

# Myths, Legends, Fairytales and Novels (*Character Study*)

## Assessment Focus

This task focuses on **Communication** through the mode of **Reading** at **Levels 2, 3, 4 and 5**.

Two linked tasks (*Hot Seating* and *Writing a Letter*) that use the same context are available to assess Talking and Listening and Writing.

## Task Description

In this task pupils are required to read in order to gain an understanding of a character from a myth, legend, fairytale or novel and to show their understanding by writing a character study.

# Myths, Legends, Fairytales and Novels (Character Study)

## Prior Knowledge/Experience

To complete this task, pupils should have experience of:

- reading for a specified purpose;
- writing about other characters from different texts;
- sequencing, recounting, paraphrasing or summarising (as appropriate to their level of ability); and
- giving their opinions about characters from a text.

## Resources

Copies of the myth, legend, fairytale or novel should be available to refer to if required.

## Managing the Task

This Reading assessment task is designed to be integrated into normal class work, where pupils can be given an opportunity to show their understanding of a character from a myth, legend, fairytale or novel by writing a character study.

The opportunity could arise from a wide range of fictional texts. Responses may range from dealing with the more basic aspects of a character, such as their appearance, personality and their actions within the story, to taking account of the attitudes and opinions of the character. Pupils should be given the opportunity to review their work.

This task focuses on the assessment of Reading and although you may use a Talking and Listening or Writing activity to allow pupils to address the various aspects of the character study, only Reading is addressed in the assessment section.

Some pupils with language difficulties, including those with a hearing impairment, may need support to access this type of task. Please consult the relevant section in the 'Non-Statutory Guidance: Using Assessment Tasks for Pupils with Special Educational Needs (Primary)'.

**Pupils should be given the opportunity to:**

### Plan

- identify the character (either given or chosen) to be studied;
- discuss the focus for the character study as appropriate for the level;
- ask and answer questions about the character to identify the information needed;
- think about which excerpts of text contain relevant information;

### Do

- use planning notes (group or individual) to identify relevant information about the character;
- sequence, recount, paraphrase or summarise the information gathered about the character;
- give an opinion, appropriate to the level, on the character's appearance, actions, opinions and attitudes;

# Myths, Legends, Fairytales and Novels (*Character Study*)

## **Review**

- read their character study to peers and the teacher;
- ask their peers or teacher for feedback; and
- refer to the purpose of the task to review their work.

# Myths, Legends, Fairytales and Novels (Character Study)

## Assessing Pupils' Responses to the Task

This page sets out the Requirements for Reading. Alongside these are the Progression Statements. The final column shows possible responses that illustrate the standard at Level 2.

Requirements for Reading	Progression Statements for Level 2	Possible pupil responses that illustrate the standard at Level 2
Pupils should be enabled to:	Engaging with a range of short, simple texts*, both reading aloud and silently, pupils can:	Depending on the context, pupils:
<ul style="list-style-type: none"> <li>read a range of texts* for information, ideas and enjoyment;</li> </ul>	<ul style="list-style-type: none"> <li>understand, recount and sequence events and information;</li> </ul>	<ul style="list-style-type: none"> <li>read a short simple text and show their understanding of a character by perhaps in sequence, recounting his or her actions and appearance and describing what the character looks like;</li> </ul>
<ul style="list-style-type: none"> <li>use a range of strategies to read with increasing independence;</li> </ul>	<ul style="list-style-type: none"> <li>use a range of reading strategies;</li> </ul>	<ul style="list-style-type: none"> <li>can integrate a range of strategies at instructional and independent level when reading about their character;</li> </ul>
<ul style="list-style-type: none"> <li>find, select and use information from a range of sources;</li> </ul>	<ul style="list-style-type: none"> <li>select information for a purpose;</li> <li>use basic alphabetical knowledge and visual clues to locate information;</li> </ul>	<ul style="list-style-type: none"> <li>gather information about their character from incident/events throughout the story;</li> </ul>
<ul style="list-style-type: none"> <li>understand and explore ideas, events and features in texts*;</li> </ul>	<ul style="list-style-type: none"> <li>recognise some forms and features of texts*;</li> </ul>	not relevant to this task;
<ul style="list-style-type: none"> <li>use evidence from texts* to explain opinions.</li> </ul>	<ul style="list-style-type: none"> <li>ask questions to seek clarification that develops understanding;</li> <li>express opinions and make predictions.</li> </ul>	<ul style="list-style-type: none"> <li>ask particular questions in order to understand their character better or to get more information about the character, for example 'why did the Scottish giant throw stones into the water in the legend of Finn McCool?';</li> <li>say what they think about a certain character, for example (in the story of The Elves and The Shoemaker) they may state 'I think that the elves were very kind and they helped the old shoemaker by making the shoes for him';</li> <li>predict what happens next, for example 'I think the shoemaker will find out that the elves have been in his shop and he might be cross'.</li> </ul>

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

# Myths, Legends, Fairytales and Novels (Character Study)

## Assessing Pupils' Responses to the Task

This page sets out the Requirements for Reading. Alongside these are the Progression Statements. The final column shows possible responses that illustrate the standard at Level 3.

Requirements for Reading	Progression Statements for Level 3	Possible pupil responses that illustrate the standard at Level 3
Pupils should be enabled to:	Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, pupils can:	Depending on the context, pupils:
<ul style="list-style-type: none"> <li>read a range of texts* for information, ideas and enjoyment;</li> </ul>	<ul style="list-style-type: none"> <li>recognise, understand and sequence main points;</li> <li>paraphrase with general accuracy;</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate their understanding of a character by picking out and recounting the main actions or main points of their character's role in the story;</li> <li>put the main ideas in the correct order and in their own words if appropriate;</li> </ul>
<ul style="list-style-type: none"> <li>use a range of strategies to read with increasing independence;</li> </ul>	<ul style="list-style-type: none"> <li>choose and use reading strategies independently;</li> </ul>	<ul style="list-style-type: none"> <li>employ appropriate strategies, for example, using context cues to help identify and give meaning to words which they do not recognise when reading about their character;</li> </ul>
<ul style="list-style-type: none"> <li>find, select and use information from a range of sources;</li> </ul>	<ul style="list-style-type: none"> <li>use organisational features, including alphabetical order, to locate and obtain information;</li> </ul>	<ul style="list-style-type: none"> <li>not relevant to this task;</li> </ul>
<ul style="list-style-type: none"> <li>understand and explore ideas, events and features in texts*;</li> </ul>	<ul style="list-style-type: none"> <li>understand that there are different forms and features of texts*;</li> <li>make deductions using information from the text*;</li> </ul>	<ul style="list-style-type: none"> <li>not relevant to this task;</li> <li>pick up on some things which the author/writer does not state directly;</li> </ul>
<ul style="list-style-type: none"> <li>use evidence from texts* to explain opinions.</li> </ul>	<ul style="list-style-type: none"> <li>ask and respond to questions to extend understanding;</li> <li>express opinions and give reasons.</li> </ul>	<ul style="list-style-type: none"> <li>ask questions and search the text to find answers to extend their understanding of the character;</li> <li>give an opinion about what the character says or does and give reasons for their views.</li> </ul>

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# Myths, Legends, Fairytales and Novels (Character Study)

## Assessing Pupils' Responses to the Task

This page sets out the Requirements for Reading. Alongside these are the Progression Statements. The final column shows possible responses that illustrate the standard at Level 4.

Requirements for Reading	Progression Statements for Level 4	Possible pupil responses that illustrate the standard at Level 4
Pupils should be enabled to:	Engaging with a range of texts* of varying lengths for a variety of purposes, pupils can:	Depending on the context, pupils:
<ul style="list-style-type: none"> <li>read a range of texts* for information, ideas and enjoyment;</li> </ul>	<ul style="list-style-type: none"> <li>show understanding by identifying and summarising information;</li> <li>paraphrase;</li> </ul>	<ul style="list-style-type: none"> <li>establish the main message of a text* by identifying the main points related to their character, drawing these points together and summarising the information they have discovered in their own words;</li> </ul>
<ul style="list-style-type: none"> <li>use a range of strategies to read with increasing independence;</li> </ul>	<ul style="list-style-type: none"> <li>read independently;</li> </ul>	<ul style="list-style-type: none"> <li>read the text to find the necessary information to make sense of the character's actions and opinions;</li> </ul>
<ul style="list-style-type: none"> <li>find, select and use information from a range of sources;</li> </ul>	<ul style="list-style-type: none"> <li>locate relevant information and use it appropriately;</li> </ul>	<ul style="list-style-type: none"> <li>locate information relevant to the character and use it to present a picture of the character;</li> </ul>
<ul style="list-style-type: none"> <li>understand and explore ideas, events and features in texts*;</li> </ul>	<ul style="list-style-type: none"> <li>recognise main features and understand how these are linked to form and purpose;</li> <li>understand explicit meanings and recognise some implicit meanings;</li> </ul>	<ul style="list-style-type: none"> <li>have an awareness of how the author/writer has chosen to present the character;</li> <li>identify precisely and clearly expressed ideas from the character's point of view and any suggested messages which require deduction within the myth, legend, fairytale or novel;</li> </ul>
<ul style="list-style-type: none"> <li>use evidence from texts* to explain opinions.</li> </ul>	<ul style="list-style-type: none"> <li>explain opinions about what they read.</li> </ul>	<ul style="list-style-type: none"> <li>make their opinions clear about the actions and opinions of the character and give well thought-out reasons.</li> </ul>

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# Myths, Legends, Fairytales and Novels (Character Study)

## Assessing Pupils' Responses to the Task

This page sets out the Requirements for Reading. Alongside these are the Progression Statements. The final column shows possible responses that illustrate the standard at Level 5.

Requirements for Reading	Progression Statements for Level 5	Possible pupil responses that illustrate the standard at Level 5
Pupils should be enabled to:	Engaging with a range of texts* of varying lengths for a variety of purposes, including texts* written for a wider audience, pupils can:	Depending on the context, pupils:
<ul style="list-style-type: none"> <li>read a range of texts* for information, ideas and enjoyment;</li> </ul>	<ul style="list-style-type: none"> <li>show understanding by identifying and summarising information, ideas and details;</li> </ul>	<ul style="list-style-type: none"> <li>summarise the key messages of a text* by selecting appropriate details or parts of the text* to illustrate their understanding of the character including a detailed summary or account of the character's actions, opinions and attitudes, as appropriate;</li> </ul>
<ul style="list-style-type: none"> <li>use a range of strategies to read with increasing independence;</li> </ul>		
<ul style="list-style-type: none"> <li>find, select and use information from a range of sources;</li> </ul>	<ul style="list-style-type: none"> <li>select and manage information from a range of sources;</li> </ul>	<ul style="list-style-type: none"> <li>not relevant to this task</li> </ul>
<ul style="list-style-type: none"> <li>understand and explore ideas, events and features in texts*;</li> </ul>	<ul style="list-style-type: none"> <li>describe language, structure and presentation;</li> <li>understand some implicit meanings and attitudes;</li> <li>differentiate between fact and opinion;</li> </ul>	<ul style="list-style-type: none"> <li>are aware of how the author/writer has influenced their view of the character by how he/she has presented him/her;</li> <li>understand some suggested meanings within the text which may explain the actions, behaviour, opinions or attitudes of the character and also make comments on the author's attitude to the character;</li> <li>not relevant to the task;</li> </ul>
<ul style="list-style-type: none"> <li>use evidence from texts* to explain opinions.</li> </ul>	<ul style="list-style-type: none"> <li>make reference to text* to support opinions and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>refer to relevant parts of, or specific events in the, text to back up what they think when writing the character study.</li> </ul>

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