

MODULE 2

Character Study Commentary

Task 3: Biscuits (Level 2)

Assessing Pupil Responses: This response illustrates the standard at Level 2

	Requirements for Communication – Reading	Progression Statements for Level 2 Reading	Evidence of Level 2 in this Reading Activity
		Engaging with a range of longer texts*, for a variety of purposes, both reading aloud and silently, pupils can:	N.B. Not all of the progression statements at a level are necessarily addressed within this activity.
1.	<ul style="list-style-type: none"> read a range of texts* for information, ideas and enjoyment 	<ul style="list-style-type: none"> understand, recount and sequence events and information 	In her group this pupil was able to discuss the events that occurred in the story related to her chosen character 'Biscuits'. She recounted the abseiling incident.
2.	<ul style="list-style-type: none"> use a range of strategies to read with increasing independence 	<ul style="list-style-type: none"> use a range of reading strategies 	This pupil read some selected sentences about the character 'Biscuits' aloud to her group.
3.	<ul style="list-style-type: none"> find, select and use information from a range of sources 	<ul style="list-style-type: none"> select information for a purpose use basic alphabetical knowledge and visual clues to locate information 	<p>This pupil was able to select information about her character from the text, for example, 'Biscuits is fat. He got his name because he eats to many Biscuits'.</p> <p>This pupil was able to select information about her character from the text, for example, 'Biscuits is fat. He got his name because he eats to many Biscuits'.</p>
4.	<ul style="list-style-type: none"> understand and explore ideas, events and features in texts 	<ul style="list-style-type: none"> recognise some forms and features of texts* 	This pupil knew that the novel was a fictional story and the thesaurus could be used to find words.
5.	<ul style="list-style-type: none"> use evidence from texts to explain opinions 	<ul style="list-style-type: none"> ask questions to seek clarification that develops understanding express opinions and make predictions 	<p>The pupil was able to discuss with her group why she described her character as both greedy and generous.</p> <p>She used evidence from the text to support her opinion of the character, for example she described ' Biscuits' as 'brave when he went abseiling a cliff'.</p>

* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.