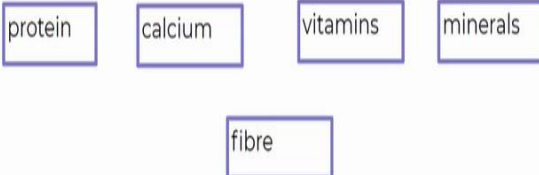
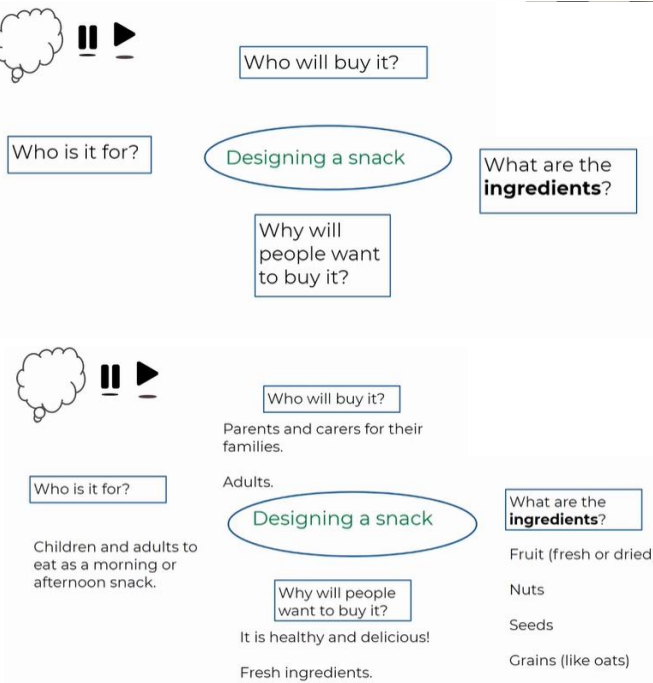


Key Areas of Learning:	Oak Academy Links	Around the home activities	Your Challenge
<p>Writing Writing a persuasive advert about a healthy snack you have designed. Using comparatives and superlatives within your writing.</p> <p>Reading Decoding – increasing vocabulary choices to improve your understanding and your writing. Retrieval skills - to identify features of persuasive writing.</p>	<p>x 5 sessions integrated into a Kingfisher writing sequence.</p> <p>https://classroom.thenational.academy/lessons/to-understand-the-features-of-adverts-65k3ed</p> <p>https://classroom.thenational.academy/lessons/to-build-scientific-vocabulary-to-describe-healthy-snacks-70tp4d</p> <p>https://classroom.thenational.academy/lessons/to-build-persuasive-vocabulary-to-use-in-our-advert-ctk3ed</p> <p>https://classroom.thenational.academy/lessons/to-write-complex-sentences-about-our-healthy-snack-60upct</p> <p>https://classroom.thenational.academy/lessons/to-design-and-write-an-advertisement-for-a-healthy-snack-6cv34t</p>	<ul style="list-style-type: none"> - Can you find adverts for products? You could cut these out and create a collage on paper. - Where can you find adverts for products? Can you make a list of the places you have seen them? - Can you choose an everyday item in your home such as a coat or a potato and persuade someone in your family to choose that item and not the others? How would you persuade them? 	<ul style="list-style-type: none"> - You have designed your snack and your advertisement to persuade people to choose your snack, but does it work? Can you imagine it will be on the TV and turn your advert into a verbal advert where you read aloud your writing? Remember, you still need to persuade your audience (your family).
Key Questions			
<ul style="list-style-type: none"> • Why is your snack healthy? • Why should people choose your snack and not the others? • How can you persuade people to choose your product? • Can you remember the rules for adding -er and -est suffixes to root words? 			

Suggested Learning Activities	Resources	Desired Outcome
<p>Analyse Understanding the features of adverts</p> <p>In this lesson, we will look at some advertisements and decide what their purpose and audience is. This will help us for when we write our own advertisement. We will also look at some of the language used in an advertisement and how we can develop our own language to use in our advert.</p> <p>Click on the link in the resource column to get started →</p>	<p>https://classroom.thenational.academy/lessons/to-understand-the-features-of-adverts-65k3ed</p> <ul style="list-style-type: none"> • paper • pencil 	<ul style="list-style-type: none"> • To know what an advertisement is and what it does. • To know what PALL stands for. • be able to identify the purpose, audience and language of an advertisement. • To know the difference between a comparative and a superlative.

<p>Immerse Build scientific vocabulary to describe healthy snacks</p> <p>In this lesson, we will look at a mixture of healthy and unhealthy foods and learn what makes something healthy or unhealthy. We will learn some scientific vocabulary to help us to talk about food, developing a list that we can use in our writing.</p> <p>Click on the link in the resource column to get started →</p>	<p>https://classroom.thenational.academy/lessons/to-build-scientific-vocabulary-to-describe-healthy-snacks-70tp4d</p> <ul style="list-style-type: none"> • paper • pencil 	<ul style="list-style-type: none"> • To use appropriate adjectives when describing items of food. • To identify what makes a snack healthy or unhealthy. • To be able to organise snacks into two groups: healthy and unhealthy. • To learn some scientific vocabulary, we can use to talk about food.
<p>Immerse Design a healthy snack</p> <ul style="list-style-type: none"> • Make a list of five of your favourite snacks. • Next to each one, can you write why it is one of your favourites? What makes it so good? • Are your favourite snacks healthy or unhealthy? Why do you think that? • What would make a snack healthy? Think about our previous session using the scientific vocabulary – would it be nutritious or just delicious? Would it have chocolate in it? Does it have to be fruit? • Choose 3 unhealthy snack options that you already like to eat and try and think of 3 healthy snacks that you could swap them with. Remember; they still need to be tasty, but just better for your body. • Now it is time for your main task: using two pages in your book, you are going to design your healthy snack, by drawing it twice and labelling it. • Before you draw, you need to decide who your snack is for – adults, children or everybody? How can you make sure those people will like it? What would it need to include? • For the first image, think about what your packaging will look like – how will you make it attractive to your audience? Why will that be the snack they choose from the shelf? • For the second image, you are going to draw your snack unwrapped or out of the packaging so we can see what it looks like properly. • You will need to label this image clearly with its ingredients and describe them so we can already start to feel persuaded that your healthy snack is the best one. 	<ul style="list-style-type: none"> • paper • pencil • colouring pencils 	<ul style="list-style-type: none"> • To identify what makes a snack tasty to eat. • To identify what makes a snack healthy. • To think about the purpose and audience of your snack. • To design a healthy snack, fit for the purpose you have decided.

Skill

Adding -er and -est suffix rules

- We are going to explore the rules for adding two different suffixes today. We will be adding -er and -est.
- Remember, suffixes are added to the ends of root words, to change their meaning.
- If I want to add -er to an adjective, I am going to be comparing two items so I call this a comparative adjective. For example, I might say, this red apple is sweeter than the green apple I ate earlier.
- My adjective is sweet, but I am comparing my red apple and my green apple, by adding -er to sweet to make the word sweeter.
- If I add -est to an adjective, I am saying it is the most of my adjective – so sweet + est = sweetest, so I could say these grapes are the sweetest ones I have ever eaten. Really, I am saying they are the most sweet, but that sounds silly!
- Right, if I take a root word – fast – it's an easy word, it has no prefixes or suffixes, it's just a root word.
- If I want to add -er to make the word faster, I can.
- If I want to add -est to make the superlative adjective fastest, I can.
- It's a one syllable word and it ends in a consonant, so I just add the suffix.
- Let's have a different root word. juicy. What letter does juicy end with? Y – that's right!
- When our root words end with y, they make it tricky for us. To add our suffixes, we must change the y for a i and then we can add -er or -est.
- I can then have the words juicier and juiciest – this is the juiciest orange I've ever eaten.
- Time for a different root word, big. This is one syllable, but because it ends with a short vowel sound (i sound, it doesn't sound like eye) and then a consonant, I have to do something different.
- To add my suffixes, I must double the end consonant. So it already has 1 g but I must add another before I can add -er or -est.
- big + g + er = bigger
- big + g + est = biggest
- Sometimes, if it's a two syllable word, I can't do any of these things and I must just say more..... or most.....

hot

hotter

hottest

Suffix

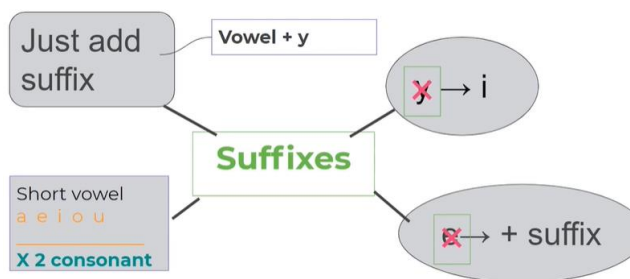
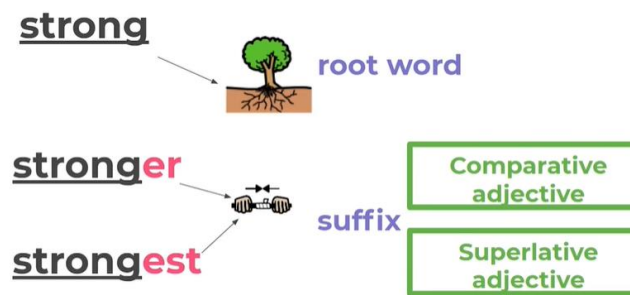
A group of letters at the end of a word that changes its meaning.

Root word

Most basic version of a word - no prefixes or suffixes.

Adjective

An adjective describes a noun.



This link might help you to understand the rules better, with some more examples:

<https://learnenglish.britishcouncil.org/english-grammar-reference/comparative-and-superlative-adjectives>

- paper
- pencil

- To know the definitions of: root word, suffix and adjective.
- To know that words with short vowels such as hot have to have their consonant doubled when we add -er or -est.
- To know that words ending in -y change to end in -i when we add -er or -est.
- To know that some root words can just have the suffixes -er and -est added straight onto the end.

- E.g. more interesting, most interesting
- Your task today is to turn my root words into comparative and superlative adjectives by adding -er and -est.
- Draw this table on your page and then complete it.

Root Word	Comparative Adjective	Superlative Adjective
strong		
hot		
friendly		
slow		
yummy		

- Now you have done that, can you put 5 of your words into sentences?

Skill

Creating comparatives and superlatives for your healthy snack

- Can you remember what a comparative and a superlative is?
- Comparative adjectives end in the -er suffix and would compare two items, such as longer, shorter, quieter or louder.
- Superlative adjectives end in the -est suffix and is the highest or lowest end of the scale – e.g. loudest, shortest or longest.
- Can you write 3 comparative adjectives ending in -er and 3 superlative adjectives ending in -est?
- Can you put one of each of these into a sentence?
- Thinking about your healthy snack that you designed yesterday, we need to think of some comparative and superlative adjectives that we can use in our advertisement.
- I want to say my healthy snack is more tasty than a boring chocolate bar – how can I turn that into a comparative? Tasty ends in y, so when I add -er, what do I need to do?
- I must change the y for an i and add -er, so my word is tastier.
- My sentence would be: My healthy snack is tastier than a boring chocolate bar.
- If I want to say my healthy snack will make you the most happy, what can I say instead? I can make that into a superlative by adding -est, so my word is happiest.
- My sentence would be: My healthy snack will make you the happiest.
- For your task, I want you to draw a quick sketch of your healthy snack at the top of your page to remind you of what you are writing about.
- You are going to create 3 comparative adjectives and put them into sentences and 3 superlative adjectives and put them into sentences to describe your healthy snack, just like my sentences that we discussed.

<https://learnenglish.britishcouncil.org/english-grammar-reference/comparative-and-superlative-adjectives>

- paper
- pencil

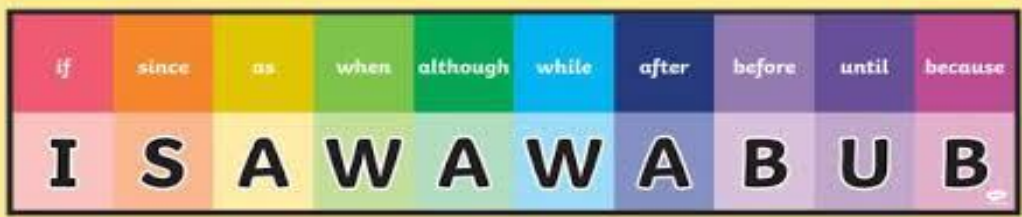
- To understand what a comparative adjective is.
- To understand what a superlative adjective is.
- To remember the rules for adding -er and -est suffixes when creating comparatives and superlatives.

- You need to write them under your drawing of your snack – don't forget our rules for adding the -er and -est suffixes!
- When you have written them, can you underline your comparative adjectives in one colour and your superlative adjectives in a different colour?

Skill

Subordinating conjunctions

- Remember: a conjunction is a word that joins two sentences or clauses together, such as "and", "because", "but" or "if".
- I have two sentences here. Can you add a conjunction to join them together to make one sentence? *You should eat my snack. It is delicious.*
- Which conjunction did you choose? Was it a coordinating conjunction (for, and, nor, but, or, yet, so) or a subordinating conjunction (in the picture below).



Can you remember the difference?

- Coordinating conjunctions must always go in the between the two clauses in your sentence, so they just join them together. E.g. I want to go to the park AND I want to get an ice cream.
- Subordinating conjunctions don't have to go in the middle of our sentences; we can add them to the start of our second clause (the second part of the sentence) and then move that second clause to the start of our sentence. E.g. You should eat my snack WHEN you are playing outside. Or you can move it: WHEN you are playing outside, you should eat my snack.
- It is the subordinating conjunctions we want to think about today and when we are writing our persuasive advertisement.
- We are going to use strips of paper today for our activity, so you will need to have a normal piece of paper, in the portrait position and then you will cut across it to make 10 strips (like in the image to the right).
- Take 2 of your long strips and cut them in half so you now have 4 short strips and 8 long strips.
- Now you are going to think about your healthy snack that you have designed and we are going to write some sentences about it.

- paper
- pencil
- scissors

online video/game to remind you:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/article/s/zqk37p3>



- To know the difference between coordinating and subordinating conjunctions.
- To identify subordinating conjunctions because of their ability to move around in a sentence.
- To use subordinating conjunctions to start sentences, therefore creating subordinating clauses.

- My first sentence is going to be: You have not tried the best until you have tried the mouth-watering delights of the Break Bar.
- What is my subordinating conjunction? Where is it in my sentence? In the middle – look, I’ve written them on strips of paper like you will.

You have not tried the best until you have tried the mouth-watering delights of the Break Bar.

- Because it’s a subordinating conjunction, I can move it and the second clause all the way to the beginning of my sentence!

Until you have tried the mouth-watering delights of the Break Bar you have not tried the best.

- You can now have a go at making your own sentences; remember the subordinating conjunction needs to go on the small piece of paper!
- When you have made your sentence so that your conjunction is in the middle, you can move it to the start with your second clause to prove that it still makes sense.
- Your 4 sentences need sticking down onto a page, so we can see them properly and you might be able to use them in your writing. Choose 2 to have the conjunction in the middle and 2 where you think it sounds better at the start.

Skill

Build persuasive vocabulary to use in our advert

In this lesson, we will explore and create slogans for healthy snacks. We will look at what makes a good slogan and what language features we can use to make them more persuasive.

Click on the link in the resource column to get started →

<https://classroom.thenational.academy/lessons/to-build-persuasive-vocabulary-to-use-in-our-advert-ctk3ed>

- paper
- pencil

These slogans use **alliteration**!

 Barry's Brilliant Beef Burgers

 Healthy, Happy, Honey

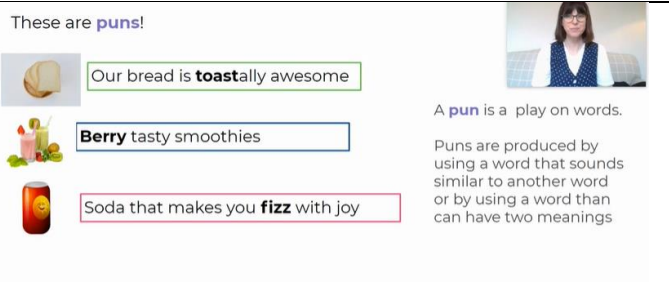

 Fizzy, Fabulous, Fresh



Alliteration occurs when the first letter or letters are repeated in a group of words.

Alliteration makes the phrase catchy and easy to remember.

- To recap and use appropriate comparatives and superlatives in your writing.
- To know what a slogan is and what its purpose is in an advertisement.
- To understand the different techniques that can be used in slogan writing, such as puns, alliteration and rhyming.

	<p>These are puns!</p>  <p>A pun is a play on words. Puns are produced by using a word that sounds similar to another word or by using a word that can have two meanings.</p> <p>These slogans use rhyme!</p>  <p>We create rhyme when we use words that have the same last sound. This makes a phrase catchy and memorable.</p>	
<p>Plan Write complex sentences about our healthy snack</p> <p>In this lesson, we will use subordinating conjunctions to make our own complex sentences ready to use in our advertisement in the next session.</p> <p>Click on the link in the resource column to get started →</p>	<p>https://classroom.thenational.academy/lessons/to-write-complex-sentences-about-our-healthy-snack-60upct</p> <ul style="list-style-type: none"> • paper • pencil 	<ul style="list-style-type: none"> • To know what a complex sentence is and what it must have to be called a complex sentence. • To identify the two separate parts of a complex sentence. • To know which clause must be the subordinate one because it does not make sense when you read it on its own. • To be able to write your own complex sentences.
<p>Write Design and write an advertisement for a healthy snack</p> <p>Today, we will create the layout and write our advertisement. The link will guide you through all of the stages of planning. I have included a template below to help you without pausing the video when you are writing.</p> <p>You will need to include:</p> <ul style="list-style-type: none"> • A picture of your healthy snack 	<p>https://classroom.thenational.academy/lessons/to-design-and-write-an-advertisement-for-a-healthy-snack-6cv34t</p> <ul style="list-style-type: none"> • paper • pencil 	<ul style="list-style-type: none"> • To understand how the layout of an advertisement supports its success. • To remember what PALL stands for and to be able to identify them from an advert.

- The name of your product
- A slogan, that includes a pun, alliteration or rhyme
- Describing sentences, using high quality adjectives.
- A question with a superlative adjective, ending with -est
- One or more comparative sentences.
- At least one complex sentence including scientific vocabulary about food, such as protein, fibre, nutritious.

Click on the link in the resource column to get started →

The diagram illustrates the components of an advertisement. At the top is a pink box labeled "Question with superlative". Below it is a green box labeled "Name of product slogan!". To the left of the green box is a blue starburst labeled "Sentence with adjectives". To the right of the green box is another blue starburst labeled "Comparative sentence!". Below the green box is the text "Picture of your healthy snack." At the bottom is a horizontal line labeled "Complex sentence with scientific vocabulary." There are also pause and play icons to the right of the green box.

- To design and write your own advertisement for your own healthy snack.