

English Medium Term Plan

Outline of programme of work

Through exploration of the Roald Dahl's *George's Marvellous Medicine* – students will develop both their writing, reading and speaking and listening skills. It is crucial basic skills are studied throughout this scheme; word types, punctuation, writing in paragraphs and spellings.

All APP AFs will be covered within the scheme.

Key Objectives

To develop reading skills, applying knowledge to PEE/PELE writing frames.

To develop creative writing skills – paying attention to basic English skills throughout all writing.

To develop speaking and listening skill.

Exploration of language.

Suggested Activities		Bloom
Week 1	<p>Introduction of <i>GMM</i>.</p> <p>How many Roald Dahl texts can students name? Develop a circle map on white hat facts about RD.</p> <p>Students are to explore the title of the novel by developing circle/bubble maps on both <i>Marvellous</i> and <i>Medicine</i>. Based on their findings students</p>	<p>Predictions Analysis</p>

	<p>should develop predictions on what they believe the book is going to be about. Predictions should be placed in a short paragraph.</p> <p>As a class students should develop three adjectives to describe their predictions as a whole class – the class should aim to find new words to add to their circle maps.</p>	
Week 2	<p>As a class students should explore what a blurb is – they should then read the novels blurb. Students should reflect on their predictions from last lesson – have they changed if so how and why.</p> <p>As a class students then read up to page 8 – a circle map should be created to explore the character of Grandma. Using this circle map students will construct a PEE chain exploring what grandma is like.</p> <p>Ext: Develop a PEE on the character of George.</p> <p>Plenary – students should complete the following sentence, ‘my opinion on George is... because...’</p>	<p>Analysis Construction Reflection</p>
Week 3	<p>As a class explore what the term alliteration means – students then need to construct their own example of alliteration describing grandma.</p> <p>As a class read the novel up to page 15 – the class should then discuss the character of grandma.</p>	<p>Exploration Analysis Construct</p>

	<p>Task – students are to develop a diary entry as George – white hat should be used to find facts about grandma then students should use their red hats should be worn to express George’s feelings. As a class, develop a success criteria; take into consideration tense, person, ordering and grammatical correctness.</p> <p>Plenary two stars – one wish.</p>	
<p>Week 4</p>	<p>Display on the board the quote: ‘He was shaking a little’. Explain that this is the first line of the next chapter – students then need to predict why George might be shaking. Challenge – as students to explain why using the connective because.</p> <p>Read pages 16- 19.</p> <p>Ask students to work in groups to develop a circle map on the emotions of George –red hat. The frame of reference needs to be the supportive quotes from the text. Challenge – from this the more able students can develop a PEE on how George is feeling.</p> <p>As a class re-read the rhyme on pages 18 and 19 – tap/clap out the rhythm with the class. Students then need to explore why Dahl used a steady rhyme, what is the effect on the reader?</p> <p>Students should then create a rhyming verse on their own about Grandma</p>	<p>Construction Application Analysis Exploration</p>

	<p>Kranky – it should be wrote in first person as though she is their grandma.</p> <p>Display the title of the next chapter on the board; 'George begins to make the medicine'. Students need to make a prediction of what will happen in this chapter. Challenge – develop a recipe for their own medicine.</p>	
Week 5	<p>Write a selection of nouns on the board – as groups to develop adjectives to help describe/add more detail to the noun.</p> <p>Read pages 20-27. Students should develop a flow map to sequence the recipe in order. Students must track the text –the items must be in chronological order.</p> <p>Students then need to develop a recipe of their own – this must have the detail as to how it should be put together and in what order (for less able students a template may be used). Clear success criteria should be developed exploring both purpose and audience. Students must give their recipes a name i.e. curing laziness.</p>	<p>Analysis Construction Creativity</p>
Week6	<p>Reflect on the novel so far – the teacher should say a mixture of statements about the novel some true and some false, students should hold up flash cards to state if they believe the statements are true or false.</p> <p>Read pages 28-36. Students should explore how George feels about his Grandma, they should try to locate evidence from the text to support their ideas.</p>	<p>Construction Sequencing Language analysis</p>

	<p>Challenge – as a class explore ‘onomatopoeia’ As a class explore the onomatopoeia on page 34. Using these technique students should develop a chant of their own – the chant should be said whilst making their recipe. Extension – willing students can perform their chant with actions to the rest of the class.</p>	
Week 7	<p>Display a simple sentence on the board, ask students to write the sentence in their books and to identify the different word types.</p> <p>To explore readers feelings to the novel. Students should put on their red hats, developing a circle map of their emotions before Grandma is given George's medicine. Challenge – students can develop a PEE on how Dahl develops tension.</p> <p>Read pages 37-53. Students should develop a double bubble map comparing their prediction to the true happenings in the play.</p>	
Week 8	<p>Read 54 – 68. Whole class discussion based on the reaction of Mr and Mrs Kranky. Students should find a piece of evidence to support their ideas. This knowledge should then be applied to the PEE structure.</p> <p>Students can develop an illustration of Mr and Mrs Kranky – these illustrations must be annotated.</p>	Application Construction Analysis

<p>Week 9</p>	<p>Place an image of George on the board – students must develop a bubble map to <i>describe</i> George's emotions.</p> <p>Read pages 69 – 73. Students should explore how the reader knows that Mr Kranky is excited – develop a circle map, the FOR should be quotations from the text (how do e know this?). Students should then apply this to a PEE/PELE. This should be completed as a whole class model before writing up.</p> <p>Extension – students draw an illustration of George annotating how he feels about his dad's idea.</p>	<p>Analysis Exploration Construction</p>
<p>Week 10</p>	<p>Read pages 74 – 83. Students should answer the following comprehension questions:</p> <ol style="list-style-type: none"> 1. What does this chapter add to the book? 2. What do we learn about the different characters? 3. How does tension/ excitement build within the chapter? 4. How does Dahl want the reader to feel, whilst reading this chapter? <p>Extension – hot seating exercise.</p> <p>Students should explore the audience and purpose of the novel. Challenge – remind students to explain why using the connective 'because'.</p>	<p>Comprehension Application</p>

Week 11	<p>Read pages 84 - 95. Students should complete a book review – they must explore their favourite parts of the play and give the book a rating.</p> <p>Reflect on the purpose and audience of the novel – with this in mind students should develop an advert for the novel to be placed in a local newspaper.</p> <p>Self-assessment – two stars and a wish</p>	Analysis Construction Review
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