

## MAGAZINE TEACHING SEQUENCE

This planning guidance is intended to support teachers with planning sequences of work based around magazines and critical literacy. It is not expected that teachers use all of the activities outlined but rather teachers will need to select from the menu those activities which are most suited to their intended outcomes.

### What the planning includes

The example planning offers:

- A range of possible outcomes for a unit of work
- Advice on how to select an outcome and how to adapt the planning for your class
- Aims that demonstrate the overall purpose of each phase
- Learning objectives linked to each phase
- A menu of activities for each phase of the sequence
- Possible success criteria for written outcomes

### How to use and adapt the planning model

The planning provides an example of the learning journey that might be experienced by Key Stage 2 pupils and is based upon the progression of reading, analysis and writing developed through joint UKLA/PNS research (DfES, 2004). It has been organised into three distinct phases but there is flexibility for teachers to identify which aspects of the magazine genre they wish to focus on.

Possible reading outcomes include:

- Identify how magazines are structured and organised, including how images and words combine to create effects
- Identify how magazines appeal to the reader through content, language use, image etc
- Infer the author's perspective from what is written or implied
- Reflect critically on a text's social and cultural implications

Possible written outcomes include:

- Design a front cover targeted at a specific audience, e.g. younger children, teachers, parents, taking into account interests of the audience
- Rewrite a magazine article or a page from an alternative perspective
- Create a new magazine that meets the interests of a specific group, perhaps working in small teams on specific sections.

When identifying the outcome teachers will need to consider the age and experience of pupils. For example, writing articles from alternative perspectives would be appropriate in Years 5/6, whereas designing a front cover, would work in every year group. Consider also, whether individuals will produce a single piece, e.g. their own front cover or whether the whole class will work together to create a magazine with pupils taking responsibility for different aspects. Careful consideration should be given to these factors to ensure that the context of the writing is clear.

Once the outcome is identified build appropriate pace into the sequence and ensure that the teaching focuses on the key elements relevant for the outcome. For example, planning will need to be adapted to reflect the type of articles that pupils will write, e.g. if pupils are to write recounts they will need to have read, reflected on and explored the language and structural features of these articles. If pupils are to write bite-sized texts or agony columns, they need to have experienced these. If the aim is to create a magazine, then pupils should understand who is involved in magazine publication as well as the processes used. Given this range of possible outcomes, Phase 2 has been divided into different aspects and teachers will need to select those which best support their intended outcome. The diagrams below offer suggestions of which aspects are most relevant for two different outcomes.

### **Design a front cover**



Phase 1



Phase 2

Aspect 1 and 2, with a focus on front cover design

Aspect 4, with a focus on language choice



Phase 3

Plan, design and evaluate front cover

### **Rewrite an article from another perspective**



Phase 1



Phase 2

Aspect 4, with a focus on language choice and alternative perspectives, including analysis of the article



Phase 3

Plan by using boxing up to generalise the structure

Oral rehearsal from plan

Re-write and compare with original

The length of the teaching sequence will vary depending upon the outcome. A shorter sequence might focus on front covers and audience, whereas creating a magazine might provide a term's worth of quality literacy work.

Example reading and writing learning objectives are provided but teachers will need to adapt these taking into account the needs of their class.

### **Using a Working Wall**

It is a good idea to use a Working Wall to capture key teaching points and the evidence gathered as a class whilst journeying through the sequence. This might include:

- Success criteria and reflection on what has been achieved
- Ideas/responses to text
- Checklist of features
- Key questions to consider
- Notes recording outcomes from book talk and writer talk
- Effective/emotive words or phrases from magazines
- Key vocabulary

- Photographs
- Annotated examples of articles, images, front covers etc
- Examples of shared and independent writing
- Writing frames/planning templates that illustrate how the texts are constructed
- Top tips on how to construct different types of articles

The working wall can be referred to throughout the teaching sequence and acts as an aide-memoire for pupils.

## **Phase 1 – Orientation to magazines**

### **Aims:**

- To find out what children already know about magazines
- To explore the range of magazines children have experienced and what their preferences might be
- To develop a classroom environment where magazines are welcomed and viewed positively alongside other texts

### **Learning Objectives:**

- Share and compare reasons for reading preferences
- Reflect on reading habits and preferences
- Generate questions and identify areas to investigate
- Offer reasons and evidence for their views

### **Activities:**

Find out what children know

- Mind Maps, brainstorm
- KWL (know, want to know, learnt), KTW (know, think I know, want to know)
- Generate questions to explore/create 'I wonder' statements, e.g I wonder who writes magazines?
- Provide children with key vocabulary and explore depth of understanding – headline, caption, editor, article

Explore range and preference

- Share preferences – teacher shares experiences as well as children – past and present
- Questionnaire for children and parents – older children could design their own
- Interviews – what do you read and why?
- Reading extracts and use booktalk – what does this remind the children of, what connections can they make, what do they like/dislike, have they read anything else like this?
- Children bringing own examples for displaying and sharing

### **Welcome magazines into the classroom**

- Finding out what the children already know / are interested in / would like to explore to support planning the next stage
- Display in the book corner/magazine den
- Set up a role play area – magazine shop/news room
- Prepare the context for the unit - discuss outcome and audience, e.g. who you will be creating a magazine for.

## Phase 2

As you move into Phase 2, begin to explore magazines as a text type, considering authorial intent, structure and language features. Throughout, use Book Talk, focusing on personal response, and Writer Talk, discussing the effect the writing has on us as readers, how effects are created by the author, and how effective these have been. As well as reading and reflecting, this is also a time for pupils to experiment and develop the style or voice of writing for a magazine. Specific writing skills can be rehearsed e.g. text construction, refining sentence construction and vocabulary choices. These short bursts of writing or 'downloads' can be referred to during Phase 3.

### Phase 2, Aspect 1 - Reading a magazine and magazine design

#### Aims:

- To explore the concept of multi-modality
- To demonstrate how the reader navigates and reads a magazine
- To introduce the key features of magazine design

#### Learning Objectives:

- Identify modes and consider how each mode contributes to the overall impact
- Identify the presentational features of magazines
- Choose and combine words, images and other features for particular effects

#### Activities:

##### Text navigation

- Distribute magazines. Pair pupils and ask one to observe the other and note how their partner navigates the text, e.g. where they start reading, use of contents, front and back cover etc. Draw comparisons with other non-linear texts, e.g. posters
- Discuss how the non-linear aspect affects the reader. How is the reading experience different from reading a book?
- Discuss preference: What is your eye drawn to and why? Does everyone think the same? What might be influencing this? Discuss the reading pathway through the text.
- Explore what happens to meaning if the page is cut up and reorganised. Is it still easy to find your way around the page?

##### Multi-modality and design

- Use a double-spread from a familiar picture book to introduce the concepts of 'mode'. Discuss what the words and illustrations tell the reader. Introduce an example from a magazine.
- Create a 'mode map', using tracing paper/acetate to identify features of layout and to label modes.
- Can you tell at a glance what the page is about without reading?
- Examine the role of images and words on a page. Which seems more significant and why?
- Explore the message conveyed by the written text and the images. Are they giving the same message?
- Cut up an article and distribute images/text to pupils. Explore the information given by each mode and try to determine the purpose. Reveal complete piece and discuss
- Cut up a page and ask the pupils to reassemble it to the best effect.
- Match labels to parts, e.g. title, masthead, photo, caption, column

- Examine the use of icons, colour, font and its impact on the reader.
- Extract some text from a magazine and explore the language. Then introduce the designed piece. What has the design added to the words?
- Examine different types of features and how purpose determines presentational aspects, e.g. informational columns, competitions, fashion spreads.
- Create success criteria for effective design, front cover etc.

## **Phase 2, Aspect 2 – Purpose and audience**

### **Aims:**

- To explore the different purposes of magazines
- To review the range of magazines currently available for young people
- To consider whether gendered content reflects the interests of all young people

### **Learning Objectives:**

- Explore how different texts appeal to readers
- Recognise rhetorical devices used to persuade and sway the reader
- Comment critically on the content of magazines
- Generate questions and raise issues
- Generate alternatives

### **Activities:**

#### **Explore range and purpose**

- Return to why we read magazines and look at different examples to examine what they offer
- Sort/classify magazines, e.g. according to interest, magazines linked to TV programmes or commercial products, lifestyle magazines for girls, comic/magazine crossovers
- Discuss other areas of interest/hobbies that may not be represented.

#### **Identify audience**

- Analyse different examples of spreads from magazines aimed at different audiences. Ask who reads this? Justify opinions by listing the features of design and content.
- Use a bookzip activity where pupils are detectives interrogating the front cover for evidence of who the target audience is.
- Use the spotlight tool on an interactive whiteboard to reveal elements of a front cover. Generate questions or write 'I wonder...' statements.
- Discuss: What do you think the readers who buy this are interested in? What is important in their lives? What do you think you will get in the magazine? Why did the author choose to put these things on the front cover?

#### **Consider gendered content/ lifestyle representation**

- At a glance, sort magazines into those aimed at boys and those aimed at girls. Justify your choices with evidence from the text.
- Take a boys' and a girls' magazine and list the types of articles. What are the similarities and differences? How is information presented differently?
- Identify the messages that the magazine content gives about being a boy or a girl today. Discuss whether

everyone likes the same thing and whether we should all like the same things. Create a list of topics that are of interest to the pupils but are not currently included.

- Comparison grids/Venn diagrams that record the outcome of comparing two or more texts.
- Explore features that seem to classify people into types, e.g. tree diagrams to find out 'What kind of friend are you?' Discuss the ethics of this, individuality etc.
- Cut out images from magazines of boys/men and girls/women. Sort these into 'types'. What kinds of boys/men and girls/women are featured. Who isn't represented and why? Are all boys/girls like this? What impact might these images have on the reader?

## **Phase 2, Aspect 3 – The Economics of magazines**

### **Aims:**

- To introduce the concept of shared authorship
- To consider how a magazine is brought to publication
- To consider the economic factors and implications related to the industry

### **Learning objectives:**

- Research how magazines are created
- Identify the purpose of magazines
- Compare magazine content

### **Magazine authorship**

- Explore questions such as: Who wrote this magazine? How could we find out? Introduce the concept of publishing. What is a publisher and what do they do? Discuss shared or joint authorship of text and relate to pupils' experience of writing with a partner etc.
- Research magazine syndicates – study magazines and try to locate the author, group magazines according to the publisher.

### **Magazine production**

- Develop understanding of jobs in the industry, e.g. distribute job titles: editor, designer, promotions buyer, product manager, printer, finisher, distributor. Ask pupils to predict what the job might involve from the job title. Why is their job important? What does the language of 'product' and 'promotions' imply about magazines?
- Create a relationship map to explain who is involved in bringing a magazine to market.
- Class visit to a local newspaper, interviews with those in the industry about their roles.

### **Economic factors/implications**

- Consider magazines as a commercial product. What happens to the money when they are sold?
- Explore the difference between independent magazines and those attached to a commercial product. Is the content different?
- Visit any product-linked websites
- Investigate how adverts are presented. Draw out that some adverts masquerade as articles. Why are they presented this way?
- Hunt for adverts in the magazine and work out the percentage of space given to advertising.
- List the adverts in one magazine and look for patterns. What does this imply about the readers of this magazine?

- Investigate free gifts, e.g. costings, finding out where they are manufactured, consider the audience.

## **Phase 2, Aspect 4 – Language choice and alternative perspectives**

### **Aims:**

- To demonstrate how language is manipulated by the author to create specific effects
- To consider authorial intent and impact on the reader
- To consider alternative perspectives and multiple readings

### **Learning Objectives:**

- Comment critically on the language, style, and success of the author's writing
- Infer writers' perspectives from what is written and from what is implied
- Distinguish between commentary and opinion and between factual information and opinions based on factual information
- Identify features that writers use to provoke readers' reactions
- Interrogate texts to deepen and clarify understanding and response
- Appraise a text quickly, deciding on its value, quality or usefulness
- Explore how texts are structured to create maximum impact

### **Language choice**

- Collect phrases that have impact for the working wall.
- Use communal reading aloud to rehearse the voice of the text and to internalise appropriate language patterns.
- Provide pupils with a list of words/phrases. Focus on the front cover and consider the target audience. Which words would be most effective in selling the magazine? How should the cover star, the free gift etc be described?
- Use a Zones of Relevance board and place words on the concentric circles according to how effective they are in terms of meeting the purpose (most effective in the centre)
- Concept lines/ratings to evaluate language choice, e.g. place language on a theme of intensity from weak to powerful, effective to less effective.
- Take an article, identify emotive/persuasive language. List alternative phrases that might have been used that would have similar impact/ the opposite effect.
- Extract sentences from the article and re-write them. Consider which are the most effective examples and why.

### **Authorial perspective**

- Identify the intended purpose of an article: To make the reader think/feel.....Use Writer talk, asking: What effect was the author intending? How was this achieved?
- Take the pupils through a process of critical reflection, where they ask:  
What is the text's message?  
What is my initial response?  
How does the author expect me to respond?  
What is the writer's purpose?  
What questions can I ask of the text?
- Find an article that has obvious bias. Discuss the concepts of fact and opinion. Highlight facts in one colour and opinions in another. Explore issues raised and how a reader's opinion might be affected by the author's

commentary. Identify an alternative perspective and rewrite the commentary from this perspective.

- Identify the techniques used to get the reader onside, e.g. direct address, powerful language, rhetorical devices.
- Use debates to practice persuasive skills. Identify the viewpoint, provide pupils with facts and evidence. Rehearse language structures.
- Recount everyday events from school life but told from an extreme viewpoint. Embellish with journalistic phrasing.
- Compare different versions of the same event.
- Play 'Good news, bad news': The good news is...the bad news is to demonstrate alternative perspectives on situations.

### **Text structure**

- Boxing up the text structure, so that pupils can see how to organise their ideas into sections/paragraphs, e.g. introductory section that draws the reader in, paragraphs including detail, quotes etc and a concluding section or sentence that summarises. Work from a model that closely fits the texts that you plan for pupils to write.
- Orally rehearse retellings from a given plan.
- Information from a text is compressed into one piece. Discuss where and why it might be appropriate to start a new paragraph.
- Use the 'boxing-up' method of one-box-to-one-paragraph to introduce the idea of presenting text in clear paragraphs.
- Annotate texts to identify structural features and devices such as connectives.

### **Example Success Criteria for written outcomes**

Success criteria can be created with the pupils as part of Phase 2. They are designed to indicate what a good example of the text type should include, or alternatively what the pupils will need to remember to do in order for their work to be successful. These success criteria are provided as examples.

#### **Design success criteria**

Remember to:

- Make it look exciting and colourful
- It needs to be obvious at a glance what the page is about
- Make it easy to find your way around the page
- It needs to look right for the reader
- Consider how many things should go on the page
- Choose images carefully and think about how the words should look

#### **Front cover success criteria**

Remember to:

- Grab attention and make the cover stand out on a busy shelf
- Think about how the page should look
- Choose words carefully and use persuasive language
- Add free gifts and/or reference to competitions.

### **Article success criteria**

Remember to:

- Decide on the viewpoint you want to present and select the information that supports it.
- Use an attention grabbing headline
- Use memorable/catchy slogans
- Use easy to understand introductions to the piece
- Consider purpose when choosing words – to make someone laugh, to inform, to persuade.
- Use a friendly and informal tone
- Talk directly to the reader

### **Phase 3 – Writing**

During Phase 3 pupils draw on all the experience of Phases 1 and 2 to create a written outcome in the magazine genre.

#### **Aims:**

- To model the writing process, through planning, drafting, revising and improving the final outcome.
- To comment critically on how successful the writing is

As stated earlier, there are a number of possible written outcomes:

- Design a front cover targeted at a specific audience, e.g. younger children, teachers, parents, taking into account interests of the audience
- Rewrite a magazine article or a page from an alternative perspective
- Create a new magazine that meets the interests of a specific group, perhaps working in small teams on specific sections.

Teachers will need to select the objectives which are most appropriate for their outcome and also the sentence and word level work which reflects their pupils' next steps.

#### **Learning Objectives:**

- Identify success criteria and use them to evaluate the writing
- Develop and refine ideas in writing using planning and problem-solving strategies
- Select the appropriate style and form to suit a specific purpose and audience
- Rehearse ideas orally and create an oral draft
- Choose and combine words, images and other features for particular effects
- Organise ideas into a coherent structure including layout, sections and paragraphs
- Write cohesive paragraphs linking sentences within and between them
- Vary and adapt sentence structure for meaning and effect
- Reflect independently and critically on own writing and edit and improve it
- Evaluate the effectiveness of the writing in terms of informing and engaging its audience.

Whichever outcome, the pupils should have each stage clearly modelled by the teacher, who uses 'writer-talk' to make the writer's thinking explicit. At relevant points, use response partners to support re-drafting and editing of

writing. Share and discuss examples of children's writing in progress. When demonstrating, emphasise appropriate sentence structure, punctuation and language conventions of the outcome you are working towards.

**Pupils will move through the following sequence:**

- Set up the writing task by explaining the audience and purpose of the writing.
- If working on a whole magazine, set up a newsroom, organise children into small groups and ask them to allocate roles to each member, for example writer, designer, researcher, editor and sub-editor. Discuss the roles and responsibilities of each job.
- Identify the success criteria for the writing task, referring back to the features lists and writing frames developed during Phase 2.
- Plan content using whichever approach is most useful – sticky notes, box up structure, ICT templates or writing frames
- Plans might draw on interviews with the target audience about relevant content.
- It may be necessary to research a topic – using books, DVDs, ICT
- Oral rehearsal, practising of language structures using their plan as a prompt. Multiple tellings and oral editing will support the children in refining language choices.
- Written drafting followed by oral read aloud to check the text sounds right and that the paragraphs flow
- Proof reading – spelling, capital letters and punctuation
- Editing – syntax and awareness of audience (does it make sense and is it interesting?)
- Revising – considering the whole text: structure, cohesion, layout, paragraphing, engaging for the reader. The designer's role is key in ensuring the product looks right.
- Present/share written outcomes with the intended audience
- Reflect on whether the writing meets the success criteria identified.