

2 Features of a newspaper front page

You are learning:

- to explore the layout of a newspaper front page and to write an effective headline.

The front page of a newspaper needs to be bold and eye-catching. It uses distinct features to achieve this.

Activity 1

Masthead
The name and logo of the newspaper

Puff
An eye-catching graphic to advertise what else can be found inside the newspaper

Headline
Sums up the main newspaper story to attract and intrigue the reader

Image
A picture to illustrate the article



Strapline
Adds a little more detail to the headline

Byline
Tells the reader who wrote the article

Text
The main body of the article, telling the story in detail

Explanations

Adios Spanish for goodbye

- 1 Which of these layout features:
 - a Clearly and boldly shows the name of the newspaper?
 - b Tempts the reader to buy the newspaper with things on offer inside?
 - c Encourages the reader to read the story on the front page by summing it up in as few words as possible?
 - d Adds a little more detail to the headline?
 - e Says who wrote the article?
 - f Illustrates the subject of the story?
 - g Gives more detailed information, including facts and quotes?

Activity 2

An effective headline should sum up the news story and attract the reader's attention, making them want to find out more.

- 1 Look at the headline for the news story on page 34. Write down two or more reasons to explain why you think the headline writer chose it.
- 2 Here are some rules for effective headline writing. A good headline:
 - summarises the story in as few words as possible
 - leaves out unnecessary words like 'the' or 'a'
 - is often written in the present tense
 - often uses dramatic or *emotive* language
 - sometimes uses a play on words or *pun*
 - sometimes uses *alliteration*: two or more words beginning with the same sound or letter.

Which rules do these headlines follow?

A FOWL PLAY, REF

12/05/2007

TWO chickens are so addicted to football they have learnt to dribble, slide-tackle and do headers in their yard in China.

B SPIDERS IN BOY'S EAR

08/05/2007

A BOY who complained of a popping noise in his head 'like Rice Krispies' had two spiders living in his ear canal.

C MOBILES ARE KILLING OFF BEES

By Victoria Ward 16/04/2007

MOBILE phones have killed millions of bees, scientists said last night. The radiation is said to interfere with their navigation systems which prevents them finding their way back to hives.

D CASE CAT'S PLANE ADVENTURE

By Mirror.co.uk 03/05/2007

A Canadian cat has inadvertently become a jet-setter after sneaking into a suitcase before her owner flew off for a business trip.

Activity 3

- 1 Use the table below to help you select the best words to create the most effective headline for this story.

A school is so infested with rats, they are invading classrooms during lessons and frightening students.

rat	infested	school	frightens	students
rodent	filled	lessons	terrifies	pupils
animal	riddled	classroom	scares	children

- 2 Which of the headline rules have you used? Write two or three sentences explaining how you have made your headline effective.

Assess your progress

- 1 Design a newspaper front page for the headline you wrote in Activity 3. Remember to include all the features you explored in Activity 1.
- 2 Write a list of all the features you have included in your front page.
- 3 Write a sentence or two for each feature, explaining the effect you were trying to create.

2 News

Activity 2

Student Book page 35

Name: _____ Date: _____

Rules for effective headline writing

- Summarises the story in as few words as possible
- Leaves out unnecessary words like 'the' or 'a'
- Often uses dramatic or *emotive* language
- Is often written in the present tense
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FOWL PLAY, REF

TWO chickens are so addicted to football they have learnt to dribble, slide-tackle and do headers in their yard in China.

SPIDERS IN BOY'S EAR

A BOY who complained of a popping noise in his head 'like Rice Krispies' had two spiders living in his ear canal.

MOBILES ARE KILLING OFF BEES

MOBILE phones have killed millions of bees, scientists said last night. The radiation is said to interfere with their navigation systems which prevents them finding their way back to hives.

CASE CAT'S PLANE ADVENTURE

A Canadian cat has inadvertently become a jet-setter after sneaking into a suitcase before her owner flew off for a business trip.

2 News

Assess your progress

Student Book page 35

Name: _____ Date: _____

Masthead	
Puff	
Headline	
Strapline	Image
Byline	
Text	

2 News

Activity 3

Student Book page 35

Name: _____ Date: _____

rat	infested	school	frightens	students
rodent	filled	lessons	terrifies	pupils
animal	riddled	classroom	scares	children

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

How I made my headline effective:

2 News

Lesson plan

2 Features of a newspaper front page

Resources needed: Student sheets 2.4–2.6	Student Book pages 34–35
Lesson aims: By the end of this lesson students should be able to label a newspaper front page and write an effective headline	
Curriculum: <u>Personal learning and thinking skills:</u> discussing different ways of presenting the information for maximum effect. <u>Creativity:</u> Using inventive approaches to making meaning, taking risks, playing with language and using it to make new effects.	
Learning Objectives	Cross-curricula links
6.2 <u>identify and describe the effect of specific features</u> of writers' use of language and grammar 6.3 explore how writers' organisational, structural and presentational choices support form, theme, viewpoint or purpose	NA
Starter (15 minutes)	
Draw an empty rectangle on the board to represent a blank newspaper front page. Ask students to name the features of a front page (including size and position as well as a definition) and add them to the template.	
Development (35 minutes)	
Activity 1 Introduce the 'Adios' article. Compare the layout and features to those identified in the starter. Which features are students not familiar with? Students complete Activity 1 using the definitions given. Take feedback.	
Activity 2 Answer question 1 as a whole class. Write the headline on the board, noting key features which students identify. Students could then annotate the headlines on Student sheet 2.4 with their thoughts. Take feedback from the class, emphasising that the need to summarise and leaving out less-important words are linked.	
Activity 3 Students complete this activity using Student sheet 2.6, which gives them room to try out different combinations of the words to find the best effect. They could also use a thesaurus to widen their vocabulary choice. Give more-confident students the challenge of including a pun. Students could work in pairs for question 1 but they should complete question 2 independently. Take brief feedback to find the best sentences in the class.	
Plenary (10 minutes)	
Assess your progress, question 1 The key focus in question 1 is on layout: students need not write more than the first sentence or two of the actual story text. Less-confident students can use the front page template on Student sheet 2.5, photocopied on A3 to give white space around the page for annotation.	
Homework	
Assess your progress, questions 2 and 3 Students to complete the task by writing a sentence or two for each feature of their layout, explaining the effect they were trying to create with each one.	