****

**Purpose, Audience and Register**

**Purpose** = The purpose is to persuade someone to buy one of Wonka’s newest creations.

**Audience** = Since it is a persuasive advert, the audience is the people who we want to buy a Wonka product.

**Levels of Formality** = An informal register will be used since it is written as an advert to persuade an audience to buy something.

**Crofton Junior School**

**English Knowledge Organiser Year 5 = Autumn 2 (Unit 3)**

|  |  |
| --- | --- |
| **Unit of Work** | A persuasive advert for a new Wonka product |
| **Text Type / Genre** | Non-Fiction – Advert (Persuasion) |
| **Text Driver the Unit of Work links to** | Charlie and The Chocolate Factory |

|  |  |
| --- | --- |
| **Overview of the Unit of Work including End of Unit Outcome**  | Pupils will continue to read and discuss Charlie and The Chocolate Factory by Roald Dahl. They will read Chapters 16-24 with particular emphasis on Mr Wonka’s incredible, edible inventions (everlasting gobstopper, hair toffee, chewing gum meal, marshmallow pillows, lickable wallpaper, hot ice cream for cold days, cows that give chocolate milk, fizzy lifting drinks, square sweets that look round). In this unit of work, pupils will learn how to write persuasive adverts. They will look at a high-quality model. Pupils will learn how to use adverbs and modal verbs whilst also revising previous skills taught. Pupils will draft their own persuasive adverts for one of Wonka’s edible inventions. Following this, they will then reflect upon their initial draft and make purposeful edits to up level this further with a particular focus on adverbs and modal verbs. Pupils will recall their knowledge of proof reading to proof read their finalised draft for spelling, punctuation and grammatical errors.  |
| **Links to Reading Objectives** | Pupils will continue to identify further themes in the story with a particular focus on the outcome for each of the other children (not including Charlie). They will discuss whether what happens to each of the characters is fair and just. When studying model persuasive texts, pupils will consider how language, structure and presentation contribute to meaning.  |
| **Prior Learning** | Vocabulary, Grammar and Punctuation Knowledge:* In Year 4, pupils used coordinating and subordinating conjunctions to link words or phrases together. They extended their range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although.
* In Year 4, pupils used noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.

Text Type – Persuasion: * Children are first introduced to writing to persuade in Year 5. This is built upon in Year 6.
 |
| **Text Type Features (Persuasive Advert)** | * A persuasive advert is written in the present tense.
* It includes memorable slogans to resonate with the audience.
* A persuasive advert includes rhetorical questions, emotive language, repetition and exaggeration in order to entice the audience and persuade them to purchase the product.
 |
| **Sticky Knowledge**  | During the autumn term, time is spent revisiting key sticky knowledge from previous year groups to ensure this is secure before building on this. The children will learn:1. Parenthesis is a word or group of words inserted into a sentence to provide additional, often non-essential, information which could be removed without affecting the sense of the sentence. It is punctuated with a pair of brackets, dashes or commas. (Year 5 revision)
2. To distinguish between statements of fact and opinion.
3. An adverbial is a word or phrase that is used like an adverb, to modify a verb or clause. Adverbs can be used as adverbials but many other types of words and phrases can also be used this way including preposition phrases and subordinate clauses. (Year 4 revision)
4. To link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
5. To indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].
 |
| **New Vocabulary** | **Fact** – a thing that is proved to be true**Opinion** - a view or judgement formed about something, not necessarily based on fact or knowledge**Comeuppance** – a punishment or fate that someone deserves.**Meddling** - intrusive or unwarranted interference**Similar** – it can be compared; having things in common**Justify** – to prove or show to be just, right or reasonable |
| **Post Learning** | * In Year 5, in the spring term, pupils will recall their knowledge of writing to persuade to draft and write a balanced argument to support the reader to make an informed judgement based on the key question: Was it fair to ask the children to keep the lost city a secret in exchange for their survival? This will be inspired by the text: The Explorer.
* In Year 6, in the spring term, pupils will recall their knowledge of writing to persuade by drafting a persuasive letter from Lady Macbeth to Macbeth to encourage him to kill the King of Scotland. This will be inspired by the text: Macbeth.
* In Year 6, in the summer term, pupils will recall their knowledge of writing to persuade to draft and write a balanced argument to support the reader to make an informed judgement based on the key question: Should Michael be permitted to embark on the voyage around the world? This will be inspired by the text: Kensuke’s Kingdom.
 |