

LESSON 12

Rehearsing sentences for a broadcast script

Learning objective

To rehearse sentences for an audio news broadcast

Learning outcomes

- Practise using the language of an audio broadcast orally
- Use prompts to improvise sentences that could be used in a broadcast script
- Record notes for each part of a script to inform the drafting process

Curriculum links

- **English (reading):** identify features of texts
- **English (writing):** orally rehearse sentences
- **English (oracy):** take part in discussions

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on **all** of the NewsWise values.

Journalist training school context

Journalists have to prepare their own scripts before they make an audio broadcast. Saying their writing out loud helps them to check if what they are saying is easy for their audience to understand.

Core knowledge/skills

- An important part of the drafting process when writing a script is to say the lines out loud to check that they are clear and easy for the audience to understand.
- A podcast or radio host may work with their producer at this stage of the process to get feedback on how they can make their script clearer without forgetting any key details.

Before you begin

- This lesson allows pupils to practise using the language of a broadcast out loud before they have to write it. It is likely that pupils of this age will not have seen, read or written a broadcast script before this NewsWise unit. Rehearsing their lines orally will make writing them easier in the next lesson. Encourage pupils to think about how they can use clear and concise language while still giving the audience the most important details.
- This lesson requires lots of teacher modelling, so think about what your lines might be for each part of the script before the lesson begins. You may even want to practise drafting a complete script before delivering this lesson so you have experienced the process for yourself.

Starter/baseline assessment [5 mins]

1. Pupils listen again to **Recording 1** (used in lesson 9).
2. Recap the 5Ws in a brief class discussion and use follow up questions. *When did you hear the 5Ws? Was there anything you heard before the 5Ws?* (Guide pupils towards recognising that the hook and top line can be heard first. The purpose of the hook is to make the reader interested in the story without giving much information away whereas the top line will give more detail and is similar to a headline in a written news report.)
3. If pupils require a challenge, ask: *Why do the hook and top line come before the 5Ws?*

Learning activities

Activity 1 [10 mins]

1. Remind pupils that a broadcast script includes a 5W introduction. (Although it might feel like we should start with the top line, it is easier to begin by thinking about the 5Ws – journalists always start with this part!)
2. Using the class story(ies) decided in lesson 10, model planning and saying an effective 5W introduction out loud.
3. Pupils work in pairs to practise saying their own 5W introductions. Encourage partners to listen to each other and provide constructive feedback. (If available, recording equipment such as tablets and dictaphones can be used for pupils to refer back to in the following writing lesson.)

Activity 2 [15 mins]

1. Explain to pupils that now they know what the 5Ws are, it will be much easier to write the top line – this is what happens in real newsrooms. Model planning and saying a top line based on the 5W statement you have modelled. You can also refer to the lesson slides for an example.
2. Invite pupils to make up their own top line and take turns saying them aloud with their partner. Once they are confident with their top line, they can rehearse it together with their 5W introduction.
3. With any extra time, model saying other parts of the script (extra details, balanced quotes and outro) and allow partners to practise these too. (If available, recording equipment such as tablets and dictaphones can be used for pupils to refer back to in the following writing lesson.)

Activity 3 [20 mins]

1. Provide pupils with **Broadcast script note catcher**. Explain that this sheet can be used to record notes, symbols or pictures to help them to say their script out loud. It will also remind them what to write in the next lesson.
2. Model completing the note catcher with your own notes, symbols or pictures to represent the top line and 5W introduction modelled in activities 1 and 2.
3. Allow pupils time to record their own notes, symbols or pictures.
4. If pupils finish early, they can return to practising their script out loud. Partners can also offer feedback on how the delivery could be made clearer or where changes could be made to the script.

Plenary [5 mins]

Pupils record a response to the question: *What is one thing you must remember to include when you write your script?*

Invite pupils to share their responses if time allows and ask follow up questions. *Why will that be an important thing to include? How will that make your script easy for the audience to understand?*

Questions for assessment

- *What are the 5Ws? What is a top line?*
- *What is the purpose of the 5Ws? Why are they so important in a news report?*
- *What is the purpose of the top line?*
- *How is the top line different from the 5W introduction?*
- *What should your introduction/top line sound like?*
- *How can you keep the listener interested in what you are saying?*

Extension opportunities

For children who are most confident with the structure and language, encourage them to rehearse a hook for their broadcast.

Resources checklist

- **Lesson slides: Rehearsing sentences for a broadcast script**
- **Broadcast script note catcher**