

## Espresso News: Lesson ideas for Key Stage 2

### Duration: 20 to 60 mins

Learning activities are modular to support flexible timetabling. There is a series of separate 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

#### Y3/4 Reading comprehension

- Retrieve and record information from non-fiction
- Identify main ideas drawn from more than one paragraph and summarise these

#### Y5/6 Reading comprehension

- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Provide reasoned justifications for their views

### Child-friendly outcome(s)

- Use news reports to find out about the world around them
- Listen to, observe and read news reports with greater attention to detail
- Talk with others about what they see/hear and read in the news
- Learn to notice and draw out facts, opinions and claims made in reports
- Be able to give reasons for the thoughts and opinions they have formed, using details from a given news story
- Summarise information presented in a report orally or in writing
- Imitate the spoken style of a news report to inform their own presentations and written news

### Resources on Espresso

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

#### Subscribers

[News Bites](#)

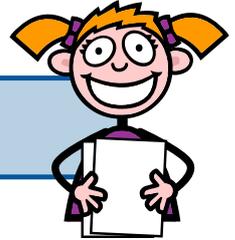
[Weekly News](#)

[Daily News](#)

#### Non-subscribers

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

[Free Trial](#)



## Espresso News: Lesson ideas for Key Stage 2

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

### Starter: See and hear

- Watch News Bites, Daily News 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 each news story be about?'
- Encourage children to identify all the visual information they can see, including any written headlines that appear on screen.
- In pairs, have children try to recall and note down the headlines.
- If necessary, re-watch silently again to confirm headlines.
- Watch the bulletin again, this time with sound. Facilitate paired and whole-class discussion on how children's speculations compare with the actual news story presented.

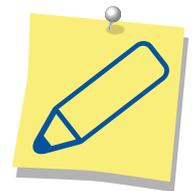


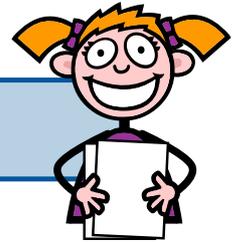
Also try this activity audio-only to begin with, then reveal the visuals.

### 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.
- 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.
- In pairs, children through discussion agree and note down the words, phrases or statements to answer as many of the 5 Ws as they can.
- Re-watch the single news story to allow for gap-filling. Multiple re-watches may be necessary. You may 'snow-ball' pairs of children (i.e. bring pairs of children together to confirm and fill gaps). Were there any Ws missing from the report? Why might this be? Are there disagreements or variations in children's responses? Could each of the varied responses be true?
- Give children the opportunity to adapt their written responses on the basis of what they have learnt from discussion/reflection.





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### Learning activity 2: Fact or opinion?

If using News Bites, select one story; if using Daily or Weekly News, use the entire feature.

- Watch and listen carefully to the chosen news video.
- Watch again and note at least one certain fact.
- Watch a third time. Try to find an opinion (there may not be any, and if there are, they are likely to be within an eye-witness statement or expert interview).
- Also note claims, such as, 'There is concern that...', '...have been linked to...' This is challenging and may have to be modelled several times; it may also be used as extension for the children who are most ready for this level of analysis.
- Children may record as follows:

According to the report, we know for sure that...  
There is the belief that...  
It is also claimed that...

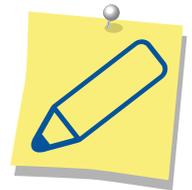


### Learning activity 3: Fake facts

- Select a different news story to re-watch. In pairs or threes, children record three facts and compose one fake fact that sounds as though it could be true (this is likely to require teacher modelling at first).
- Choose pairs (this could be done at random) to present their four 'facts.' The rest of the class must jot down what they think is the fake fact. Tackle any disagreements by re-watching.

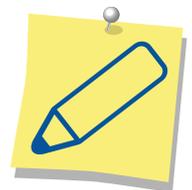
#### Extension:

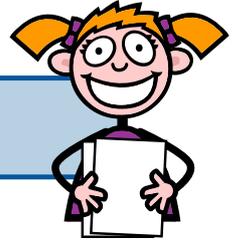
Facilitate a discussion around how 'fake facts' could appear in some unreliable news sources and how and why they may have come to be there.



### Learning activity 4: Freeze!

- Allocate different news stories 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.
- Challenge children to try to represent inanimate objects as part of the freeze, as appropriate.
- Select groups to present their tableau: can the rest of the class work out which story it is representing? (How well have they managed any inanimate objects?)
- Discuss which stories in this bulletin were easier/harder to make as a freeze frame?

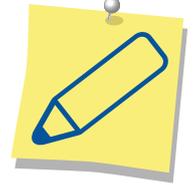




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### Learning activity 5: Making the headlines

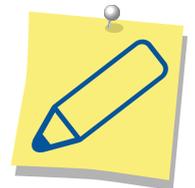
- Share examples of newspaper headlines, exploring what makes them distinctive from book titles. You could use some from the [Newspapers module](#).
- Allocate different news stories to pairs or trios of children.
- Children must compose a different headline than the one presented on-screen for their story.
- Select pairs/trios to present their headline; they must be able to explain why their headline works as well as the original.
- Engage the rest of the class in evaluating the effectiveness of new headlines created.



### Learning activities using transcripts

#### Sentence-seekers

- Watch the Weekly News and have the children clap whenever they sense that the presenter has changed paragraph. (You may need to explain that the main reasons for paragraph shifts are changes in place, time, subject, viewpoint and speaker.)
- Distribute the transcript and explain that it is organised in separate sentences to make it easier for the presenter to read.
- Have children indicate paragraph breaks on the transcript, using notation or by cutting and rearranging the sentences.

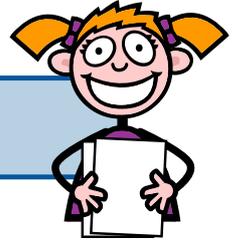


#### Time-traveller (verb tenses)

- Watch the Weekly News and have the children use hand signals to indicate when the present or future tense is used by the presenter. (The past tense is used most often and so there is no need to indicate it.)
- Distribute the transcript and have children highlight or underline examples of the present and future tenses. Be clear that these will take a variety of forms (e.g. present progressive, future perfect). 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.
- Consider videoing these and allow children to review and improve their performances.



## Espresso News: Lesson ideas for Key Stage 2

### 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 aspect of today's news that really stoked my curiosity was...
- I was fascinated/surprised/pleased/happy/troubled/saddened/disappointed to learn about...
- Today's news story has changed/confirmed my thinking by...
- 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...
- I have learnt that verb tenses used in news reports...
- Being an effective news presenter requires...