

# Charlie and the Chocolate Factory: English : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To become familiar with the main characters	In this first lesson, as a class you will read the first five chapters of <i>Charlie and the Chocolate Factory</i> , and discuss what children have learnt so far about the main characters. In their independent activities, they will answer a range of comprehension questions about the characters and events so far. In the alternative activity, they put themselves in the shoes of Charlie Bucket, and write a short paragraph using what they know about him.	<ul style="list-style-type: none"> <li>Can children name and discuss what they know about the main characters of the book?</li> <li>Can children answer a range of questions about what they have read?</li> <li>Can children share their thoughts and opinions about the main characters?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Charlie and the Chocolate Factory</i> by Roald Dahl (not provided)</li> <li>Worksheet 1A/1B/1C</li> <li>Challenge Cards (FSD? activity only)</li> <li>Here Comes Charlie... Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore how different characters are portrayed	After recapping on the characters we have met so far in the book, and the children's impressions of them, as a class you will then read Chapters 6, 7 and 8 together. In their independent activities, children use given extracts to delve deeper into each of the four Golden Ticket winners' characters, and begin to share their own opinions about them.	<ul style="list-style-type: none"> <li>Can children name and describe the first four Golden Ticket winners?</li> <li>Can children share their opinions of these characters, based on the evidence from the text?</li> <li>Can children begin to discuss the author's intentions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Charlie and the Chocolate Factory</i> by Roald Dahl (not provided)</li> <li>Extract Sheets</li> <li>Worksheet 2A/2B</li> <li>Discussion Cards</li> <li>Question Cards (FSD? activity only)</li> <li>Character Badges (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To show knowledge and understanding of characters' thoughts and feelings	In this lesson, as a class you will read Chapters 9, 10 and 11 of <i>Charlie and the Chocolate Factory</i> . Children will be encouraged to use the given extracts from the text to deduce and infer characters' thoughts and feelings. In their independent activities, children will complete thought bubbles or diary entries for the character of Charlie. Alternatively, in groups, children create a role-play to show the reactions of Charlie's family as he arrives home with the last Golden Ticket.	<ul style="list-style-type: none"> <li>Can children use given extracts to explain how a character is feeling?</li> <li>Can children use given extracts to infer what a character might be thinking?</li> <li>Can children put themselves into the shoes of another character?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Charlie and the Chocolate Factory</i> by Roald Dahl (not provided)</li> <li>Thought Bubbles Sheets</li> <li>Diary Sheet 3A/3B</li> <li>Role-play Challenge Cards (FSD? activity only)</li> <li>Bucket Family Badges (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To explore how the author creates images through word choice	After reading Chapters 12-16 of the book, together children will analyse word choice in a selection of extracts, and discuss the imagery that is created through this use of language. In their independent activities, children will draw pictures of either Mr Willy Wonka or the Chocolate Room, based on given extracts.	<ul style="list-style-type: none"> <li>Do children understand that authors choose and use their words carefully?</li> <li>Can children identify words and phrases that the author has chosen to help create a picture in the reader's mind?</li> <li>Can children share and explain their opinions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Charlie and the Chocolate Factory</i> by Roald Dahl (not provided)</li> <li>Extract Cards 4A/4B</li> <li>Worksheet 4A/4B/4C</li> <li>Word Choice Cards (FSD? activity only)</li> <li>Discussion Cards (FSD? activity only)</li> <li>Dictionaries, thesauruses (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To make predictions based on what has already happened in the text	Children will first be asked to predict what they think will happen to Augustus Gloop next, before reading Chapters 17-20 and part of Chapter 21 (up to stated point). After discussing the events of these chapters, children will then use their knowledge of the book so far to predict what might happen to Violet Beauregarde in the remainder of Chapter 21.	<ul style="list-style-type: none"> <li>Can children use their existing knowledge of the story to predict what might happen next?</li> <li>Can children discuss and explain their predictions?</li> <li>Can children assess which predictions are the most/least likely, and say why?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Charlie and the Chocolate Factory</i> by Roald Dahl (not provided)</li> <li>Worksheet 5A/5B/5C</li> <li>Extract Clues Sheet</li> <li>Prediction Cards (FSD? activity only)</li> <li>'Predictometer' Sheet (FSD? activity only)</li> </ul>

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Lesson 6	To answer questions accurately	After reading Chapters 22-26 together, children will focus on what a good answer to a comprehension question should include, and then assess different answers to a given questions. In their independent activities, children will write, share, edit and improve answers to a variety of comprehension questions.	<ul style="list-style-type: none"> <li>• Can children identify when a question has been answered correctly?</li> <li>• Can children use relevant information from the text to support their answers?</li> <li>• Can children edit and improve their answers to comprehension questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• <i>Charlie and the Chocolate Factory</i> by Roald Dahl</li> <li>• Discussion Cards</li> <li>• A Good Answer... Cards</li> <li>• Extract Cards</li> <li>• Worksheet 6A</li> <li>• Question Cards (FSD? activity only)</li> </ul>
Lesson 7	To answer questions in character	As a class, children will finish reading <i>Charlie and the Chocolate Factory</i> and discuss the questions on the slides together. In their independent activities, children ask and answers questions in the role of the five children from the book. The FSD? activity challenges children to work in groups to create a talk show featuring the characters, called 'After the Visit'.	<ul style="list-style-type: none"> <li>• Can children use evidence from the text to justify their answers?</li> <li>• Can children generate appropriate questions to ask different characters?</li> <li>• Can children answer questions in the role of a specific character?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• <i>Charlie and the Chocolate Factory</i> by Roald Dahl (not provided)</li> <li>• Worksheet 7A/7B</li> <li>• Talk Show Challenge Card (FSD? activity only)</li> <li>• Name Tags (FSD? activity only)</li> </ul>

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Reading - word reading	
<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	

Reading - comprehension	
<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>

Writing - transcription HANDWRITING
<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>

Writing - transcription SPELLING
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>

Writing - composition
<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>

Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>

English Appendix 2	
<b>WORD</b> <ul style="list-style-type: none"> <li>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]</li> <li>Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]</li> <li><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>	
<b>SENTENCE</b> <ul style="list-style-type: none"> <li>Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]</li> </ul>	<b>TEXT</b> <ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub-headings to aid presentation</li> <li>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> </ul>
<b>PUNCTUATION</b> <ul style="list-style-type: none"> <li>Introduction to inverted commas to <b>punctuate</b> direct speech</li> </ul>	<b>TERMINOLOGY FOR PUPILS</b> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')