

The news literate child: progression in news literacy

Use this resource to support
your planning of news literacy
for children aged 7 - 11



I'm
news
literate!

News.
WISE

The news literate child

Knowledge

I...

- ✓ understand the role of news media and why it's important
- ✓ know how news is produced
- ✓ understand what fake news is, why it exists and why it is a problem
- ✓ know where to get trustworthy news from
- ✓ know what bias is
- ✓ understand why news reports should be: truthful, fair, balanced, interesting
- ✓ know the structural, language and layout features of a news report

Skills

I can...

- ✓ ask questions and make checks when investigating whether a news story is trustworthy or not
- ✓ identify the difference between fact, opinion (rumour and speculation)
- ✓ evaluate whether a news report is truthful, fair and balanced
- ✓ summarise the main ideas of a news story
- ✓ identify and research newsworthy, safe and responsible stories to tell
- ✓ use the language, layout and structural features of a news report
- ✓ use my voice to report a story in a truthful, interesting, fair and balanced way
- ✓ edit my writing using the skills of a subeditor

Behaviours and attitudes

I...

- ✓ am engaged, curious, empowered, sceptical, and fair
- ✓ stop to think about a news story before sharing it
- ✓ am confident discussing news stories at home and at school
- ✓ get news and information from a broad range of sources
- ✓ look for different points of view within news stories
- ✓ am curious about what is happening in the world
- ✓ enjoy reading/watching/listening to/discussing news
- ✓ listen to and respect other people's opinions
- ✓ value news and think it is important
- ✓ feel empowered to report news stories that are important to me



Progression in news literacy

	Knowledge		Skills		Behaviours and attitudes	
	Ages 7-9	Ages 9-11	Ages 7-9	Ages 9-11	Ages 7-9	Ages 9-11
Understanding the news	<ul style="list-style-type: none"> I know what news media is and what it is for (its purpose) I know some different places where I can find news I know how news is produced I know that different things in the news may affect how I feel I know there are actions I can take if the news makes me feel sad, uncomfortable, worried or frightened (such as speaking to a trusted adult) 	<ul style="list-style-type: none"> I understand the role of news media and why it's important I know where news can be found, including several digital and print platforms I know how news is produced I know that news can sometimes cause strong feelings and emotions I know who I can speak to about news if it makes me feel sad, uncomfortable, worried or frightened 	<ul style="list-style-type: none"> I can ask questions about a news story to better understand it I can identify how news stories might make people feel I speak to a trusted adult if I see news that makes me feel sad, uncomfortable, worried or frightened 	<ul style="list-style-type: none"> I can ask questions about a news story to better understand it and consider what I think are the most important points I can seek support from a trusted adult if I find news makes me feel sad, uncomfortable, worried or frightened I can choose from a range of strategies if I find that news is causing strong feelings or emotions 	<ul style="list-style-type: none"> I recall the NewsWise code when I see a news story and think about each step (Stop, Question, Check, Decide) I remain sceptical about details that seem unbelievable and ask questions about them I confidently discuss news stories at home and at school 	<ul style="list-style-type: none"> I independently use the NewsWise code when I see a news story (Stop, Question, Check, Decide) I only share a news story once I have checked it thoroughly I confidently discuss news stories at home and at school, sometimes stating my opinions respectfully I take breaks from the news when I need to
Critically navigating the news	<ul style="list-style-type: none"> I know that a fact is something that is known to be true I understand what fake news is and why it is a problem I know that some things can be presented as news but are actually a hoax I know that some sources of news are trustworthy while others may not be I know that images online, including in news stories, can be misleading I know that images can be edited, miscaptioned or use forced perspective 	<ul style="list-style-type: none"> I know that facts are different from opinion, rumour and speculation. I understand what fake news is, why it exists and why it is a problem I know the difference between misinformation and disinformation I can explain how news providers target people with online news stories and how to recognise examples of this I can list trustworthy news sources I know common indicators that a source is untrustworthy (such as unprofessional-looking web pages, no named journalists etc.) I know that images online, including in news stories, can be misleading I know different ways that images can be used in misleading ways 	<ul style="list-style-type: none"> I can identify the main ideas of a news story and summarise them I can say what a fact is I can retrieve facts from news reports With support, I can make simple checks to see whether a news story is trustworthy or not (using the NewsWise Code) I can look for different views in a news story and say whether it is balanced or not I can explain the difference between what is 'made up' and what is true or real I can say how stories that are not truthful, fair and balanced may make people feel I am beginning to identify misleading images and seek support if I'm unsure 	<ul style="list-style-type: none"> I can summarise the main ideas of a news story, identifying the key details that support them I can identify the difference between fact, opinion, rumour and speculation I can retrieve, record and present facts from news reports I make checks when investigating whether a news story is trustworthy or not (using the NewsWise Code) I can evaluate whether a news report is truthful, fair and balanced I can justify why I think a news report is truthful, fair and balanced I can say how stories that are not truthful, fair and balanced can have an impact on people I can identify misleading images and explain how they have been used 	<ul style="list-style-type: none"> I find news from sources that I trust, and I question those that are unfamiliar I ask questions about a news story to ensure I completely understand the details I ask questions about who was involved in or impacted by a news story I question images that might be misleading I enjoy hearing about what is happening in world I enjoy reading/watching/listening to/discussing news I recognise that people have different ideas and these may be different to mine 	<ul style="list-style-type: none"> I find news and information from a broad range of sources I question all sources of news using the NewsWise code I check that a news story makes sense to me and ask questions if I am unsure about it I look for different points of view within news stories I question images that might be misleading and consider why they are being shared I am curious and use news sources to find out what is happening in the world I enjoy reading/watching/listening to/discussing news I value news and think it is important I listen to and respect other people's opinions

<p>Reporting the news</p>	<ul style="list-style-type: none"> • I know that news reports should be: truthful, fair, balanced, interesting • I know the structural, language and layout features of a written news report (This includes page furniture like the headline, byline, picture and caption; shorter sentences; concise and formal language; prepositions and adverbs; direct speech) • I can identify effective ways that the news can be presented orally 	<ul style="list-style-type: none"> • I know what bias is • I understand why news reports should be: truthful, fair, balanced, interesting • I know the structural, language and layout features of a written news report (This includes page furniture like the headline, standfirst, byline, picture and caption; using shorter sentences; concise and formal language; prepositions and adverbials; direct and reported speech; relative clauses) • I can identify effective ways that the news can be presented orally • I know that news presented orally will be different to when it is written 	<ul style="list-style-type: none"> • I can choose a story that is newsworthy, safe and responsible from given options • I can choose and use appropriate language to report news (This includes using concise, formal language; prepositions and adverbs) • I can order paragraphs to follow a given structure for news reporting • I can use simple organisational devices appropriate for a news report • (This includes page furniture like the headline, byline, picture and caption) • I am developing my own style and voice in how I report news • I can evaluate my own writing and suggest ways to improve it • I can read my own writing out loud, considering how I can make the main ideas clear to the audience 	<ul style="list-style-type: none"> • I can identify and research newsworthy, safe and responsible stories to tell • I can select the appropriate grammar and vocabulary for a news report, considering its effect on the reader/ audience (This includes using concise, formal language; prepositions and adverbials; active voice; short sentences) • I can use an appropriate, cohesive structure for a news report • I can use the full range of authentic layout features for a news report • (This includes page furniture like the headline, byline, picture and caption) • I can use my voice to report a story in a truthful, interesting, fair and balanced way • I can edit my writing using the skills of a subeditor (This includes checking spelling, punctuation, paragraphing and removing redundant or unnecessary vocabulary) • I can read my own writing out loud, considering how I can make the main ideas clear to the audience 	<ul style="list-style-type: none"> • I want to share news stories that are important to me 	<ul style="list-style-type: none"> • I feel empowered to report news stories that are important to me
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