

Y3 Summer Non-Fiction: Persuasive writing: Advertising

Unit 1

Core: Introduction to persuasive writing in advertising

Preparation Notes:

- Check that for **Day 1** the advert links (*see below*) work on your Internet connection.
- For **Day 1**, enlarge the **Features of Adverts: recording sheet** (*see resources*) so that you can model making notes whilst showing the advert clip.
- Gather a range of sample print adverts prior to the Unit. Also ask children to collect and bring in examples of print adverts (*from magazines, newspapers, fliers, etc.*) prior to **Day 2**. These adverts need to be scanned and the original ones displayed.

Notes for Teaching:

- Children are paired for this unit. This may work best by forming mixed ability pairs, or alternatively you may decide to have focused pairs working with an adult for support.
- Across this unit you may wish to create a display of powerful words and phrases, adding to it from children's work as they develop their ideas.
- For **Day 2**, sample print adverts can be found in the resources if you wish to supplement the examples brought in by children.
- For less able/younger cohorts, approach advertising techniques on **Day 3** with a light touch, using this more as a context for spotting powerful language and targeting an audience.

Essential Texts:

In resources

Websites:

Hovis advert <https://www.youtube.com/watch?v=8OBlli26gaY>

Day 1 adverts to watch:

Innocent Smoothies advert <https://www.youtube.com/watch?v=g9xcPtiu0dE>

Volvo advert <https://www.youtube.com/watch?v=13dlEtkmb9k>

Colgate advert <https://www.youtube.com/watch?v=7D1ej0AgngY>

M&S food advert <https://www.youtube.com/watch?v=5lwMQYxm23U>

Day 3 TV advert for trainers

<https://www.youtube.com/watch?v=0V8TTMKoM9E>

SCROLL DOWN FOR TEACHING AND ACTIVITIES

Y3 Summer Non-Fiction: Persuasive writing: Advertising

Unit 1 Day 1

Introduction to persuasive writing in advertising: TV adverts

Teaching

- Play children the Hovis advert (<https://www.youtube.com/watch?v=8OBlli26gaY>) and ask them what it is (an advert for bread). *Who has made it? Why?*
- Explain that you will be looking at lots of different adverts throughout this block.
- Discuss what the purpose of an advert is: *to persuade*. What does this mean? *Encourage people to think/act in a certain way*. Who might the audience be? In the case of the Hovis advert, people who eat bread/families.
- Where do we find adverts? Discuss different platforms (*TV, Internet, billboards, magazines/newspapers, radio, email, messenger services* etc.) and make a list.
- *What is your favourite advert on TV? What features are used to catch our attention?*
- Display and discuss **Features of Adverts** (*see resources*).
- Show children the **Features of Adverts: recording sheet** (*see resources*). Re-watch the Hovis advert. Discuss and model how to make notes on its purpose and features.

Activity: Watch video adverts and make notes on audience, purpose and features

Objectives: <i>Spoken language</i> Ask relevant questions to extend understanding and knowledge; Articulate and justify answers, arguments and opinions; Use spoken language to develop understanding; Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
You will need: Internet access; Advert links (<i>see websites</i>); Features of Adverts (<i>see resources</i>); Features of Adverts: recording sheet (<i>see resources</i>)
Children work in pairs
Activity <ul style="list-style-type: none">• Give children the Features of Adverts: recording sheet (<i>see resources</i>).• Children initially watch all four contrasting adverts (<i>see websites</i>) to give them an overview of the topics and style.• Then show each advert again, stopping the clips to allow time for discussion and note-taking. Encourage children to think about purpose, audience and advert features. You may need to show adverts more than once depending on your class.• Once completed, children discuss in their pairs which they thought was the most effective and why.
Plenary Discuss which advert children found most persuasive and why. Encourage children to consider which features of the adverts helped to make them persuasive.
Outcomes <ul style="list-style-type: none">• I can discuss my ideas explaining them to a partner.• I can make notes.• I can spot persuasive language and techniques in adverts.

Y3 Summer Non-Fiction: Persuasive writing: Advertising

Unit 1 Day 2

Introduction to persuasive writing in advertising: print adverts

Teaching

- Recap on the adverts from **Day 1**. What sort of language did the adverts use? Discuss and list, e.g. *alliteration, repetition, slogans, adjectives, questions, eye-catching titles*. Agree that we might use these techniques in lots of types of writing.
- Explain that today you are going to look at some printed adverts. Display examples of scanned adverts, or alternatively show them under the visualiser. How do children think these differ to the TV adverts?
- Emphasise the written language and use of images, catchy titles and brief content. Note that some TV adverts last over a minute, while lots of written adverts can be read in less than 20 seconds! Each word must work hard to persuade.
- Display and explain how to use the **Features of Written Adverts: recording sheet** (*see resources*), noting the different types of language included in the list.
- Share the **Trainer adverts** (*see resources*) and discuss and model making notes on the Asics example, using the recording sheet.

Activity: Explore powerful language in printed adverts

Objectives:

Comprehension Retrieve and record information from non-fiction; Identify how language, structure, and presentation contribute to meaning; Identify themes and conventions.

Spoken language Ask relevant questions to extend understanding and knowledge; Use spoken language to develop understanding; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

You will need: Adverts collected and copied; **Sample adverts** (*see resources*); **Trainer adverts** (*see resources*); **Features of Written Adverts: recording sheet** (*see resources*)

Children work in pairs

Activity

- In pairs, children read and discuss a selection of print advertising, looking for examples of features, identifying and recording them.
- They identify and give examples of the language used, recording their findings on the **Features of Written Adverts: recording sheet** (*see resources*), ticking the relevant features and providing an example where appropriate.

Plenary

Which adverts ticked the most boxes? Does this necessarily make them the best adverts? Which adverts were most appealing to children? If you have not already, this would be a good opportunity to make a list of the language techniques picked out by the children for display and future reference.

Outcomes

- I can identify powerful language.
- I can evaluate printed adverts for persuasive power.
- I can identify and make notes on key features of adverts.

Y3 Summer Non-Fiction: Persuasive writing: Advertising

Unit 1 Day 3

Introduction to persuasive writing in advertising: developing ideas

Teaching

- Revisit some adverts from **Days 1 & 2** and show the TV trainer advert (<https://www.youtube.com/watch?v=OV8TTMKoM9E>) before looking back at the **Trainer Adverts** (see resources).
- Explain that adverts need to convince people to buy their product; they must persuade their audience.
- Discuss advertising techniques and the examples on the **Advertising Techniques** sheet (see resources).
- Create a powerful language phrase bank on a flip chart/ large sheet of paper to display, using ideas from the adverts discussed over the unit.
- Explain that children will use some of these ideas to create TV adverts for trainers or sports kit. What sort of information might they include? What form would their advert take?
- Share **Adverts: Things to include** (see resources) and model developing a short advert for kid's trainers (depending on your class, you may need to model this in more detail, e.g. *I am going to have a girl who wants to run faster. She goes into a shop to ask the assistant which shoe will help*, etc).

Activity: Role play adverts using powerful language

Objectives: Composition Discuss and record ideas; Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Spoken language Ask relevant questions to extend understanding and knowledge; Use spoken language to develop understanding; Participate in discussions and performances.
You will need: Adverts: Things to include (see resources)
Children work in pairs
Activity <ul style="list-style-type: none">• In pairs, children decide what specifically they would like to advertise (sports kit/trainers) and who their audience is.• Then give them Adverts: Things to include (see resources) to support them as they discuss ideas for a TV advert.• In pairs, they develop their ideas, rehearsing a short advert for their product. Encourage them to develop the advert, building on what sounds most persuasive.• Encourage children to make brief notes to remind them of what they have decided.• Encourage children to use a range of powerful language like that explored on Day 2. Easier: Direct those struggling to start to choose a conversation format.
Plenary Share ideas with two other pairs and feedback to one another.
Outcomes <ul style="list-style-type: none">• I can use powerful language.• I can use role play to develop ideas for an advert.

Y3 Summer Non-Fiction: Persuasive writing: Advertising

Unit 1 Day 4

Introduction to persuasive writing in advertising: script writing

Teaching

- Recap on children's ideas from **Day 3** and look back at **Adverts: Things to include** (*see resources*).
- Remind them of the sort of powerful language used during the previous sessions and ask children to talk about their best ideas from **Day 3** with their partner.
- Ask one pair to present their ideas from **Day 3** and model how to use the role play as a basis for writing a script. Highlight that children may wish to add in stage directions as well if children are 'doing' something.
- Explain that today children will be turning their own role-played adverts into scripts which they can write and perform.

Activity: Write and perform a persuasive advert

Objectives: <i>Composition</i> Discuss and record ideas; Compose and rehearse sentences orally, (including dialogue) building a varied and rich vocabulary and an increasing range of sentence structures.
You will need: Adverts: Things to include (<i>see resources</i>); Notes from Day 3
Children work in pairs
Activity <ul style="list-style-type: none">• Children write scripts for their TV advert, reading aloud as they write to check for impact.• Remind children to think about the language as well as the way in which it is presented.• Are they having a conversation? Are they being interviewed? Are they telling a story? Are they pretending to be experts? Are they narrating with exaggerated description?• Children refer back to the Adverts: Things to include (<i>see resources</i>) to check they have included the key elements of an advert.
Plenary In groups, children perform their scripts and discuss how their use of language and techniques has made their advert effective. Share a few good examples as a class or make plans to record them for future viewing.
Outcomes <ul style="list-style-type: none">• I can write a script for an advert.• I can use powerful language.• I can present an advert based on my script.

The links to the websites and the contents of the web pages associated with such links specified on this list (hereafter collectively referred to as the 'Links') have been checked by Hamilton Trust (being the operating name of the registered charity, William Rowan Hamilton Trust) and to the best of Hamilton Trust's knowledge, are correct and accurate at the time of publication. Notwithstanding the foregoing or any other terms and conditions on the Hamilton Trust website, you acknowledge that Hamilton Trust has no control over such Links and indeed, the owners of such Links may have removed such Links, changed such Links and/or contents associated with such Links. Therefore, it is your sole responsibility to verify any of the Links which you wish you use. Hamilton Trust excludes all responsibility and liability for any loss or damage arising from the use of any Links.