

Assessment

SECTION

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Assessment advice

George's Marvellous Medicine follows the typical theme of many of Roald Dahl's stories, featuring an 'underdog' child as the hero who gets revenge on an unpleasant adult through a series of surreal events. It is unusual in that probably the most enjoyable part of the story consists of a chaotic process of mixing up ingredients as a recipe. This provides a good opportunity to assess children's ability to understand the importance of the order of events in a story and the idea of cause and effect. Ask them 'What happened when...?' questions as they read the story. Building on their understanding of sequential order, check that they remember the events of the story – what happened when George made his medicines two, three and four?

There are only four characters in the story,

so this provides good opportunities to assess children's awareness of how the author uses the characters' actions and dialogue to build details about them. Ask the children about how they think a character is feeling at certain points in the story, for example: George, just before he gives Grandma the new medicine; Grandma when her head pokes through the roof; Mr Kranky when he first sees the giant hen. Ask them for reasons to support their suggestions: what is there in the text that makes them think this? Does the character's dialogue or actions show readers what they are feeling?

Grandma's selfish personality is central to the plot. Ask the children to find examples, for instance: Why did Grandma drink Marvellous Medicine Number Four?

What happens next?

Assessment focus: Understand how writers use different structures to create coherence and impact.

What you need: Copies of *George's Marvellous Medicine*, photocopiable page 32, scissors, writing materials.

What to do

- Remind the children about the work they have done during reading on the sequence of events and cause and effect.
- Provide each individual child with a copy of photocopiable page 32. Without telling them that the list is taken from the chapter headings of *George's Marvellous Medicine*, ask the children to cut out the rows on the photocopiable sheet and place them in the correct order to show the

sequence of events in the story. Some children may recognise them as chapter headings; others may not recognise them when they are written using lower-case print.

- Once they have sequenced their cards, ask them to write a single sentence in the right-hand column for each of the headings. Explain that they can write whatever sentence they think is most relevant or important to illustrate how the key events progress through the story.
- Ask them to read each heading and their sentence one at a time and explain their choice of order and why they chose to write the sentence, that is: why they thought it most relevant or important.