Task 1: Level 2 – Lower end of the range pupil work

My Character Study

Name of book: Fantastic Mr Fox

Name of author: Roald Dahl

Name of character: Mr Fox

Character Description:

Mr Fox is bad.

He has brown eyes and he has 4 brown legs.

He has poenty ears and He has sharp pos.

He loves his children and Mrs Fox.

He dos not like the 3 farmers.

He is bad because he steels chikens.

I would be cross if he steeled my chikens.

P4

Reading Character Study Commentaries

Task 1: Level 2 – Lower end of the range

Context, including prior learning	The class had been reading the novel *Fantastic Mr Fox* as a shared text. Extensive class discussion took place as well as shared reading and modelled writing of character studies prior to the children writing an independent character study on Mr Fox. The pupils used a range of different reading strategies in order to enhance their understanding (**Requirement 2**).
What is it that makes this piece sit within the lower end of the range of Level 2?	The piece shows that: • the pupil understood and used some information from the text for the purpose of writing the character study, for example *'He has brown eyes and he has 4 brown legs'* (**Requirement 1**); • the pupil used a range of reading strategies, including illustrations within the text (**Requirements 2 and 4**); and • the pupil expressed a personal opinion, *'He is bad because he steels chikens. I would be cross if he stealed my chikens'* (**Requirement 5**).
What does the pupil need to do to make this piece a more secure Level 2?	The pupil needs to: • recount more significant events that Mr Fox was involved in, for example *'He dos not like the 3 farmers. They shot his tail off'*; • include further detailed information about Mr Fox's personal traits, for example *'Mr Fox is clever and crafty because he tricks the farmers'*; and • express more opinions about Mr Fox (achieved through effective teacher questioning, such as *'Why would you be cross with Mr Fox?'*) and provide greater detail to show an understanding of the text, for example *'I would be cross if he steeled my chikens because stealing is bad'*.
What does the teacher need to teach?	The teacher could: • provide more examples and opportunities to look at the content and structure of a character study; • model how to select information appropriate to a character study; • encourage the pupil to ask questions to seek clarification about the activity; • continue work on how to include a supported opinion in response to reading; and • use websites to extend pupils' understanding of the character.

Task 1: Level 2 – Middle of the range pupil work

My Character Study

Name of book: Fantastic Mr Fox

Name of author: Roald Dahl

Name of character: Mr Fox

Character Description:

Mr Fox is brown. He has a very long nose. He lives in a hole. He loves Mrs Fox and his kids. He is good to his friends to.

He got his tail shoot off by the farmers but he is still a happy fox and he is still alive. He looks funny with no tail.

He loves to steal the chickens from the farmers. I wish he lived under the tree at my house and then I could be friends with him.

P4

Reading Character Study Commentaries

Task 1: Level 2 – Middle of the range

Context, including prior learning	The class had been reading the novel *Fantastic Mr Fox* as a shared text. Extensive class discussion took place as well as shared reading and modelled writing of character studies prior to the children writing an independent character study on Mr Fox. The pupils used a range of different reading strategies in order to enhance their understanding (**Requirement 2**).
What is it that makes this piece sit within the middle of the range of Level 2?	The piece shows that: • an understanding of the text enabled the pupil to construct a character study of Mr Fox, for example *'Mr Fox is brown. He has a very long nose. He lives in a hole'* (**Requirement 1**); and • opinions provided support the pupil's understanding of the text, *'He looks funny with no tail'* and *'I wish he lived under the tree at my house and then I could be friends with him'* (**Requirement 5**).
What does the pupil need to do to bring this piece into the higher end of the range of Level 2?	The pupil needs to: • demonstrate a greater understanding of the entire character of Mr Fox, including more detail on his physical traits and personality, for example possibly replace *'Mr Fox is brown. He has a very long nose.'* with *'Mr Fox has brown fur and a long bushy tail and a very long nose'*; and • include more detail on significant events that Mr Fox was involved in, for example *'He got his tail shoot off by the farmers because he was stealing chickens but he is still a happy fox and he is still alive'*.
What does the teacher need to teach?	The teacher could: • provide the pupil with specific guidance on how to improve the detail included in the character study; • demonstrate how to select specific information from the text, for example, *'bushy tail'*, *'pointy ears'*, *'sharp claws'*; • provide the pupil with examples of how to recount and sequence important events that Mr Fox was involved in; and • use websites to extend pupils' understanding of the character, for example www.teachingideas.co.uk

Task 1: Level 2 – Higher end of the range pupil work

My Character Study

Name of book: Fantastic Mr Fox

Name of author: Roald Dahl

Name of character: Mr Fox

Character Description:

Mr Fox is a sly fox with fluffy fur. He has big blue eyes and a big orange tail but it got shot off by one of the farmers because he was stealing the chickens. He has a black nose too.

He is sometimes lazy but he is also kind because he gives his friends some for food. He is very sneaky and even sneaks into farms and steals chickens for his family.

Mr Fox loves Mrs Fox and his family very much. He wood never let anything bad happen to them. But he really dosent care about the 3 farmers because they are mean and nasty. Mr Fox makes the farmers really mad because they cannot catch him.

I would rather be like Mr Fox than the 3 farmers because he is kind and they are not. Mr Fox is funny.

P4

Reading Character Study Commentaries

Task 1: Level 2 – Higher end of the range

Context, including prior learning	The class had been reading the novel *Fantastic Mr Fox* as a shared text. Extensive class discussion took place as well as shared reading and modelled writing of character studies prior to the children writing an independent character study on Mr Fox. The pupils used a range of different reading strategies in order to enhance their understanding (**Requirement 2**).
What is it that makes this piece sit within the higher end of the range of Level 2?	The piece shows that: • the pupil understood what was required to be included in a character study (**Requirement 1**); and • the pupil could recount some examples of events from the text in support of personal opinions, for example *'He is sometimes lazy but he is also kind because he gives his friends some food. He is very sneaky and even sneaks into farms and steals chickens for his family'* (**Requirements 1 and 5**).
What does the pupil need to do to bring this piece into the lower end of the range of Level 3?	The pupil needs to: • further develop the ability to paraphrase, for example by recalling, in their own words, the incident when Mr Fox almost got caught in the farmer's cellar; • provide evidence to show some inference and deductions from the text, for example by expanding on why Mr Fox is funny; and • express opinions about what has been read with valid reasons offered, for example by expanding on the reasoning around why Mr Fox is lazy.
What does the teacher need to teach?	The teacher could: • facilitate a class discussion about what might happen next to Mr Fox, for example as a sequel 'T*he Return of Fantastic Mr Fox*'; • ask questions which allow the pupil to develop and extend their understanding of the text; • model how to sequence the main points within a character study and how to paraphrase; • teach how to read for inference, for example picking up on some things that the author does not state directly; • demonstrate how to give an opinion on what they have read and say why they think this is so; and • use websites to extend pupils' understanding of the character.