Unit three

Persuasion: adverts

Y3



Developing the writing skills of

advanced EAL learners

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Persuasion Resources Overview

**Literacy objective:** to write two adverts (one in leaflet form)

**Success criteria:**

* superlatives
* ‘bossy’ verbs
* positive adjectives
* rhetorical questions
* wordplay
* slogan

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| RESOURCES | PUPIL ACTIVITY | TEACHER NOTES |
| **1. Pictures, examples of features and labels cards** | Pupils work in groups to match pictures and examples first. (eg *Are you sweet enough for lifesavers?)* Then add labels (eg *rhetorical question*) | Display on learning wall for reference during the unit of work. |
| **2. Features of advertisments sheet** | In pairs pupils look through magazines, collect examples and note them in the grid. Swap adverts with another pair and continue. | *Teachers need to collect examples from magazines and newspapers etc. ( Enough for each pair to have several.)* |
| **3. Pictures for display** | Pupils use the display for reference during the learning. | Pictures to put up on the learning wall. *Includes photos of one teacher’s learning wall.* |
| **4. Persuasive techniques quiz** | Pupils work in teams. Briefly confer and agree the answer. The team scribe writes the correct letter on a mini whiteboard and shows. The scorer keeps track of the team points on another mini whiteboard. | *You need two mini whiteboards, pens and wipes per team.*Allocate roles of scribe and scorer. Show the questions slide by slide. |
| **5. Examples of description in advertising toys** | Pupils use the examples as models for describing their own toys. | Teacher leads questioning about the descriptions so pupils focus on what information is included and the factual and persuasive elements. (*eg 15 cm tall = factual, wonderfully soft and cuddly = persuasive).* Discuss impact on the reader.*Pupils need to bring in a toy that they will write an advert for.* |
| **6. Template for toy advert and example** | Pupils use the example and template to help with designing the layout of their toy advert. | Ask pupils questions about what they notice about the example advert and the layout features. How are the different elements of the text organized? *(eg the slogan is at the top)* |
| **7. Positive and negative adjectives** | In pairs pupils discuss whether adjectives are positive or negative and mark them with a plus or minus sign. | Teacher needs to question pupils about words that can be both depending on context.Eg tough *(tough meat is negative, tough leather can be positive for boots)* |
| **8. Adjectives and superlatives cards** | Pupils work in small groups to match the adjective and superlative pairs of cards.Then pupils see if they can identify and patterns and groups the pairs of cards. | Differentiate. Some pupils will not identify all of the patterns.Patterns include:* *Add –est to most adjectives*
* *Use most + adjective for words with 3 or more syllables*
* *Cross out ‘y’ and replace with ‘i’ + est for words ending with a consonant and y*
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| **9. Punctuation activity** | In pairs pupils discuss where the missing punctuation should go and mark it onto the sheet. | Punctuation focus:* Full stops for sentences *(but not phrases such as slogans)*
* Question marks
* Exclamation marks
* Capital letters for proper nouns
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| **10. Planning sheet** | In groups pupils read the leaflets and collect examples of the persuasive techniques in the leaflets. They write them on post it notes: one per post it and stick them on the A3 sheets.Then they use the planning sheet to make notes individually in preparation for their own persuasive leaflet: persuading parents and pupils to come to their school. | *Teacher will need to collect lots of examples of leaflets adverting a range of places eg* *museums, zoos, activity centres, local attractions*.Write the headings from the planning sheet on 6 x A3 sheets of paper and provide post-it notes for each group.*(see photos of pupils’ notes included in this resource)* |