voice 21

Oracy Challenge

# NEWS REPORT

About this challenge

In this challenge, your students will take on the role of a newsreader, talking mainly to inform but also to analyse. As a form of presentational talk, students will need to consider how they adjust their language, content and manner to the needs of their audience. Students should think about the content and structure of their news report as well as vocabulary choices, levels of formality and how they will connect with their audience. When it comes to presenting their news report, you may choose for students to record their news report or perhaps present it in front of a live audience.

We have included links to sample activities and resources that can be used with both younger and older students. You should feel free to adapt these ideas to suit the needs of your students.

Oracy skills

This challenge will help your students develop the following skills:

Oracy skills		
Physical		— To consider gestures and facial expression when addressing sensitive material to an audience — To deliberately vary tone of voice to convey meaning e.g. sadness, excitement, hope — To project voice to an audience
Cognitive		— To structure presentational talk effectively — To summarise key information
Linguistic		— To choose and use an appropriate register and level of formality — To use accessible yet specific (when necessary) language — To use a range of rhetorical devices for deliberate effect — To use transition words and phrases such as first, next, finally
Social & Emotional		— To speak with confidence and authority — To have audience awareness, especially with sensitive issues
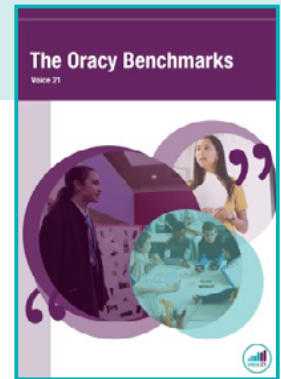
The Oracy Benchmarks

Our Oracy Challenges will support you to meet the **Oracy Teacher Benchmarks**. This project incorporates all five teacher benchmarks. Consider the following:

1

Sets high expectations

How could an authentic audience raise the bar for your students' oracy?

2

Values every voice

How will you support all students to feel valued and confident presenting their news story?

3

Teaches oracy explicitly

Which skills from the Oracy Framework will you need to teach to support this type of talk?

4

Harness oracy to elevate learning

Which subject area's learning could be reinforced through this challenge?

5

Appraise progress in oracy

How will you ensure your students receive feedback on their oracy?

Planning the challenge

This challenge could be completed over a number of lessons or as part of an off-timetable day

Curriculum links

This challenge can be integrated into different curriculum areas by thinking carefully about the context. For example, you could focus on a real-life story or use a fictional or historical context, making use of technology such as a green screen to bring your report to life.

Here are some different ways you could integrate your news report into the curriculum:

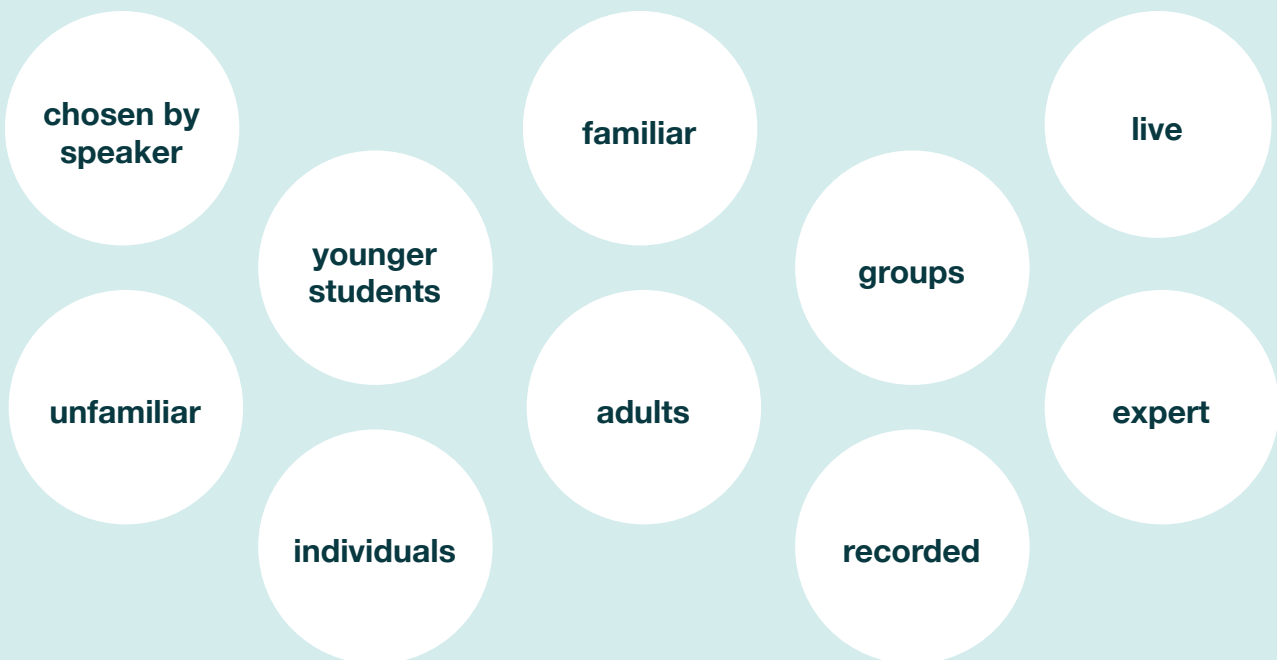|	Primary	Secondary
English	Linked to newspaper reports or based on a text e.g. Aliens Wear Underpants ("Breaking news: aliens are real and they wear underpants") or Charlie and the Chocolate Factory ("Local children previously missing found at Willy Wonka's chocolate factory!")	Based on a text such as To Kill a Mockingbird ("Lawyer Atticus Finch defends local black man accused of rape, but is it all as it seems?") or Lord of the Flies ("Boys who were presumed dead have been found on a Pacific Island but what a harrowing story they have to tell")
History	Aspects of specific historical events, such as The Blitz or people evacuating their homes during The Great Fire of London	Significant historical events such as the death of Emily Davison or the February Revolution
Science	Notable events such as Pluto being made into a dwarf planet and why	Scientific discoveries, for example gravity or the theory of evolution
Geography	Natural disasters such as the eruption of Mount Vesuvius or major earthquakes in San Francisco	Geographical trends such as climate change or urbanisation
PSHE	Reporting of significant school events or linked to topical news story of interest	Story about the impact that social media can have on body image and mental health or the rise of gambling addiction and the associated risks

Audience

It is important to consider who will be the audience for your students' news reports; the choice of audience may impact on the content and style of your students' news report so it is important to discuss this with them beforehand. An authentic audience, rather than only their teacher or peers, raises expectations and elevates the quality of the talk.

An authentic audience in this case could include anyone who is interested in the specific area of the report i.e. scientists, historians, geographers, governors or local politicians. If you want the reports to be for those of similar ages to your students then you could join up with another school and perform to each other, making sure the reports are based upon an unfamiliar topic which they would like to learn more about.

Providing students with a range of different opportunities to speak to different audiences can improve their confidence. A selection of different audience types are outlined here.

Which audiences do you think would be best for this challenge?

- chosen by speaker
- familiar
- live
- younger students
- groups
- unfamiliar
- adults
- expert
- individuals
- recorded

The following pages provide a suggested sequence for you to follow to support your students to complete this challenge.
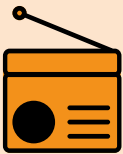
1. Introduce

Objective: To understand the purpose and audience of a news report

Introduce the concept of a news report to your students by sharing one of our examples, watching a real life news report or perhaps giving one yourself based on a recent or local event.

The power of the news report

Did your students know that In 1938, Orson Welles' radio drama series War of the Worlds was delivered in such a specific news reporter style – with descriptive facts and a serious tone of voice – that people who had just tuned in believed it to be a real news broadcast, some of them fleeing in terror as they thought aliens truly had landed?

Introductory task

As news reporters, your students will have to be confident, empathetic and quick on their feet to read an autocue and respond to other reporters. When introducing the task, give them a taster of what it's like to be a news reporter challenging them to read **this** autocue along with the newsreader and then on their own.

Once your students have watched a news report, ask them to consider the following key questions:

— What is the purpose of the news story? Is it simply to inform or is it more about analysing what has happened?

— Who is the intended audience of the news report? Is it for children or adults?
A local, national or international audience? How do you know?

— What oracy skills are important for a news reporter? How can these skills be developed? How are these skills useful in other areas of life?

Examples of students as news reporters

Take a look at these examples of students being news reporters for inspiration:

| **News Reader by Ivancka** **(KS1)** | **BBC Young Reporter 2019** **(KS2)** | **Young Reporter Competition Zachary. Hillmead Primary School** **(KS2)** | **English News Reading | Practice Session | RKFMA** **(KS3)** | **SOLO TV BROADCASTING school contest** **(KS4)** |

Or alternatively, encourage your students to take a look at the latest episode of Newsround or another age-appropriate news report.

2. Immerse

Objective: To identify the key elements of a high-quality news report.

The Oracy Framework is a useful tool to support students to understand what makes an effective news report. In this phase, deconstruct a news report; reflecting on the physical, cognitive, linguistic and social and emotional elements of the Framework.

The Oracy Framework			
Physical		— How does the news reporter change their tone of voice and why? — When do they pause? — Why and to what effect? — How do they use body language or posture to support their ideas? — Are they standing or sitting? — What volume and pace does the news reporter speak at and why?	
Cognitive		— What information is included in the introduction, during the main story and towards the end? — Does the news reporter include mainly facts or opinions too? — Do they ask any questions? How is the information sequenced? — How does the news reporter summarise key information?	
Linguistic		— What kind of register is appropriate; informal or formal? — How might the audience inform this? — Does the news reporter use technical language or specific vocabulary? — What transition words and phrases (e.g. time and place markers- next, recently, currently) are used?	
Social & Emotional		— How does the news reporter introduce themself and establish a connection with the audience? — How do they make sure they are sensitive if it is a difficult or emotional story? — Is the reporter presenting on their own or are they part of a team? — Are they looking at and connecting with their audience by using different facial expressions or eye contact if appropriate?	

2. Immerse continued

Here are some tips to support your students to talk like newsreaders. They could match each tip to the most appropriate strand of the Oracy Framework.

Introduce yourself when you start your report

Keep your report simple and concise

Try not to speak too quickly – you don't want your audience to miss any key information

Speak in the present tense

Be careful with your pronunciation – find out how to say difficult words, especially names of people and places

Adjust your tone depending on the subject matter of the report

Keep your facial expressions natural

When you finish, remind people of your name, what's next and when you'll be back

3. Innovate

Objective: To plan and prepare a news report

Support your students to plan their own news report based on examples they've seen so far. You may want to give your students the chance to work in pairs and present their news stories together as co-anchors or even have bigger groups of students, with each one presenting a different segment or one student behind the news desk with the other students out on location.

Use a planning proforma like the one below to help students to structure their news report. Encourage your students to think carefully about their audience – how will they adjust their content and delivery with them in mind?

Introduction	— Who are you? — What time and date is it? — Where are you reporting from? — What stories are coming up?
Main story	— What is the main headline? — How will you introduce the story? — What details about the story will you include? — Will you need to explain any specific language you have used? — Will you include any quotations from other people or interviews with them? — Will you include any personal reactions to the story?
Secondary story (optional)	— Choose which points are applicable from main story
Third story (optional)	— Choose which points are applicable from main story
Close	— Will you remind people of who you are? — Will you let people know when the news will next be on? — How will you say goodbye?

3. Innovate continued

You may want your students to take a look at this example planning proforma we filled in for **Zachary from Hillmead School** who was a finalist in the Young Reporter Competition.

Introduction	— Introduces himself as George from Humphry Davy School — Gives headlines of upcoming stories - "What is a future chef? Who was Humphry Davy? Live music event!"
Main story	— Introduces first story and location - competition to find best young chef at the Applied Learning Faculty — Includes details around the competition including personal details — Demonstrates some technical skills and terminology — Ends with a question, "Are you hungry? I know I am!"
Secondary story (optional)	— Introduces the next story by saying, "Next up - in a report about chemistry, we learnt about our school's namesake." — Introduces a different reporter - Olivia — Olivia interviews another student and then explains some scientific details — George shares a personal reaction, "Fascinating stuff!"
Third story (optional)	— Introduces the last story: a live music event in Creative Arts — Details about the music event over the day
Close	— Ends the news segment by saying, "That's it for our main news" and passes over to the weather — Closes by telling viewers that they'll be back with more news next year and thanks them for watching.

4. Inspire

Objective: To deliver a high-quality news report

Once your students have planned their news story, it's time to focus on their delivery. It's important your students have plenty of time to practise and get feedback to ensure their performances are the best that they can be.

Building your students' confidence

Provide your students with plenty of opportunities to practise delivering their news story to a range of different audiences. You could start by asking students to rehearse their reports on their own or in their small groups if they are working together, while you move between groups, providing pointers and giving feedback.

Next, give students opportunities to practise in front of a peer or small group, gradually building up to a larger audience. Before their final performance, whether live or filmed, ensure your students have had opportunities to practise multiple times in front of audiences of varying size.

Feedback

In this phase it's important to ensure that your students both give and receive feedback on their own and each other's news reports. This will develop their understanding of what makes an effective report and make sure they are informative and engaging . Below are some sentence stems which you could use to scaffold this feedback.

What worked well	Even better if
— It was highly effective when you used/ employed (technique) because… — I enjoyed this report because of the way you… — I liked the way you used/employed/utilised because… — A moment from the report that I found really interesting/exciting/heartbreaking was… because… — I noticed… — I am interested to know… — I think you did a great job of… — I felt you understood the importance of… — There are various levels of… that implies you fully understood...	— To challenge you, I would suggest… — To improve this report I recommend… because… — I wanted to see more of…because… — I wish you had used/utilised/employed (technique) in the report because… — I question if…. is the best way of conveying… — A personal challenge for you might be… because… — Perhaps next time could you find a way of… — Might you try… — I would draw your attention to…