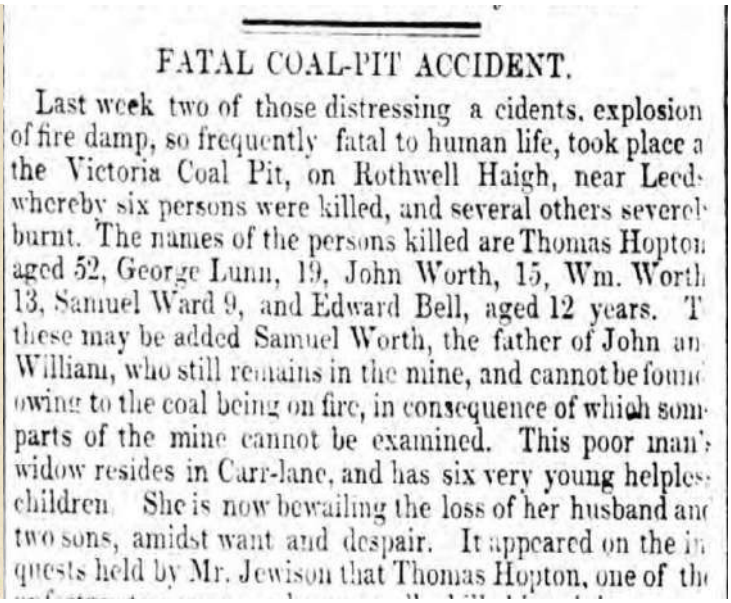
Wk. 15.06.20 Year 6 English 2

SHQ: How do we write a newspaper article? / How do we write a non-chronological report?



FATAL COAL-PIT ACCIDENT.

Last week two of those distressing a cidents, explosion of fire damp, so frequently fatal to human life, took place a the Victoria Coal Pit, on Rothwell Haigh, near Leed whereby six persons were killed, and several others severel burnt. The names of the persons killed are Thomas Hopton aged 52, George Lunn, 19, John Worth, 15, Wm. Worth 13, Samuel Ward 9, and Edward Bell, aged 12 years. T these may be added Samuel Worth, the father of John an William, who still remains in the mine, and cannot be foun owing to the coal being on fire, in consequence of which som parts of the mine cannot be examined. This poor man's widow resides in Carr-lane, and has six very young helples children She is now bewailing the loss of her husband an two sons, amidst want and despair. It appeared on the in quests held by Mr. Jewison that Thomas Hopton, one of th

In Worksheet 1 we looked at the lives of Dr. Barnardo and Lord Shaftesbury who were pioneers in improving the plight of young children in Victorian Britain.

We have already considered how to write a newspaper report and a non-chronological report in previous worksheet tasks. If you need to refresh your memory about their features, you could look back on those materials.

Choose either Thomas Barnardo or Lord Shaftesbury to focus on and decide which text type you would prefer to create. For example, you could write about the opening of Barnardo's first Ragged School. Or, you could write a non-chronological report about Lord Shaftesbury's achievements in parliament.

To begin with, it would be a good idea to sketch out a brief line plan with the paragraphs you would like to create. In the non-chronological report, you might want to draft a layout if you want to include pictures.

A newspaper template is included below should you wish to use it.

Writing checklist

Working towards the expected standard		
• using paragraphs to organise ideas		
• describing settings and characters		
• using some cohesive devices* within and across sentences and paragraphs		
• using different verb forms mostly accurately		
• using co-ordinating and subordinating conjunctions		
• using mostly correctly:	capital letters	
	full stops	
	question marks	
	exclamation marks	
	commas for lists	
	apostrophes for contraction	
• spelling most words correctly* (year 3 and 4)		
• spelling some words correctly* (year 5 and 6)		
• producing legible joined handwriting		

Working at the expected standard		
• creating atmosphere, and integrating dialogue to convey character and advance the action		
• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly		
• using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs sentences and paragraphs		
• using passive and modal verbs mostly appropriately		
• using a wide range of clause structures, sometimes varying their position within the sentence		
• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision		
• using mostly correctly:	inverted commas	
	commas for clarity	
	punctuation for parenthesis	
• making some correct use of:	semi-colons	
	dashes	
	colons	
	hyphens	
• spelling most words correctly* (year 5 and 6)		
• maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.		

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