

# Headings and subheadings

## Objective

To understand how headings and subheadings can be used to organise information.

## Background knowledge

Children will probably have come across many headings and subheadings in their encounters with non-fiction texts. Although these are quite straightforward to understand, they often have an effect on the style of writing and the impact of texts. Certainly, the importance of effective headlines is quite obvious, and the use of subheadings can make text easier to scan and appreciate. Interaction with age-appropriate newspapers, websites and information texts (leaflets, brochures, encyclopedias and so on) can all help.

## Activities

### ● Photocopiable page 113 'Headings and headlines'

This photocopiable sheet provides a selection of headings and headlines to help exemplify the style and tone of language used. It can be displayed and each item discussed in turn. Ask: *What sort of text is it from? Where might we see it? What might the accompanying text be?* This can then be extended by looking at actual headings and headlines as appropriate.

### ● Photocopiable page 114 'A guide to France'

In this activity children have to indicate which subheadings belong where in a simple information leaflet. The main task is straightforward, and can be extended by considering alternative subheadings and/or discussing the text itself and how the information is conveyed. Before starting be sure to discuss and exemplify the purpose of subheadings.

### ● Photocopiable page 115 'Looking at lists'

This page provides a small selection of lists of different styles and focus. These can be used for discussion or

writing tasks using appropriate prompts, such as: *What is the purpose of each list? Is it effective? Who might have created it? Can anything else be added? Can you create a similar list for a different purpose? What makes it different from the other lists?* and so on.

## Further ideas

- **Lesson headlines:** At the end of the lesson, ask for contributions for the headline that best sums up the lesson, taking a class vote on the most apt.
- **Create subheadings:** Either using an appropriate text without headings or removing the subheadings from an existing text, challenge the class to insert their own headings and subheadings in the appropriate places. Discussing these afterwards can sharpen children's perception of how to choose meaningful and concise words.
- **Analysing texts:** Without looking at content, choose a wide range of texts from novels to newspapers and work with the class to quickly list the organisational features they contain: chapters, paragraphs, sentences, headings, subheadings, lists, and so on, perhaps creating a checklist for each text.

## Digital content

On the digital component you will find:

- Printable versions of all three photocopiable pages.
- Answers to 'A guide to France'.

**Headings and subheadings**

# Headings and headlines

- Look at the selection of headings and headlines on this page and consider what each one is about. Where might you see words like this? What words might come after it?

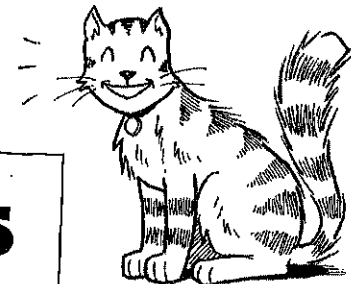
**United beat City 3-0!**

**The six wives of Henry VIII**

**Welcome to our hotel**

**Unit 6 – verbs**

**Whales**



**Headings and subheadings**

# A guide to France

■ This is a brief guide to France for British people who have never been there before. At the bottom of the page, there is one heading and four subheadings. Write them in the correct places.

You may never have been to France before, but you will probably know a bit about it. A country that is famous for its wine and food, France also has wonderful countryside, beautiful beaches, mountains and rivers. Some people say there are many different Frances, because it changes so much from place to place.

First, you have to get there. You can drive to France, taking your car on the ferries or through the tunnel; you can fly to France – there are lots of airports; or you can take the train. French trains are fast and punctual, and the roads are often quiet, but remember that the French drive on the other side of the road from us.

The French love food and are very proud of all the different foods they have. Lots of the restaurants and cafes are independent, but they do have chains like McDonald's too. Be sure to try 'pain au chocolat' for breakfast – it's delicious! Just be careful not to eat too many!

Although many French people understand English, it is always polite to try to speak in French. Learning the basic words like 'bonjour', 's'il vous plaît' and 'merci', isn't hard, and guide books will provide you with other useful words and expressions.

France is much bigger than the United Kingdom, although the number of people who live there is about the same (which is one of the reasons why the roads seem quieter). But in a country of that size, the weather can change a lot – the north is rainy just like the UK, but the south can be very, very hot in summer. In the mountains it is often snowy – it's great if you like skiing!

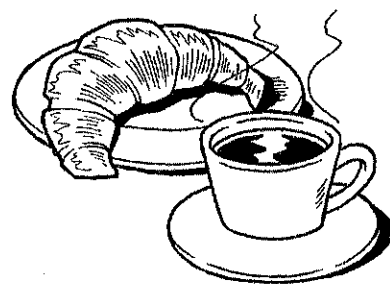
**Watch the weather**

**Eating out**

**France – a guide for first-time visitors**

**Travelling in France**

**Learn the language**



## Headings and subheadings

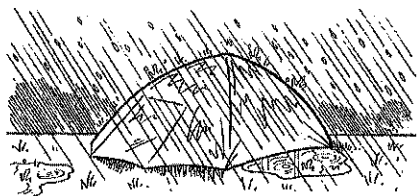
## Looking at lists

■ Look at these different lists – what do they tell you about the person who wrote them?

## Happy Valley campsite

Rules for campers:

- No dogs.
- No snoring.
- No singing.
- No old tents.
- No barbeques.
- No bad smells.
- No talking after 9pm.
- No smiling at the weekend.



chocolate  
milk  
beans  
chocolate  
bread  
potatoes  
apples  
chocolate

*We used:*  
*string*  
*plastic cups*  
*a spoon*  
*sticky tape*  
*a pencil*

1. Set the oven to 200°C.
2. Mix sugar, butter, milk and eggs.
3. Put the mixture in a cake tin.
4. Put in the top of the oven for 20 minutes.
5. Wait for cake to cool before icing.

