Researcher 0.22

You haven’t completed these, make sure you complete them, OK.

General classroom chatter maths support, and personal chatter between staff. Nothing meaningful to transcribe 0.22- 44.40

Researcher 43.40

Whose is that? Is that [Children’s names removed]? Nobody’s name, nobody’s? It will belong to someone. Who was over here?

Researcher 44.44

Right Birch Class, I am going to start with your English, OK and then I am going to go. I am going to start I am going to do the input and then I going to go and [staff member’s name removed] is going to take over from me. But I have, I have managed to mark everybody’s books, apart from I think 5 of you whose books I haven’t marked, and I have put post it notes like this. Please leave the post it notes as it is as that gives me a clue that I haven’t done those ones and get them done this afternoon.

Right so, let’s get started. Now,[inaudible], for English day and the next few days we are going to be thinking about…[recording appears to jump] so we have written characters descriptions {inaudible] descriptions, we have written stories as well isn’t it and by now you got [child’s name removed], you’ve got all the bits and pieces of the information that you need to help you write a very good story, yes? So, you know to use description, you know to sequence correctives, you know to write an extended sentence with expanded noun phrases, adverbials and so on and so forth, yeah?

So now we are going to move onto a different, a different genre of writing, and this one [audio appears to skip] a newspaper report, OK? And, a newspaper report, there is a clue there; where would you see a newspaper report? In a….?

Participant 46.45

Newspaper.

Researcher 46.47

Newspaper. Now how many of you actually read a newspaper? Oh, that is interesting! And it is funny you say that Birch Class, we, I myself don’t read an actual newspaper because there’s so less of them, but I do read a digital version of the it basically, I get it every day as part of my library [audio appears to skip] membership. So, I read a newspaper every day, but I just don’t read it as newspaper. But, as children, you have access to urm [conversation with teaching assistant]. We used to get newspapers, so all classes used to get newspapers called the First News, and that actually is a newspaper and with information for children, so children could read a newspaper and learn about what is happening in the world.

But we are obviously not going to write a huge newspaper, we are going to write a newspaper report; one of the articles that goes in a newspaper. OK, first of all obviously, to write a newspaper report, to write a newspaper report you need to know how to write a newspaper report isn’t it. We need to work out what sort of things we need to include in a newspaper report. OK, so our learning objective for today is to identify the purpose and features of a newspaper report. So, not only identify the features of a newspaper report, but identify the purpose as well. Why is it that, why do people use those things OK? It is important to, for you to know why you need to have those sorts of features. Alright, ok?

So, so class 3 are going to become feature spotters. Newspapers have a range of features that attract the reader. So sometimes when you look at a newspaper, you go ‘Oooh, that story seems really, really interesting, I am going to read that story or that story looks a bit boring, so I am not going to read that one’. So, what is it that attracts you to that story? [Child’s name removed] looking this way, thank you, at all times! No turning back, everyone is looking at me.

So, does anybody know what sort of features there are in a newspaper report?

Participant 49.38

The news

Researcher 49.42

Yes, absolutely, [classroom assistant hands a newspaper to researcher], the news, definitely has the news. What else does it have?

Participant 49.54

It sometime has like sport [audio appears to skip]

Researcher 49.58

Sport information, fantastic.

Participant 50.00

Any type of information.

Researcher 50.02

Any type of information, fantastic, any type of information. If you look at this one, so when I say features, have a look at this one. If you look at this particular story, what sort of thing jumps out at you? What jumps out at you, what attracts you to it?

Participant 50.22

A picture?

Researcher 50.22

A picture, what else?

Participant 50.26

The information

Researcher 50.27

The information, the which information though? Which one?

Participant 50.30

The title?

Researcher 50.32

The title, thank you. Or the heading, the title, the heading, the headline actually, the headline. What do you think these are?

Participant 50.44

Speech bubbles

Researcher 50.46

Speech bubbles or actually quotes as well, ok. And that bit of writing, there is a heading here and there’s that bit of writing which is actually telling you the story behind that picture and the speech marks ok Birch class? So, have a look these, [audio appears to skip] where is that one, it is the wrong one?

Have a look at this, you know the one’s that’s in red. [audio appears to skip] one’s in red, so look at this headline; what will the newspaper report be about if the headlines, I like this, this one says, ‘young thief breaks into and steals porridge’. This one says, ‘Wolf in wig impersonates old woman’. That one says, ‘Mysterious girl attends the palace ball’. There’re homeless hogs, do you know what are hogs?

Participants 51.49

[in unison], No

Researcher 51.50

Pigs. ‘Homeless hogs in huff and puff terror’, ‘Seven small men rescue snow skinned girl’, and ‘Scarred Wizard defeats the dementors’.

Participant 52.05

[audio appears to skip] I think the first one is [audio appears to skip]

Researcher 52.08

What is the story about?

Participant 52.11

Goldilocks

Researcher 52.12

Goldilocks, thank you. Any other one [child’s name removed]?

Participant 52.15

The last one is from Harry Potter.

Researcher 52.18

‘Scarred Wizard defeats the dementors’ is Harry Potter story. [Child’s name removed]

Participant 52.21

I think the third one is about [audio appears to skip]

Researcher 52.25

Mysterious girl attends the palace ball. [Child’s name removed]

Participant 52.30

I think the 5th one is Snow White and the Seven Dwarfs.

Researcher 52.32

Snow White and the Seven Dwarfs. [child’s name removed]

Participant 52.35

I think the 4th one

Researcher 52.37

‘Homeless hogs in huff and puff terror.

Participant 52.39

I think it is the Three Little Pigs.

Researcher 52.42

Yes, Three little Pigs. Yeah, and we have got one over here, one last one [child’s name removed]

Participant 52.48

I think that is the big bad wolf.

Researcher 52.50

Big Bad Wolf, which story is that?

Participants 52.54

[in unison] Red Riding Hood

Researcher 52.59

So basically, these are alternatives headlines, so if you were reporting the story in a newspaper, those are the sort of headlines you would use to talk about the story, to tell what happened, where it happened, when it happened, how it happened, why it happened and who it happened to. So, lots of ‘W’s’. The five ‘W’s’. So, the first thing we have to think about is headlines; the first feature that a newspaper report has is a headline. If I ask you to look at this one, which one is the headline here?

Participants 53.36

[in unison] Football returns

Researcher 53.38

Football returns ok, so that’s the headline there. What about, let me see if I can pick another one, ok. So, what is the headline here?

Participants 53.48

[in unison] The Rivers of Mud

Researcher 53.53

The Rivers of Mud, and if you look at this the headline is nice and big and catchy ok and are written in big bold letters and generally it is, it tries to tell the story in a few words. So, if you look at these ones, you know if you read this one, ‘Wolf in Wig impersonates old woman’, you know it is a story of a wolf, the big bad wolf, and he wore a wig and tried to become, tried to pretend to be the old woman. Do you remember that bit?

Participants 54.23

[in unison] yes

Researcher 54.26

The headline gives you a brief idea of what the story, or what the newspaper report will be like, will be of ok? So, and again, look at this one, ‘Driverless car ploughs through busy junction’. So, is there a driver in that car?

Participants 54.40

No

Researcher 54.43

Driverless means?

Participants 54.45

[in unison] No driver

Researcher 54.46

Means no driver and ploughs though means it…had an accident ok alright. Stand up [child’s name removed] and stay standing. If you touch anything you will go on the red, is that understood? You will go missing play.

Now next one; five fancy facts, very important facts. Now we say five fancy facts, basically they are about what has happened, who it has happened to, why did it happen, how it happened and when it happened. So, it is the 5 W’s, ok Birch class? And we have them in our reading, oh yeah here look, our reading [inaudible]. So, we have our five reading hands ok. And, that tells you what happened, where it happened, that tells you the entire newspaper report alright Birch class?

And, then we have quotes. So, I think that it is quite important when you are writing a newspaper report to include speech marks, speech marks; to include speech. You might interview someone and ask, ‘What happened when the driverless car ploughed through the road and someone might say, ‘It was because it was very dangerous that there was no driver in that car and it came across the accident’ and you usually it’s an eye witness account.

Do you remember eyewitness account? When you were in year 2, you would have done an eyewitness account on someone. No? I think it was last year. You would have done an eyewitness account with regards to…eyewitness account is basically someone who has seen the event, someone has seen, for example in the case of the driverless car, someone has seen the accident has reported it ok. And here I have got some, class teacher for year three [teacher’s name removed] said, “They’re a lovely class of children and I really like teaching them”. And again, you can see they are in quotes ok. “It was the scariest moment of my life”, the 28-year-old homeowner told us. “They are luck to be alive” said Sam Sentence, Chief Fire Officer for Greater Manchester Fire Service. So, these are all quotes, you will need to include them in the, in your newspaper report ok?

And then we also have photographs and captions; photographs and captions help to tell the story by giving readers a snapshot of what happened, where it happened, and who it happened to ok? What do you think this picture is all about?

Participant 57.40

Flooded’s

Researcher 57.41

Floods, thank you. There will be all about floods and sometimes the pictures are accompanied by a short caption, a short sentence explaining what has happening in the picture, OK. And then paragraphs, a lot of the newspaper reports are written in paragraphs, OK and they help the reader clearly understand information on the story, each new paragraph should be given a subheading. This is a very short title that tells the reader a little about what the paragraph is will be about, no, will be about. Of course all paragraphs use different types of grammar, so there’s connectives, ok; there’s good sorts of writing, so let me tell you what we are going to do ok; I am going to leave that there and I am going to tell you what to do.

So, you have in your books, the first thing I want you to do, is write the L.O and date in your books, ok. Looking, looking before you start, before you start, hang on, hang on, looking, look at a brand-new page, even if you have some pages, some lines left, go to a brand new page, ok; brand new page and then stick your work, stick your work like this, ok, stick your work like this, looking. And then try and see if you can identify any headings or five fancy facts or quotes or whatever, ok.

[Hands over to teaching assistant] – General classroom activity and chatter unable to transcribe.

Researcher 1:00:39

Children, if you have your books, you should be writing the long date and you should be writing the learning objectives. Now you should be writing, there should be no talking, you should be writing, your…right where are you going to write the long date? The long date and your learning objectives alright. You stick it in where you are shown. You stick it in where you were shown, and you and you take a ruler and you look for different…have you done your learning objective? [Child’s name removed], learning objective, write your learning objective. What were you told? If you had something written there, you were to go to the next page.

Researcher 1:02:26

[Child’s name removed] You stick it where you were shown, and you get a ruler and you draw a line from the headline, and you write the word headline, to the features, you know what you are looking for. You draw a line where you say the subheading is. When you stick it in…right, face forward, I don’t want you sticking it in and then asking me. This is your paper. Right no one is looking at the moment and I am explaining it and then you are going to get it wrong. That’s my page, that’s the long date, so the long date, then I have got my L.O (Learning Objective) and then I stick this like this.

Participant 1:03:10

OK.

Researcher 1:03:10

The way you were shown. Then what you do is, you are not even looking, and you’ve gone ok and you have carried on writing. Put your pencil down now, thank you, I am explaining. I have gone around actually to make sure everything is in the right place. You need to pay attention and all you do is so where’s the headline? And then you get a ruler and draw a line to wherever the headline is, and then you put ‘whatever’ and you write what it is, ok. Or you can say that is a paragraph, that is what you are looking for. Ok, if you find a quote, you draw a line, with your ruler, you draw a line and you say ‘quote’, and maybe you can even write down what the quote is. Do you understand? So, you are actually working around, do you understand, working around it. And doing it with a ruler, so for instance I am looking for a headline, you find a headline, you draw a line from the headline. You draw a line and add ‘headline’, then if you find a photograph, you draw a line from the photograph out.

Ok, if you have a photograph, you draw a line and you put ‘photograph’, ok that is what you will do, so you are looking for all those things. If you find a connective, you draw a line to the connective, and you put ‘connective’, understood?

Participants 1:04:32

[in unison] Yes

Researcher 1:04:37

We are looking for those things like photograph, all those things we spoke about. You should have a ruler and should be drawing with a ruler from whatever you have found. So, if you have found a headline, you should be drawing a line from the headline to a place where you can actually write. Have you stuck it in?

Participant 1:05:04

No.

Researcher 1:05:05

OK. So, you are looking for those things; you find a headline, fancy facts. The 5 W’s; why, where, when, what, who. So, you have got why, when, what. What is the first thing find the headline, that is the easiest, the headline would be the easiest. The photograph would be one of the easiest things, a caption, a caption goes under the photograph; those three things you could do like quickly. The harder things are like looking for are the fancy facts, who, what, why, when, where and your connectives, ok? If you need any help, just put your hand up.

Researcher 1:06:15

Do the easier ones, do your headlines, they’ll be easier to find and that’s it…use your ruler, if you don’t have a ruler let me know. So, what you do darling is draw a line from wherever you found it ok? So, for instance, if I said…look I have drawn it on the board for you and what you should be looking out for. You have got other things here you should be looking out for on the whiteboard. I have done this one as it is easier for you to follow…you draw a line to the thing that you have found, draw it out and then you can write on there, ok? So, who needed a ruler, oh OK? Very good.

Participant 1:07:00

So, when you find something written like when, why, when, what…

Researcher 1:07:08

So, the paragraph, the paragraph if you look…good fabulous…now draw your lines, ok. So, lets have a look? So, remember each paragraph is [inaudible] by the thing, ‘the strange incident is reported to have happened this evening…that would be?

Participant 1:07:20

When

Researcher 1:07:20

When, by the evening? First of all, do the things like your headlines, look at your photographs and captions. Get those things done and then look at the finer details when you are looking at the fancy facts and quotes. Very good, [child’s name removed], ‘wonderful work’. Fabulous, very good keep it up. Yes [child’s name removed]?

Participant 1:07:46

I am trying to find [inaudible]

Researcher 1:07:46

First of all, what you should do, so you have done the headlines, now do the photographs and the captions ok? Those things stand…what is so special about the headline, or photograph, they tend to do what?

Participant 1:08:00

They…[inaudible]

Researcher 1:08:01

No, they tend to… stand out. They are the things that will grab your attention. The headline will grab your attention and then you will want to read what it says ok. Right this one, ok, let me explain to you…if I have a newspaper, if I have a newspaper, this is the name of the newspaper; First News ok. So, First News would be emblazoned so it would be right up the top ok …can you see that, First News? Now if you wanted a headline, it would be where do you think?

Yes, ‘VE day celebrating in lockdown’. So that would be your headline. So, when you look at this, what is this? When you are looking at this over here, that would be your…?

Participant 1:08:58

[inaudible response]

Researcher 1:08:58

That’s the newspaper, the Greenville Daily Star, so it’s a newspaper in a place called Greenville ok. So that’s where the newspaper is printed or the area that it serves, the area where it is based.

Participant 1:09:19

That is the headline?

Researcher 1:09:19

No, this is the headline here, [inaudible] so when you see a headline, it actually makes you…right. So, let’s have a look here, I have got a newspaper here and I am going to go through it with you and then because you have asked me, ‘what is a headline?’ I am going to show one headline and then you can show me some others ok, so I will know that you understand. Right, let’s have a look. So, over here I would say, ‘Lion look out’, so that tells me it’s a story based on…?

Participant 1:09:46

A lion?

Researcher 1:09:48

A lion. Right can you find me one for me. So, find a headline for me?

Participant 1:09:52

‘Helping Hedgehogs’

Researcher 1:09:52

‘Helping Hedgehogs’, great that’s it, ‘Understanding how you feel about Corona virus’. You see this is just an activity. Let’s turn the page, can you find another one? This is quizmaster…fabulous, see you do. Off you go. So, the other one was just the name of the newspaper, it tells you what area…Does anybody else need any help?

[Child’s name removed] are you ok? When you are looking…do these ones first, do the headlines, then do photographs and the captions; and then you could say paragraphs. It is easy enough to find paragraphs. A paragraph is what? A group of what?

Participants 1:10:48

Words, sentences

Researcher 1:10:48

Sentences, a group of sentences. You can see a group of sentences look. That is a paragraph. A paragraph, so look this could be… what’s this? A whole group of sentences. A group of sentences are pasted together, then you would leave a line and go onto the next paragraph, so each paragraph is dealing with different information ok. So, when you change the subject you would then start a different paragraph.

Researcher 1:11:23

Have you done these bits? Have you done the headlines?

Participant 1:11:31

I have found a connective!

Researcher 1:11:33

Well done! What connective did you find?

Participant 1:11:36

Friday Evening!

Researcher 1:11:37

No, a connective; what does a connective do? A connective would join sentences. So it would be ‘and’ it would be two sentences and they join together; instead of saying for instance saying something then full stop; then something else full stop, you are joining the sentences you are not having full stops every other word.

General classroom support 1:12:00 – 1:13:03

Researcher 1:13:04

Whenever you buy a newspaper, whenever you buy a newspaper, the first page at the top of the first page you always have the name of the newspaper. Because then it will tell you the area that it deals with; it might be one that is just based in London, or it might be one that like is country wide one, ok. Specific ones; you might have one that just deal with sport, or ones that just deal with news, others that deal with things like celebrities, so that would be…who can tell me what the name of this newspaper is?

Participants 1:13:40

[in unison] First News

Researcher 1:13:40

First News, who can tell me on the activity that they are doing… keep your hand up, what is the name of the newspaper of the activity? Yes [child’s name removed]. No, on your activity, what is the name of your newspaper? Yes, what is it [child’s name removed]

Participant 1:14:01

Greenville… the Greenville

Researcher 1:14:02

The Greenville Daily Star. Greenville is probably like made up is an area; daily means it a newspaper that comes out every single day. Daily. So, Greenville Daily Star, so that cannot be the title; that is not the headlines of your story. The headline is what is going to tell you something about the story. ok. Yes [child’s name removed]?

Participant 1:14:34

I think I am done.

Researcher 1:14:37

Sorry?

Participant 1:14:39

I think I am done.

Researcher 1:14:40

No, you cannot be done because you have to find 5 ‘W’s. ’So, you got to find the why, why, what is happening, why has been written. When, when did it happen? Where, where did it happen? What’s happened? And who did it happen too! Have you done all of that? Have you done, have you found all the connective words that they have got here? You have got ‘and’? [tape appears to skip]. Look can you see where I have put why, what when, where, who? Can you see? Right, so if you are saying Friday, you can say; ‘So when did it happen?’; it happened on Friday. So, you can say when? … Friday evening.

Participant 1:15:32

Miss, from behind the clouds where?

Researcher 1:15:38

From behind be clouds could be a where. Where did it come from? From behind the clouds. Where are they, five facts? Where, where are the facts? You could say for instance, who, you could write down an arrow and say ‘who’, who and then say who it happened to. Paragraphs and captions. Sorry, photographs, this is a photograph and a caption is here. This is a photograph. So, [child’s name removed], you have saying you are finished but you have pointed it to…drawn a line to anywhere, but photograph and captions? And you have said that is a paragraph? Where are the connectives? You can’t have a connective and not have anything there?

General classroom chatter 1:16:20

Researcher 1:16:50

[Child’s name removed] So, someone help me. If I was looking for a photograph, do I just draw a line? I am looking for a photograph, If I just draw a line to that piece of paper, does that show you where the photograph is?

Participants 1:16:59

[in unison] No

Researcher 1:17:00

No, then I can say I am finished. So, if I said, ‘the 5 ‘W’s’, and I just draw a line out from wherever, does that tell me that I am finished, or I have looked into it?

Participants 1:17:16

[in unison] No

Researcher 1:17:18

No, you actually have to find an example, you have to say I am going to choose ‘why’, why is it written? When, when did this happen? Underline what it is, and you put ‘when?’; when it happened. That is not a photograph, this is not a photograph. A caption, where we would we find a caption? Do you remember? A caption will be found where? Where would you find a caption?

Participant 1:18:00

Underneath the…

Researcher 1:18:00

Underneath the picture. And it is going to give you information about the picture. It might even give you a quote. A quote is when someone has done what? They have?

Participant 1:18:10

Said something

Researcher 1:18:10

Yes, said something, thank you. [Child’s name removed], choose something, choose a headline. Draw a line, show me if you can find a headline? Where would you find the headline? I have got a newspaper here, can you see? I have got a newspaper…look there is a headline. Can you find a headline here? Good girl now find it on your work. So, you found it in my newspaper, find it in your work; take a ruler...so where is your headline? Where would you find it? Would you find it at the bottom? Or would you find it at the top? That’s it; draw a line. Let’s have a look. Open your book out and draw it from there to there.

Participant 1:19:23

I need help.

Researcher 1:19:23

Pardon?

Participant 1:19:24

I need help

Researcher 1:19:26

Right, I’ve already shown you. I went over to you, come here. Come over here. Just come over [inaudible], you are meant to be here? Right quickly, come on. [children’s names removed], you have done yours, you have done your headlines? So, find let’s have a look. Next, can you write headlines, [child’s name removed], find a photograph and if that’s a photograph…I want you to find a caption. Where would you find a caption? A caption is found where?

Participants 1:20:08

Under the pictures

Researcher 1:20:11

Good, under the pictures. Caption gives you information. Yeah, I did…[inaudible]because I will tell them… very happy to say have finished it OK. So now, lets see if we can work on it. So, first of all where is the headline? I told everybody what that was. Where would you find the headline? [child’s name removed] Can you explain?

Participant 1:20:39

At the top

Researcher 1:20:39

At the top, and what does the headline tell us?

Participant 1:20:42

What it is about.

Researcher 1:20:44

Well done. A headline is telling us what it is about ok. You have got a headline…no, no you have not even put a headline when you look at it. What you need to do is draw a line, get your ruler and write ‘headline’. Right next one; find a photograph [child’s name removed]. Have you found yours? That’s it.

Participant 1:21:13

It smells like chips.

Researcher 1:21:15

It is probably lunch. That’s it, photograph and what is it called underneath it?

Participant 1:21:23

And fishfingers!

Researcher 1:21:30

Tell me, if I have a photograph what writing would I put underneath it. What is that called?

Participant 1:21:32

Clothes?

Researcher 1:21:37

No, it’s a?

Participant 1:21:38

Caption

Researcher 1:21:38

Caption, thank you, that’s your caption.

Participant 1:21:40

What is a caption?

Researcher 1:21:43

A caption…if I have got a photograph…If I have… look I have a photograph here, and then underneath there is some writing, that is your…caption and it would tell you what is happening in the…picture. Supposing they are talking about someone has won a football tournament, underneath someone is holding up the cup, they might put underneath the name of the person who is holding up the cup. I am going to see. Let me see if I can find for you…have you finished [child’s name removed]

Participant 1:22:25

I think I have finished because I have done paragraphs…

Researcher 1:22:27

No, you need to do 5 W’s. I want 5 examples, why, when does it happen, what’s happening, where, who’s it happened to. Try to find an article…

Participant 1:22:40

What is a connective?

Researcher 1:22:41

A connective is when joining two sentences.

Participant 1:22:44

So, no full stops?

Researcher 1:22:45

And, if, but, so, and ok. Right hold on a minute I am trying to find…

Participant 1:22:56

If there is a word and though is it ….

Researcher 1:22:00

Look, if you are looking here, ‘strange as is reported to have happened on Friday, local woman has spotted [inaudible] while she was out walking her dog…look here…also very mysterious circular shapes burnt into the grass, ok. So, instead of…it’s where you join two sentences together so instead…read it together…and it’s when you are joining two sentences together.

Participant 1:23:33

So, I just have to find the word ‘and’?

Researcher 1:23:37

No, you’d find if, so…what you do is you are reading the paragraph and you are finding where the words that would join the sentences together. So, for instance here, you’ve got…and would be doing it.

Participant 1:23:52

Is a connective like the wolfs and dogs was barking?

Researcher 1:23:53

Yeah, instead of saying the wolves were barking and then you say the wolves were barking, the dogs were barking. What you do is you join it all together, the wolves and the dogs were barking, ok.

Yes [Child’s name removed], right I am coming now. Hold on two seconds, I am trying to find an actual…who wanted to…you wanted to see a caption didn’t you? A caption…I am looking in this newspaper…a caption comes underneath…so photograph and a caption would be there and there.

Let me see. Right ok here look, for both of them, this article…can you see [child’s name removed], this article is talking about a specific class, and in this photo is the poster they have made, so this will be the photo and then the caption… this is the poster for the lockdown [inaudible]. So, this for instance will be the photo and that’s the caption telling you what that means, ok.

Participant 1:25:38

Miss, I need help looking for a ‘why’

Researcher 1:25:41

A ‘why’? Let’s have a look.

Participant 1:25:43

What’s a ‘why’, what’s a ‘why’?

Researcher 1:25:50

Why, why did it happen? The questions are there; when did it happen? What happened? Where did it happen? Who did it happen to? Why did it happen?

Participant 1:26:00

I just didn’t…I didn’t do the ‘why’ and ‘what’. [general classroom chatter]

Researcher 1:26:46

A caption is spelt like this, look…caption. Caption is spelt like this ok. [general classroom chatter]…Have you found a caption?

Researcher 1:27:55

For instance, when it says ‘when’, you can say for instance, ‘when did it happen?’ If you have a date…if it is a Saturday, Monday, at lunchtime that is a when isn’t it? What happened? What is the article about, usually the ‘what’ you will find out in the first paragraph, what happened…that’s the explanation? ‘Where did it happen?’. ‘Where did it happen?’ Who? Does it mention anybody?

Participant 1:28:24

Yeah it did!

Researcher 1:28:24

Well there you go then, that’s your clue. ‘Why did it happen?’ Did something happen for like…maybe someone…if it was about cars and someone driving on the wrong side of the road that’s why whatever happened, happened. You might not find a ‘why’ there. Is it about…

Participant 1:28:41

Her reasons was walking her dog because her dog wanted to walk.

Researcher 1:28:48

Yeah excellent. Right come on then, let’s have a look. So, you have done…you have found a headline, you have found a caption, you have found a photograph, so let’s…can we find a paragraph?

Participant 1:29:05

I have found the paragraph.

Participant 1:29:07

Did you find it through a teacher?

Participant 1:29:08

Yes

Researcher 1:29:13

It’s the five ‘W’s. The five, children, the five ‘W’s’ are what I have written on the board for you. When I said find five ‘W’s’, it is not five ‘We’s’, it’s five ‘W’s.

The five W’s are, who, what, when…right there, look. Why, when, what, where, who. So, look why, when where, what, who. So that you’re usually should be told to you in the first paragraph. Look, the strange incident…so, that could be a what.

Participant 1:29:43

A paragraph, because look this is a gigantic paragraph.

Researcher 1:29:45

A paragraph is a group of sentences, you could have found that, but you have just put that in the wrong place as well [child’s name removed].

Participant 1:29:52

Look at how big it is? So, it’s a paragraph…[inaudible]

Researcher 1:29:52

[child’s name removed] I want you to find out…tell me a ‘when’, when did it happen?

Participant 1:30:05

I found a caption [inaudible], I found a paragraph…

Researcher 1:30:12

If you want to find out a ‘when’, you need to read the article; you don’t point at the date of the newspaper, read it and…yes [child’s name removed] [response inaudible]. Why, let’s have a look, I am going to come over.

Participant 1:30:36

I can’t find it either.

Participant 1:30:41

I’ve found ‘Why’. The bottom one it says, [child’s name removed], do you need help…on the last one here it says, ‘Paris, walked her dog or his dog because the dog wanted to have a walk. So, that’s ‘why’. Because, it says ‘because’.

Participant 1:31:09

Where does it say ‘why’?

Participant 1:31:11

Here, because look, it says, ‘Paris walking her dog’. So, then the dog wanted the walk so it can walk.

Participant 1:31:23

Ah, found it. So, what do we [inaudible]write?

Participant 1:31:26

‘Why’

Participant 1:31:28

‘Why’? So, we have got to write ‘why’.

Participant 1:31:33

Do it here, don’t do it like that.

[Various classroom chatter inaudible in place with cross over chatter]

Researcher 1:33:42

No, the 5 ‘W’s would be the fancy facts. It has got to be a why, when, where, what, who. [child’s name removed], ‘Can you get up please and get out of the classroom, thank you’. [classroom chatter] [Child’s name removed] ‘Come and sit outside the classroom please’. [more classroom chatter as children are being told off and given explanation about their behaviour]

Researcher 1:34:51

[inaudible], what I want you to do is…some children have said they are finished. The thing is there are lots of ‘Why’s’ and ‘when’s’ and ‘what’s’ and paragraphs, so you can find other ‘what’s’ and ‘where’s’.

Participant 1:35:01

It was a connective.

Researcher 1:35:02

No, [inaudible] are joining sentences, ok. So….[inaudible][inaudible classroom chatter]. Yes, [child’s name removed]

Participant 1:35:41

I cannot find a ‘what’.

Researcher 1:35:43

A ‘what’?

Participant 1:35:43

Yeah, a ‘what’.

Researcher 1:35:45

‘What’ happened? ‘What’ happened?

Participant 1:35:46

There was a metal object near [inaudible]

Researcher 1:35:52

There you go that’s a ‘what’ for you, that’s ‘what’ happened. So, you can draw a line…, you don’t have a ruler? Where is your ruler? [general classroom chatter]

Participant 1:36:12

Maybe you accidently put it in your tray.

Researcher 1:36:14

That’s fine, don’t worry, get on…I will get you another one, get on with it.

Participant 1:36:23

Miss, I cannot find the ‘what’?

Participant 1:36:23

Neither can I.

Researcher 1:36:24

‘What’ would be ‘what’ happened, ‘what happened’. In your first paragraph, read your first paragraph and ask yourself, ‘what’ has happened? What’s going on in your first paragraph…first paragraph, ‘what’? Ask yourself, ‘what is happening?’

Participant 1:36:45

In the first paragraph it says ‘what’.

Researcher 1:36:49

So, what’s happened…in the first paragraph; a strange incident is reported, so you can say, ‘what happened? There was a ‘what…a’?

Participant 1:36:57

A strange incident

Researcher 1:36:57

A strange incident that’s what it is, what was there? There was a strange incident. When did it happen? Carry on reading, when did it happen? Carry on reading, who did it happen? [general classroom chatter]. Who did it happen to?

Participant 1:37:29

The dog

Researcher 1:37:33

You can say a dog…who else? Look carry on reading where you were before. ‘A’?

Participant 1:37:37

Which paragraph is it?

Participant 1:37:42

A woman.

Researcher 1:37:42

A local woman, that could be a ‘who’. Right, have a look. So, have you got any… so, I am going to say to you, ‘what’ happened? Read over here, ‘what happened?’ So, yes [child’s name removed]. Right I want you to go through all the paragraphs and find more, not just one example of ‘what’ or ‘when’, find more examples ok, because you have only got another 10 minutes. Let’s see how many examples you can find.

Participant 1:38:13

I can’t find ‘what’.

Researcher 1:38:13

You can’t find ‘What’. Right, listen to this; a strange incident is…listen, everyone listen, ‘a strange incident is reported to have happened on Friday’. So, I could say, ‘what’ happened? ‘What happened?’ I have just read; ‘a strange incident is reported to have happened’, what happened?

Participants 1:38:36

A strange incident.

Researcher 1:38:36

A strange incident, and if I said to you on Friday, then I can say to you, ‘when, when do it happen’? And you would say?

Participant 1:38:44

On Friday.

Researcher 1:38:44

On Friday, so that is already 2 examples. Then I could say, ‘a local woman spotted unusual lights. So, then I could say, ‘who’? Who we talking about?

Participant 1:38:56

A local woman

Researcher 1:38:56

A local woman, ok. Then I could say, ‘what, what did she spot?’…strange lights. So, there you go it’s like your five ‘W’s’, ok you have learnt lots of facts. There you go…so have you done. Right, so a strange incident, is that a ‘why’, a ‘when’, a ‘what’ or a ‘where’, what is it?

Participant 1:39:22

I think I have finished.

Researcher 1:39:22

No, I want you to put examples going through…sorry.

Participant 1:39:24

‘Where’?

Researcher 1:39:24

A ‘where’ would be Grenville Village, is a where…go like this look, give me your pencil. Grenville Village would be a ‘where’ [general class support inaudible]… have you found any of those? A strange happening is it a ‘what’, what is it? What happened, look what happened? [general classroom chatter]. Fabulous, very good. Also, you are also looking for quotes, areas where you have got quotes. [general classroom chatter]… Now go and underline where you got the quotes. If you find it awkward, underline the whole quote. Next, I want you to find a…have you found quotes? If you have found a quote, underline the whole quote, you know where the speech is, ok.

So, let’s see, you have done a ‘what’, can you find a ‘when’? ‘When did it happen?’ [general classroom chatter]. Right when you have found a quote, I want you to underline the quote, ok. And you can then underline a caption, ok…sit down…. don’t start coming up.

[addressing the class], I want you to find more that just one example of the 5 ‘W’s’.

Right, so, you have done ’when’, you have done ‘where’, find a ‘what’? What happened. Find a ‘what’.

[general chatter inaudible]

Participant 1:41:49

Miss [name removed]

Researcher 1:41:50

Yes.

Participant 1:41:52

I still need help on ‘what’.

Researcher 1:41:56

What happened? What’s going on? Go to the first paragraph, or you can find any paragraph [general classroom chatter…tape appears to skip]

When you have put the word ’who’, what so you need?

Participant 1:42:32

Question mark

Researcher 1:42:32

Why do we need question marks? Because we are doing what?

Participant 1:42:36

Asking a question.

Participant 1:42:38

Is a village a ‘what’?

Researcher 1:42:46

No, a village would be…if I said to you the unexplained…

Participant 1:42:54

Where!

Researcher 1:42:54

Yeah, where. Right this way [child’s name removed], face forward. So, what have you done now? Have you done, ‘where’, ‘when’, which other ones? So, ‘what’, what’s happened? …the light in the sky…you have put ‘what’ there, that’s fine, don’t worry about it. That’s your caption. So, you have done ‘when’, you’ve done ‘what, you have done ’where’…’who?’ So, who has it happened to? So, find maybe the name of the person…[general chatter talking to the class]

Participant 1:44:07

Miss [name removed], is shiny disco ‘where’ because it’s telling us it’s a disco so like a party?

Researcher 1:44:20

Oh, where’s that, where did you find that?

Participant 1:44:20

It’s…here

Researcher 1:44:21

Oh, the light are like shiny disco glitterballs. No, that would be a description of what they have seen.

Participant 1:44:31

So, is that a ‘what’?

Researcher 1:44:32

No, that would be a description, but you could say what it looked like, what does it look like for that one? Over here, I want you to find a ‘who’, who are you talking about in that paragraph? So, let’s have a look. Over here, I want you to find a ‘who’, who are you talking about. [general classroom conversation]

Participant 1:45:35

Miss [name removed], I think I have finished.

Researcher 1:45:43

Right ok, so just a few more minutes and then we will be going down… [general classroom chatter too noisy to distinguish individual comments]. [claps] Sit down, sit down in your places, so quietly. So, your English books, if you can pass your English books to the end of the line, pass your English books to the end of the line [general classroom chatter][claps once again]. Right, so the instruction was to pass the books to the end of the line, that its and then could you just bring them…whoever is at the end bring them and put them there…sitting quietly, we are going now go down to lunch.

When you have finished lunch, make sure on your way out, if you need to go to the toilet, go to the toilet; you need to take a coat with you, it is quite cold. And when you go down to the lunch hall, I want everybody, you need to fill the gaps; I don’t want children getting upset because they are not with their friends, you need to fill the gaps up. Have your lunch and then when you go outside you can see your friends outside anyway. You need to fill the gaps as you cannot take over the whole wall.

Recording ends with a child being told off by the returning teacher.

[End of transcription]