are, they are likely to be within an eye-witness statement or expert interview within the article. Regard this as an ongoing project.)
- Lead a discussion on why it is important that we can tell facts and opinions apart. Be clear that facts are checkable (We can count the legs on a dog/look at the weather) and also that the development of our own opinions is very important (We might enjoy a rainy day/dislike The Twits).
- If/when they are ready, encourage reflection on why facts in news are so important.



Learning activity 4: Making the headlines

- Note the on-screen headlines from a News Bites broadcast, together or in pairs.
- Lead a discussion on the first headline: why have those words been chosen for that story?
- Lead shared writing of an alternative headline for that story.
- Watch the second story. Begin the shared composition of an alternative headline, then have the children work in pairs to finish it off, orally or on mini-whiteboards.
- Watch the third story, and challenge children to try to compose a new headline for it, orally or on mini-whiteboards.
- Select children to share headlines with the rest of the class. Encourage evaluation. (This activity can work particularly well as a follow-on from activity 4: Freeze!)



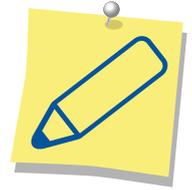


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Learning activity 5: Fake facts

- Select a news story to watch/re-watch. Present the children with two facts and one fake fact (pre-composed; try to make it sound fairly believable!). Be clear that facts are checkable!
- In pairs, children try to decide which is the fake fact.
Over time and with experience, give children the opportunity to try to compose their own fake fact to mix in with real facts (this is likely to be a challenge/differentiation task). Children who do this may test them out on the class: can they spot the fake?

Extension: Lead discussion around the importance of trying to spot 'fake facts' in the news.

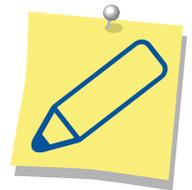


Learning activities using transcripts

These activities are more suitable to older KS1 children.

Sentence-seekers

- Re-watch part of the Weekly News and have the children physically punctuate sentences, e.g. hand-on-head for a CAPital letter; fist up for a full-stop. (This is likely to challenge children to begin with, and will improve gradually with practice.)
- Watch the clip again, this time with the transcript shown alongside, and repeat the physical punctuation. Reflect together on how/if it helped.
- Distribute print-outs of the transcript and have children highlight alternate sentences, underlining capitals and stops.
- Ask pairs to practise reading from the transcript, taking turns with alternating sentences.
- **Extension:** note and physically punctuate proper nouns.

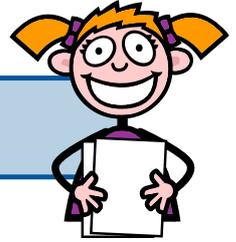


Time-traveller (verb tenses)

- Watch some or all of the Weekly News and have the children use hand signals to indicate when the present or past tense is used by the presenter.
- Distribute the transcript and have children highlight or underline examples of the past and present tenses. Be clear that these will take a variety of forms (e.g. past and present progressive). Don't expect children to name these, but ensure they can sense whether they are past, present or future.
- Select examples from the transcript and have children explain why that tense is used.

News presenter!

- After rehearsal time, have individuals or pairs perform parts of the transcript in the style of presenters, as the appropriate section of muted video plays.
- Challenge children to perform some small sections from memory, without looking at the transcript.



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Plenaries

Fact swap

- Children individually decide on their favourite fact from the news today. They stand up and move to speak to someone they haven't spoken to in this lesson, and exchange and discuss their 'favourite facts'.
- This may be repeated multiple times.



Reflections

Use one or more of the following for discussion and/or written response.

- The bit of today's news that really got me interested was...
- I was fascinated/surprised/pleased/happy/troubled/saddened/disappointed to learn about...
- Today's news story has changed my mind because...
- It's dawned on me that...
- What I found easy/tricky to spot was...
- A connection I have made between today's news and what I know already is...