

The BFG: Descriptive Writing: English : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore how language is used to describe a fictional character	In this first lesson, children will be introduced to the characters from <i>The BFG</i> . As a class, they will discuss what they know about the story and the characters. Children will be able to understand how descriptive language such as adjectives and similes create an image in the reader's mind. In groups, children will discuss which adjectives appropriately describe a character and why.	<ul style="list-style-type: none"> • Can children name a character from <i>The BFG</i>? • Can children say what they like about a character and explain their reasoning? • Can children use adjectives to describe a character? 	<ul style="list-style-type: none"> • Slides • Character Cards 1A/1B/1C • Adjective Cards 1A/1B/1C/1D • Secret Identity Cards (FSD? activity only)
Lesson 2	To understand the difference between character and characteristics	After briefly recapping the use of adjectives to describe, children will consider the differences between the terms 'character' and 'characteristics'. After thinking of some characteristics, children will be introduced to synonyms as a way of expanding their vocabulary. They will begin to discuss how audience types may feel differently about a character as a result of their characteristics before recording their ideas independently.	<ul style="list-style-type: none"> • Can children explain the difference in meaning between 'character' and 'characteristic'? • Can children use adjectives to describe a character? • Are children able to explain how they feel about a character? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Synonym Word Bank • Audience Cards • Warning Poster 2A/2B/2C (FSD? activity only)
Lesson 3	To know how to use similes to describe a fictional character	In this lesson, children will focus on how to describe a character using similes. Children will practise identifying similes in extracts from <i>The BFG</i> and consider how Roald Dahl uses similes to describe not only a character's appearance but also their personality and actions.	<ul style="list-style-type: none"> • Can children identify a simile? • Can children write a simile using the words 'like' or 'as'. • Can children say if a simile is describing appearance, personality or actions? 	<ul style="list-style-type: none"> • Slides • Character Cards 3A/3B/3C • Worksheet 3A/3B • Simile Puzzle 3A/3B • Adjective Word Bank • Challenge Card • Challenge Card Answers • Silly Simile Poster • Not So Simile Poster
Lesson 4	To plan a character description	Children will first recap what language features they may need when describing a character. They will then use resources available to create a character profile for their given character. This will inform their descriptive writing in the following lesson. In the alternative activity, children will have the opportunity to create their own giant, considering their character's appearance and qualities.	<ul style="list-style-type: none"> • Can children use adventurous vocabulary to describe a character? • Can children identify whether a word or phrase describes a character's appearance or personality? • Are children able to explain some of the ways a character can be described? 	<ul style="list-style-type: none"> • Slides • Adjective Word Bank • Simile Prompt Sheet • Worksheet 4A/4B/4C • My Giant Worksheet (FSD? Only)
Lesson 5	To write a character description	In this final lesson, children will first look at two example character descriptions and will be asked to assess which is better and why. They will then be guided through how to take their ideas from their character profiles and expand words and phrases into full sentences. Children will use their character checklists to remind them of what should be included in their descriptions and will improve their writing through the editing challenge.	<ul style="list-style-type: none"> • Can children use conjunctions to join clauses? • Are children able to expand on simple sentences by adding conjunctions? • Can children edit and improve their writing? 	<ul style="list-style-type: none"> • Slides • Character Description Template • Character checklist 5A/5B/5C • Character Profile Plans from Lesson 4 • Editing Challenge Card

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Reading - word reading	
<ul style="list-style-type: none"> 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 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	
Reading - comprehension	
<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction 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
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> 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 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]. 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>WORD</p> <ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Writing - composition	<p>SENTENCE</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] <p>TEXT</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] <p>PUNCTUATION</p> <ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech <p>TERMINOLOGY FOR PUPILS</p> <p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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 	