

MODULE 2

Character Study – Setting the Standard Commentaries

Task 3: Character Study – The BFG Commentary (Level 3)

Requirements for Communication – Reading	Progression Statements for Level 3 Reading	Evidence of Level 3 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.
<ul style="list-style-type: none"> read a range of texts* for information, ideas and enjoyment 	<ul style="list-style-type: none"> recount, understand, and sequence main points paraphrase with general accuracy 	<p>The pupil has used the headings (Looks and Special Features, Personality, Likes/Dislikes, Events, Other Information) to communicate her understanding of the character.</p> <p>The pupil has described the character in her own words throughout the character study. For example, <i>'The BFG is a very clever giant who lives in a country with lots of giants.'</i></p>
<ul style="list-style-type: none"> use a range of strategies to read with increasing independence 	<ul style="list-style-type: none"> choose and use reading strategies independently 	<p>The pupil used appropriate reading strategies (knowledge of phonics, context cues) to help identify and give meaning to words she did not recognise.</p>
<ul style="list-style-type: none"> find, select and use information from a range of sources 	<ul style="list-style-type: none"> use organisational features, including alphabetical order, to locate and obtain information 	<p>Not relevant to this activity.</p>
<ul style="list-style-type: none"> understand and explore ideas, events and features in texts* 	<ul style="list-style-type: none"> understand that there are different forms and features of texts* make deductions using information from the text* 	<p>The pupil was able to identify the text as a fiction text and talk about the features of fictional texts during whole class discussion.</p> <p>The pupil has been able to read between the lines. For example, <i>'The BFG is a kind-hearted giant who could steal food but he is so honest that sits down and eats snozzcumpers.'</i></p>
<ul style="list-style-type: none"> use evidence from texts* to explain opinions 	<ul style="list-style-type: none"> ask and respond to questions to extend understanding express opinions and give reasons 	<p>The pupil was able to respond to questions and show understanding of the character during whole class discussion.</p> <p>The pupil gives opinions about the BFG. For example, <i>'He is kind and tries to do his best for others.'</i></p>

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

MODULE 2

Character Study – Setting the Standard Commentaries

Task 3: Jim Jarvis Commentary (Level 4)

Requirements for Communication – Reading	Progression Statements for Level 4 Reading	Evidence of Level 4 in this Reading Activity
	Engaging with a range of texts* of varying lengths for a variety of purposes, pupils can:	N.B. Not all of the progression statements at a level are necessarily addressed within this activity.
<ul style="list-style-type: none"> read a range of texts* for information, ideas and enjoyment 	<ul style="list-style-type: none"> show understanding by identifying and summarising information paraphrase 	<p>The pupil has summarised the main message of the text as well as Jim's personality traits. This is particularly evident in the closing paragraph, <i>'In the end we see Jim getting his chance to have a happier life.....'</i></p> <p>Throughout this character study, the pupil has been able to paraphrase the main points from the text, particularly in the opening paragraph where a physical description is given of Jim Jarvis, <i>'.....he wore the same ragged clothes all the time because he had no other clothes to wear.....'</i></p>
<ul style="list-style-type: none"> use a range of strategies to read with increasing independence 	<ul style="list-style-type: none"> read independently 	The pupil was able to use a range of comprehension strategies independently to make sense of the text.
<ul style="list-style-type: none"> find, select and use information from a range of sources 	<ul style="list-style-type: none"> locate relevant information and use it appropriately 	Not relevant to this activity.
<ul style="list-style-type: none"> understand and explore ideas, events and features in texts* 	<ul style="list-style-type: none"> recognise main features and understand how these are linked to form and purpose understand explicit meanings and recognise some implicit meanings 	<p>Not relevant to this activity.</p> <p>The pupil has shown an understanding of some implicit meaning in the text. For example, <i>'Jim was a lovely little boy who loved his family and cared for them. We know this because Jim ran to the shop to buy food for his family and did not allow the other boys to take his pie.'</i></p>
<ul style="list-style-type: none"> use evidence from texts* to explain opinions 	<ul style="list-style-type: none"> explain opinions about what they read 	The pupil has made her opinion clear about the character, giving well-thought-out reasons to justify her opinion. For example, <i>'Jim is a very unlucky boy. Not only is his mum dying, he is confronted by Mr Spink, an old grumpy rent man.'</i>

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MODULE 2

Character Study – Setting the Standard Commentaries

Task 3: The Little Man Commentary (Level 5)

Requirements for Communication – Reading	Progression Statements for Level 5 Reading	Evidence of Level 5 in this Reading Activity
	Engaging with a range of texts* of varying lengths for a variety of purposes, including texts* written for a wider audience, pupils can:	N.B. Not all of the progression statements at a level are necessarily addressed within this activity.
<ul style="list-style-type: none"> read a range of texts* for information, ideas and enjoyment 	<ul style="list-style-type: none"> show understanding by identifying and summarising information, ideas and details 	<p>The pupil had previously read the novel, 'Under the Hawthorn Tree'. In the first paragraph the pupil shows an understanding of some of Michael's characteristics and appearance. For example, his hair was, 'curly and matted in large clumps.' The pupil also says, 'Despite his worry, he was strong, not physically but mentally.' The pupil identifies the key messages about Michael for example, when he says, 'He went from a nine year old boy who liked to mess about to a mature young boy who had no choice but to be of some use and help out.' The pupil has also selected appropriate details to illustrate his understanding of Michael when he says, 'Besides being brave and daring Michael was creative, imaginative and funny.'</p>
<ul style="list-style-type: none"> use a range of strategies to read with increasing independence 		
<ul style="list-style-type: none"> find, select and use information from a range of sources 	<ul style="list-style-type: none"> select and manage information from a range of sources 	Not relevant to this task.
<ul style="list-style-type: none"> understand and explore ideas, events and features in texts* 	<ul style="list-style-type: none"> describe language, structure and presentation understand some implicit meanings and attitudes differentiate between fact and opinion 	<p>Not relevant to this task.</p> <p>The pupil has identified that Michael has a daring streak in his personality for example, when he fought off the dogs. The pupil has identified the jovial aspect of Michael's personality when he recalled how Michael reacted to the thunderstorm experience. On the final line of the piece, the pupil states, 'Why wouldn't you want him as a friend? Just look at him!'</p> <p>Not relevant to this task.</p>

MODULE 2

Character Study – Setting the Standard Commentaries

Task 3: The Little Man Commentary (Level 5) (Continued)

Requirements for Communication – Reading	Progression Statements for Level 5 Reading	Evidence of Level 5 in this Reading Activity
	Engaging with a range of texts* of varying lengths for a variety of purposes, including texts* written for a wider audience, pupils can:	N.B. Not all of the progression statements at a level are necessarily addressed within this activity.
<ul style="list-style-type: none"> use evidence from texts* to explain opinions 	<ul style="list-style-type: none"> make reference to text* to support opinions and draw conclusions 	<p>The pupil has identified the characteristics of Michael using evidence from the text. For example, during the thunderstorm Michael shouted, <i>'You Take That!' or 'I'll strike you with my sword!'</i> The pupil states his opinion about Michael throughout the character study when he says that, <i>'He was a dreamer'</i> because <i>'he had always dreamt of playing on a hurling team or to learn to ride a horse, but most of all he wanted a place of his own.'</i> The concluding paragraph is a good example of how the pupil has drawn conclusions about Michael.</p>

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