



Holy Family Catholic Primary School

English - LKS2 – The BFG Overview



Text: The BFG by Roald Dahl
(and Revolting Recipes by Roald Dahl)

Outcomes: Recount (diary entry), character descriptions, wanted posters, new chapter, instructions (recipes), letters
Main Outcome: Own version narrative (fantasy)

Overview and Outcomes: The planning sequence is based on the story of The BFG by Roald Dahl. It includes exemplified grammar activities throughout, as well as including drama techniques such as thought tapping. Visual images and music are also incorporated. Specific teaching strategies are highlighted in bold and there is a glossary to explain how each of these work in a classroom situation. The children will create diary entries as Sophie and write a new chapter/own version of what might happen before creating their own Giant story. The 2016 film can be used alongside the text as an additional text form or in full after session 10 but teachers will need to use the original written form first as many of the activities need children to draw upon the language that Dahl used.

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

- 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

Writing Transcription (Spelling and Handwriting)

- Use the first two or three letters of a word to check its spelling in a dictionary
- Use further prefixes and suffixes and understand how to add them (English Appendix 1)

Reading Comprehension

- Develop positive attitudes to reading and understanding of what they read by:
- 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
 - Discussing words and phrases that capture the reader's interest and imagination

Vocabulary, Grammar & Punctuation

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- 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]
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of commas after fronted adverbials
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Writing (Composition)

Write sentences by:

- 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

Draft and write by:

- In narratives, creating settings, characters and plot
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme

Evaluate and edit by:

- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns