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| Unit | Key Stage 3                       |
| 2    | Autumn year 2                     |
|      | Charlie and The Chocolate Factory |

| Unit Name: Charlie and The Chocolate Factory   |   | Recommended Teaching Time:   |
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| <p>This unit seeks to introduce pupils to a core text following the GCSE assessment framework pupils are encouraged to:</p> <ul style="list-style-type: none"> <li>explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level</li> <li>identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader</li> <li>relate texts to their social, cultural and historical traditions</li> </ul>  | <p><b>All</b> pupils should be able to understand the narrative and key themes</p> <p><b>Most</b> pupils should be able to discuss key themes, language features and make specific inferences</p> <p><b>Some</b> pupils will make inferences and comment on specific structural techniques and language devices</p>   |  |
| I can statements (star the "essentials")   | Critical Content, Key Words and Additional Notes.   |  |
| <p>I can identify various features of a writer's use of language, with some explanation, e.g. 'when it gets to the climax they speak in quick, short sentences which makes it more tense'.</p> <p>show some awareness of the effect of the writer's language choices, e.g. "'inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen'.</p> <p>I can identify the main purpose of a text, often through a general overview, e.g. 'the writer is strongly against war and wants to persuade the reader to agree'.</p> <p>I can identify the viewpoint in texts, with some, often limited, explanation I have a general awareness of the effect on the reader, with some, often limited, explanation.</p> <p>I can identify similarities and differences between texts, or versions, with some explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports.</p> <p>I can give some explanation of how the contexts in which texts are written and read contribute to meaning, e.g. how a novel relates to when/where it was written.</p> | <p><b>Teaching agenda:</b></p> <ul style="list-style-type: none"> <li>This week we will start to read Charlie and the Chocolate Factory. We will focus on how Roald Dahl introduces the characters in this story and how they are developed. We will also look at the use of the author's language and analyse the effectiveness of this.</li> <li>This week will explore some of Mr Wonka's marvellous creations. This will inspire us to create our own chocolate bars which we will go on to advertise. We will look at a range of persuasive literary devices and understand how we can include these in our writing.</li> <li>This week we will continue to read Charlie and the Chocolate Factory. As we are introduced to new characters we will think about how the author wants us to feel about each character. We will write our own character descriptions.</li> <li>We will continue to read Charlie and the Chocolate Factory. This week we will make comparisons between the text and the film.</li> <li>Trip to Cadbury World</li> <li>Persuasive writing – creating leaflets advertising Cadbury World/Chocolate Factory.</li> <li>Make and sell chocolate bars</li> <li>Persuasive writing – poster adverts for own chocolate.</li> <li>Textual analysis essay</li> </ul> <p><b>Framework</b></p> <p>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</p> <p>AO2: Demonstrate critical understanding of concepts and issues relevant to language use.</p> <p>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</p> <p>AO4: Explore connections across texts, informed by linguistic concepts and methods.</p> | <p><b>Key words and phrases:</b></p> <p>Alliteration<br/> Assonance<br/> Colloquial language<br/> Dialect<br/> Dialogue<br/> Dissonance.<br/> Enjambment<br/> Hyperbole<br/> Imagery<br/> Irony<br/> Metaphor<br/> Monologue<br/> Onomatopoeia<br/> Oxymoron<br/> Pathos<br/> Personification<br/> Repetition<br/> Rhyme<br/> Rhythm<br/> Simile<br/> Symbolism<br/> Tone<br/> Word choice</p> |

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**Assessment details**

| <b>Assessment Focus</b>   | <b>Task</b>   |   |   |
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| <p>AF1 – Use a range of strategies including accurate decoding of text, to read for meaning.</p> <p>AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p> <p>AF3 – deduce, infer or interpret information, events or ideas from texts.</p> <p>AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p> <p>AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.</p> <p>AF6 – identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</p> <p>AF7 – Relate texts to their social, cultural and historical contexts and literary traditions.</p> | <p>Read the following extract from chapter ____ and then answer the question that follows. At this point in the text.... Starting with this extract, explore how the writer presents _____.</p> <p>Write about:</p> <ul style="list-style-type: none"> <li>• how the writer presents _____ in this extract</li> <li>• how the writer presents _____ in the text as a whole.</li> </ul>  |   |   |
|   | <p>My writing is both varied and interesting.</p> <p>I vary my writing so that it suits purpose and audience.</p> <p>I can use a more formal style where appropriate.</p> <p>I can use some range of imaginative vocabulary accurately.</p> <p>My sentences and <b>paragraphs</b> are clear, coherent and well developed.</p> <p>I am generally able to spell words with complicated spelling patterns correctly.</p> <p>I use a range of punctuation, including commas, apostrophes and inverted commas.</p> | <p>My writing is fluent and it engages and sustains the reader's interest.</p> <p>I adapt my style of writing and language choices to suit different forms.</p> <p>I experiment with a range of sentence structures and a very varied vocabulary in order to create effects.</p> <p>I organise my ideas in well-developed, linked paragraphs.</p> <p>My spelling, even of irregular words, is generally accurate.</p> <p>I use a range of punctuation to clarify my meaning, for example, semi colons.</p> <p>My handwriting is neat and legible.</p> | <p>I am a confident writer and adapt my work appropriately and imaginatively to suit purpose and audience.</p> <p>I develop both character and setting in my narrative writing.</p> <p>My non-fiction writing gives clear points of view, and takes account of different perspectives.</p> <p>I use grammatical features and vocabulary accurately and for effect.</p> <p>My spelling is correct, even of complex, irregular words.</p> <p>I use paragraphs and correct punctuation to make the sequence of events or ideas coherent and clear.</p> <p>My work is legible and attractively presented.</p> |

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|  | My handwriting is clearly legible and fluent. |  |  |
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| Questions |   |
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| 01        | Why are characters important in the story?  |
| 02        | How would you describe Mr Wonka and his marvellous creation? <b>Think language techniques</b> |
| 03        | How does Dahl use emotion and senses to help narrate his story?                               |
| 04        | What are descriptive techniques?  |
| 05        | What can you infer about each character?  |
| 06        | How does Dahl use foreshadowing to tell his story?  |
| 07        | Why is this story moralistic; what are the key features of a moral?                           |
| 08        | What narrative devices are used in this story?  |
| 09        | How has the story been adapted for other media?   |
| 10        | What is your reader response?   |

