Teacher: Mrs Rai Topic: The Art of Food

Text: Range of persuasive adverts and leaflets. Genre: Non – Fiction – Persuasion

Grammar warm up – focus on noun phrases and expanded noun phrases.

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|  | Intent | Implementation | Impact |
|  | Learning Objective | Teaching | Activity | Learning Outcomes |
| Creating Interest (1 session)  | LO: To look at range of persuasive adverts and begin to collect responses.  |  Ask children to discuss where they have seen adverts and how they are used. Why do we have adverts (to persuade us to buy or do something) **PAIRS -** what does persuade mean?Look through ppt of adverts and discuss what techniques have been used to persuade you.e.g. ‘Try before you buy’. How do these adverts grab our attention? How are the pictures used? Who is the intended audience? | Place a selection of items around the classroom for children to look at e.g. cleaning items, toothpaste, torch, pan. Children to examine these and decide which they would want to buy and explain why in pairs. Key question: Which advert persuaded you the most? Which would you buy? Why?   | Children will be able to express preferences and justify. Children will begin to identify features of persuasive adverts.  |
| Reading and Responding (4 sessions) | LO: To use suffixes to understand the meanings, of –tion, -sion.  | Go through the power point on tion and sion from twinkle and create a word list with tion and sion.  | Give children the root words and they have to add the suffix and then to write a sentence for each word in their books.  | Children will be able to understand suffixes are at the end of the word and they end with tion and sion.  |
|  | LO:- Listen to, read and discuss a range of persuasion in advertisements.  | Show children Kit Kat advert from you tube with **sound muted**. Explain to them that they task is to write a script for this advert. Discuss key questions:What is the product? How is it described? Why does it persuade you?  | Show children the three examples of made up adverts. Children in pairs read each one and identify all the features, e.g. rhetorical questions, repetition, rhyming words, etc…They should stick one in their literacy books and on the opposite page annotate how it is trying to persuade them. Model one first on IWB to help them. | Children will be able to listen, view and read a range of persuasive texts.Children will be able to identify language of persuasion.  |
|  | LO- To identify how information is presented in a persuasive text. | Show children another chocolate advert with the sound so they can hear the advert. Model the analysis of persuasive texts by focusing on language, structure and presentation used in the text.Show them slogans and what they are meant to make the children realise just how pervasive advertising is and how it sticks in the mind (which it’s designed to!). Explain that they use alliteration, rhymes, etc. Discuss songs/music. “I’d rather have a bowl of co-co pops”  | Children to improve an example of an advert. What is wrong with it? How could we make it better? Children to create their own slogans to a selection of products that they may pick from a selection given. Remind children to use features like alliteration, rhymes, repetition, etc. | Children will be able to identify how information is presented in a persuasive text. |
|   | LO: - To identify and discuss effective words and phrases which capture the reader’s interest and imagination. | Relook at the leaflets and together create a checklist for language. Together make a list of words and phrases used for persuasive advert.  | Children to make a list of words/phrases for persuasive language in their books. | Children will be able to select appropriate pronouns. Children will be able to identify key points with evidence from the text. |
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| Writing5 sessions.  | LO: To identify the vocabulary and grammar of persuasive texts focusing on pronouns and noun phrases.  | Show children the leaflets of either Cadbury’s World or Charlie the Chocolate Factory. Together identify and select pronouns used.Relook at the adverts and leaflets and introduce persuasive word bank.  | Children to make a list of the pronouns and noun phrases used in their books.  | Children to use appropriate persuasive language and devices.Children will be able to use appropriate use of pronouns and noun phrases. |
|  | LO: Can I plan my own persuasive advert?   | Go through other chocolate adverts. Ask the children * What language do they use?
* How is it set out?
* What is its purpose?

Advise them to focus on rhetorical questions, rhyming words, repetition of words and etc.  | Children to plan their own script for the Kit Kat advert in their books.   | Children will be able to create a persuasive advert or leaflet. |
|  | LO: To read and analyse persuasive texts in order to write their own versions.  |  Remind children of the success criteria for a good advertisement. Ask them to think very carefully about kind of persuasive language used.They may edit and improve their plans from yesterday to make them even better.  | Children to use plans to create their own persuasive scripts for the Kit Kat advert. Encouarge children to check their spellings using dictionaries and use a variety of synonyms using a thesaurus.  | Children will be able to create a script for a persuasive advert.  |
|  | LO: To read and edit my persuasive text in order to write the final version.  | Ask children to re-read their scripts and edit them using purple pens.  | Children to edit their scripts and then to write their final version of the scripts in their books.  | Children will be able to create a script for a persuasive advert.  |

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