

# GREAT EXPECTATIONS

CHARLES DICKENS

YEAR 5/6 READING STUDY  
CLASSIC LITERATURE  
RANGE: FICTION – CLASSIC TEXTS

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based on the *Real Reads* retelling of *Great Expectations*  
written by Gill Tavner and illustrated by Karen Donnelly



[www.realreads.co.uk](http://www.realreads.co.uk)

# 1 Great Expectations Charles Dickens

## Focus

- ◆ Introducing text and main characters
  - ◆ Designing a poster
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## LEARNING OBJECTIVES

- To explain and comment on Dicken's use of language, including vocabulary, grammatical and literary features.
- To explore the use and effectiveness of different story openings.
- To retrieve, select and describe information, events or ideas.
- To use different models of writing in order to write for a purpose.

## TEACHING AND LEARNING ACTIVITIES

- 1 Introduce children to the works of Charles Dickens – making reference to pages 58 and 59. Introduce *Great Expectations*.
- 2 Read pages 4 and 5. Look at the main characters from the story.
- 3 Read pages 7 to the top of page 14 – ‘Pip held his breath.’ Discuss the opening. Does it grab the reader's attention? How?
- 4 Using the information from the text, pupils design a WANTED! poster for Magwitch. They should describe his appearance, personality and crime, include a reward for further information, and a picture of the wanted man.
- 5 Listen to some examples.

## RESOURCES

- READING STUDY FOLDERS.
- TEXT – REAL READS *GREAT EXPECTATIONS*.
- PAPER FOR POSTER DESIGN.

## ASSESSMENT OPPORTUNITIES

- Through class discussion and answers to questions.
- Information and clarity shown in poster.

## DIFFERENTIATION

- Less able children may be given a WANTED! Guidance Worksheet which directs them on layout.
- Use different levels of questioning in discussion to give children of all abilities the chance to join in.

## 2 Great Expectations Charles Dickens

### Focus

#### ◆ Magwitch's Arrest – report writing

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### LEARNING OBJECTIVES

- To retrieve, select and describe information, events or ideas.
- To deduce, infer and interpret information, events or ideas.
- To use different models of writing in order to write for a purpose – newspaper report.
- To take account of viewpoint in a story through explaining how events might look from a different viewpoint.

### TEACHING AND LEARNING ACTIVITIES

- 1 Recap story so far and read from page 14 to halfway down page 16.
- 2 **TASK** Writing a newspaper report: pupils imagine they are reporters working for the local paper. It is their job to write an article describing the dramatic hunt for Magwitch and his arrest. They should retell the night's events and include eyewitness accounts. These may include interviews with Mrs Gargery (about her missing pie), the captain of the soldiers (speaking of the arrest), Pip, Joe, or even Magwitch.
- 3 As a class look at some examples of newspaper reports. Discuss the format and language used.
- 4 Pupils plan and draft their report for teacher to check before they write it up. Type up the reports; relevant pictures can be cut and pasted in from websites or clipart.

### RESOURCES

- READING STUDY FOLDERS.
- TEXT – REAL READS *GREAT EXPECTATIONS*.
- GOOD EXAMPLES OF NEWSPAPER REPORTS.
- PAPER FOR NEWSPAPER REPORT.
- ICT LINK – SOFTWARE FOR NEWSPAPER REPORT FORMAT.

### ASSESSMENT OPPORTUNITIES

- Ability to retell the night's event in a structured report.

### DIFFERENTIATION

- Differentiation through outcome.
- Less able children may be given a Guidance Worksheet which directs them on layout of the report.

# 3 Great Expectations Charles Dickens

## Focus

### ◆ Meeting Miss Havisham – the first visit, writing a description

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## LEARNING OBJECTIVES

- To deduce, infer and interpret information, events or ideas.
- To explain and comment on Dickens' use of language, including vocabulary, grammatical and literary features.
- To use text and imagination to form a description of Lady Havisham's room.
- To use different language features such as; adjectives, similes and metaphors to enhance quality of description.

## TEACHING AND LEARNING ACTIVITIES

- 1 Read pages 16 and 17.
- 2 Discuss what Pip would be feeling at this moment. In pairs, pupils write down how meeting Miss Havisham may affect his life in both positive and negative ways.
- 3 Read pages 18 to 20. Explain how lots of description is used in the book – look back at relevant examples. Explain how this helps the reader form pictures in their mind of the characters, setting, etc.
- 4 Discuss how interesting and imaginative language choice can make a passage more effective, e.g. use of adjectives, similes and metaphors. Give examples.
- 5 **TASK** Pupils write a description of Miss Havisham's room. Tell children to close their eyes. 'Imagine you are Pip in Miss Havisham's room. Look around you. What do you see? Look at the walls, the ceiling, the floor and the furniture. Think about the history of the house. Was this house once grand? Consider your other senses. What can you hear or smell? How would you describe all that surrounds you?'
- 6 Pupils immediately write their description of the room. Encourage them to use as much description as possible, using adjectives, similes and metaphors wherever possible.
- 7 Pupils re-read their descriptions and use a thesaurus/dictionary to check and improve.
- 8 Listen to some examples.

## RESOURCES

- READING STUDY FOLDERS.
- TEXT – REAL READS *GREAT EXPECTATIONS*.
- THESAURUS/DICTIONARIES.

## ASSESSMENT OPPORTUNITIES

- Achievement of learning objectives.
- To show an understanding of how description makes writing effective.

## DIFFERENTIATION

- Differentiation through outcome.
- Through offering additional support on written task where necessary.
- Some children may draw objects in house (visual learners) as well as write a description of others.
- Extension: more able children try to link a description of some sort with every object they mention.

# 4 Great Expectations Charles Dickens

## Focus

◆ Miss Havisham

◆ Drama – Role on the Wall and Hot Seating

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## LEARNING OBJECTIVES

- To deduce, infer and interpret information, events or ideas.
- To use dramatic techniques, such as Role on the Wall and Hot Seating to share and explore ideas.
- To use questioning effectively in order to find out further information from a character.
- To use empathy.

## TEACHING AND LEARNING ACTIVITIES

- 1 Re-read from the bottom paragraph on page 19 to page 24.
- 2 What words would you use to describe Miss Havisham? As a class complete a 'Role on the Wall' for Miss Havisham. Draw round a child to create an outline of Miss Havisham. Inside the outline write down all the words that describe her nature, looks and anything else we know about her life. Outside the outline write down any questions you would ask her if you could.
- 3 Children copy 'Role on the wall' in books.
- 4 Hot Seating – ask 2 or 3 children, in turn, to take on the role of Miss Havisham. 'Hot Seat' Miss Havisham by asking her questions generated from the 'Role on the Wall.' Encourage the children being hot-seated to answer in role, developing their answers and thoughts fully.
- 5 Listen to some examples.

## RESOURCES

- BIG SHEET PAPER FOR ROLE ON WALL.
- WORKBOOKS.
- TEXT – REAL READS *GREAT EXPECTATIONS*.

## ASSESSMENT OPPORTUNITIES

- To achieve learning objective.
- To participate in role on the wall and hot seating, making appropriate contributions building on others' suggestions and responses.

## DIFFERENTIATION

- Through contribution of ideas for 'Role on the Wall.'
- Encourage children to develop ideas further through questioning.

# 5 Great Expectations Charles Dickens

## Focus

- ◆ A change in Pip? Great Expectations?
  - ◆ Thought Tracking
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## LEARNING OBJECTIVES

- To use dramatic techniques, such as thought tracking to share and explore ideas.
- To provide a group experience for the sharing of personal responses, in order to enrich individual responses by awakening in pupils awareness of the possible range and variety of response.

## TEACHING AND LEARNING ACTIVITIES

1 Read pages 25 to 30. Discuss how Pip's character has changed from the beginning of the book. What has generated this change? What are Pip's expectations for himself now?

2 Discuss the different characters' perception of Pip.

Thought Tracking – pupils take on the role of Joe, Biddy, Estelle or Miss Havisham – the teacher may want to allocate the roles. Questions to ask: What do you think about Pip? Have you noticed a change in him? Is it a good change? What expectations do you have for him? Teacher taps each child on shoulder and asks them to introduce themselves and say their thoughts out loud. Summarise the general feelings of the characters.

## RESOURCES

- TEXT – REAL READS *GREAT EXPECTATIONS*.

## ASSESSMENT OPPORTUNITIES

- To participate in conversations, making appropriate contributions building on others' suggestions and responses.

## DIFFERENTIATION

- Encourage children to develop ideas by using open questioning.

# 6 Great Expectations Charles Dickens

## Focus

- ◆ Pip's mystery benefactor
  - ◆ Hot seating
  - ◆ Formal letter writing
- .....

## LEARNING OBJECTIVES

- To deduce, infer and interpret information, events or ideas.
- To take account of viewpoint in a story through explaining how events might look from a different viewpoint.
- To use and adapt a range of forms, suited to different purposes and readers – formal letter writing.

## TEACHING AND LEARNING ACTIVITIES

- 1 Read pages 30 to 36. Discuss how wealth has altered Pip and his perception of others. Discuss positive and negative elements.
- 2 **HOT SEATING** One pupil takes on the role of Joe. The class ask him about his trip to London and his thoughts about Pip.
- 3 **WRITING A FORMAL LETTER** Re-read pages 32 and 33. Pip finds out, from Jaggers, he has a benefactor who wishes him to be a wealthy gentleman. Who do the pupils think is the mystery benefactor and what instructions did they give? Write the letter given to Jaggers instructing him what to do. Explain in it why Pip is deemed worthy of such a reward.
- 4 Listen to examples.
- 5 Discuss: Why does the benefactor want their identity to remain a secret?

## RESOURCES

- TEXT – REAL READS *GREAT EXPECTATIONS*.
- PAPER FOR LETTER.

## ASSESSMENT OPPORTUNITIES

- To write a letter in a formal tone.
- To participate in conversations, making appropriate contributions building on others' suggestions and responses.

## DIFFERENTIATION

- Encourage children to develop ideas further through questioning.
- Encourage and guide children to use details from text to help construct letter.
- Alternatively, guided writing may be used to support less able children when writing letter.

# 7 Great Expectations Charles Dickens

## Focus

- ◆ Understanding the characters
  - ◆ Discussion – Making deductions using evidence in the text
- .....

## LEARNING OBJECTIVES

- To deduce, infer and interpret information, events or ideas.
- To provide a group experience for the sharing of personal responses, in order to awaken in pupils an awareness of the possible range and variety of response.
- To make observations, analyse and interpret the character of Pip and Miss Havisham through their actions and behaviour.

## TEACHING AND LEARNING ACTIVITIES

- 1 Read pages 37 to 41.
- 2 Working in pairs, pupils discuss and write a short paragraph summarising Pip's character and behaviour so far. What kind of person is he? Why is he like this? Refer to the text.
- 3 Listen to some examples of paragraphs and make comparisons between them. What is the general impression of Pip?
- 4 Discuss Miss Havisham's behaviour towards Estella. Why do pupils think Estella is such a 'cold' character?
- 5 Working in pairs, discuss and write a short paragraph summarising Miss Havisham's character and behaviour so far. What kind of person is she? Refer to the text.
- 6 Listen to examples of paragraphs and make comparisons between them. What is the general impression of Miss Havisham?

## RESOURCES

- TEXT – REAL READS *GREAT EXPECTATIONS*.
- PAPER TO MAKE COMPARISONS ON.

## ASSESSMENT OPPORTUNITIES

- To participate in discussions, making appropriate contributions building on others' suggestions and responses.

## DIFFERENTIATION

- Use a different levels of questioning in discussion to give children of all abilities the chance to join in.
- Rotate around pairs and discuss ideas about the characters.



# 8 Great Expectations Charles Dickens

## Focus

- ◆ Miss Havisham's death
  - ◆ Symbolic use of ice and fire
  - ◆ writing a love letter
- .....

## LEARNING OBJECTIVES

- To explain and comment on Dickens' use of language, including vocabulary, grammatical and literary features.
- To write independently and creatively for purpose, pleasure and learning.
- To make stylistic choices, including vocabulary, literary features and viewpoint or voices.
- To use and adapt a range of forms, suited to different purposes and readers.

## TEACHING AND LEARNING ACTIVITIES

- 1 Read from page 42 to half way down page 46. Look through the passage again carefully and list all words relating to 'hot' and 'cold'. Discuss which characters these words are linked to. What can we deduce from this? Can pupils explain Dickens' symbolic use of 'ice' and 'fire'?
- 2 INFORMAL LETTER WRITING Miss Havisham is dead. Imagine you are Pip. Write a letter to Estella convincing her that you can melt her heart and make her 'know' love. Explain your feelings for her and how you can build a life together without Miss Havisham.
- 3 Share the letters with the class.

## RESOURCES

- TEXT – REAL READS *GREAT EXPECTATIONS*.
- PAPER FOR LIST.

## ASSESSMENT OPPORTUNITIES

- Achievement of learning objectives.
- To understand why symbolism is used in texts.

## DIFFERENTIATION

- Some children may struggle with understanding of symbolism.
- Make sure they can see how Joe and Biddy are seen as warm, caring people – whereas Estella and Miss Havisham are cold and heartless.
- Guided writing may be used to support less able children when writing letter.

# 9 Great Expectations Charles Dickens

## Focus

- ◆ The truth is out
  - ◆ Discussion – Pip returns to his old life
  - ◆ Drama – Photo Album – Freeze Frame
- .....

## LEARNING OBJECTIVES

- To use empathy.
- To consolidate information acquired about characters, motivation from reading the story.
- To analyse the success of the author in evoking particular responses in the reader.
- To use dramatic techniques such as Freeze Frame to increase understanding of story and characters.

## TEACHING AND LEARNING ACTIVITIES

- 1 Read from half way down page 46 to page 52. The truth is now out about the Magwitch being the mystery benefactor. Did anyone guess? Magwitch's death ends Pip's money and he returns to his old self. Is this a positive or negative change? Discuss. What is the message Dickens is giving about having wealth and great expectations?
- 2 Read from page 53 to the end of the book. Look again for symbolic references to 'fire' and 'ice.' Discuss the ending. Is it a good ending?
- 3 Return to pages 4 and 5. Look at the main characters from the story. Answer the questions about each character.
- 4 Drama – Freeze Frame Photo: In groups of 4–6 create a still image, as it were for a photograph, of a scene from the book. The other groups have to try and guess what the image/photo is showing. If the groups can't guess successfully, the image can come to life for 15 seconds, with figures from within them moving and speaking their thoughts.

## RESOURCES

- TEXT – REAL READS *GREAT EXPECTATIONS*.
- DIGITAL CAMERA – PHOTOGRAPHS MAY BE TAKEN OF DRAMA WORK FOR DISPLAY.

## ASSESSMENT OPPORTUNITIES

- Achievement of Learning Objectives.

## DIFFERENTIATION

- To use a different levels of questioning in discussion to give children of all abilities the chance to join in.
- Mixed ability groups for drama work.

## EXTENSION ACTIVITIES

- Watch 'Great Expectations' film (age appropriate).
- Real Reads website ([www.realreads.co.uk](http://www.realreads.co.uk)) – have a go at the online quiz.
- 'What's in a name?' Look at the names of the characters and how they give clues about them. Are they symbolic to the personality of the character? Think of names suitable for: a greedy character, a poor character, an evil character, a hero, etc.

## CROSS-CURRICULAR LINKS

- PSHCE – Valuing relationships and friendships.
- HISTORY – Life in Victorian England.
- ART AND DESIGN – Draw a stage backdrop for Miss Havisham's house. List the props you would use on stage.
- ICT – Use Microsoft Publisher or similar software to create a newspaper report.