



Chucklers

Oxford Level 19

The Fabulous Fantora Files

Author: Adèle Geras

Teaching Notes author: Gill Howell

Synopsis

This story, narrated by the rather superior family cat, Ozzy, describes the lives of the Fantora Family when they move from Turrets to 58 Azalea Avenue after Turrets was burnt down by forgetful Auntie Vavara, a vegetarian vampire. Each member of the family has their own special gift – grandmother Filomena can predict the future through her knitting; while the children, Bianca, Marco and Francesca, can respectively make things come to life, become invisible and change the weather.

Group or guided reading

Introducing the book

- (*Questioning, Clarifying, Predicting*) Introduce the book to the children and read Ozymandias' introduction on pages 3–7 to them. Invite the children to speculate on what will happen in the story.
- (*Clarifying, Questioning*) Discuss the style of the writing in the introduction. Ask them to suggest what sort of character the cat is by the language used. Ask them to support their ideas with examples, such as vain: 'Ozymandias, cat of cats'; superior: 'This is a liberty I allow them'; and humorous: 'in the furry flesh'. Ask the children what they think the 'Open Sesame' will be.
- (*Clarifying, Predicting*) Based on their reflections on the introduction, ask the children to suggest the style and tone of the story.

Strategy check

- Point out the word 'pantehnicon' and the hard 'c' sound on page 8. Ask the children to find 'plaque' on page 8 and remind them to use the sounds of letters to work out new and unfamiliar words. Ask them to suggest other strategies for working out words if they are unsure.
- If the children meet words where the meaning is unclear, remind them to work out the meaning from the context. Encourage them to check new words with a dictionary.

During reading

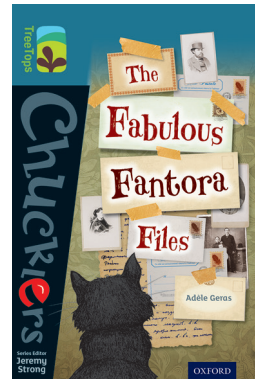
- (*Clarifying*) Invite the children to read up to the end of Chapter 3. Ask them to make notes of the special gifts and personality traits each of the characters possesses.
- As the children read independently, listen to them in turn and prompt as necessary. Note the strategies used to decode words.

Independent reading

Objective: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence.

(*Summarising, Imagining*)

- When the children have read to the end of Chapter 3, ask them to summarise what has happened.





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- Invite them to share their notes about each of the characters. Compare the children's evaluations of personality traits. Have they all identified similar traits for the different characters? Ask them to say which character they think is the most interesting, and why.
- Invite them to read the rest of the story, perhaps in two chunks, i.e. Chapter 4 to the end of Chapter 5, and then Chapter 6 to the end of the story.

Assessment:

- Can the children make inferences about characters from their actions and dialogue?

Returning and responding to the text

Objective: Discuss and evaluate how authors use language, including figurative language.

(Imagining, Summarising)

- Invite the children to give a personal opinion about their enjoyment of the whole story. Ask them to describe which episode they enjoyed reading most.
- Discuss the use of the cat Ozzy as narrator of the story. Ask them if they think the story would be different if the role of narrator was missed out, and how this would affect the story.
- Discuss the author's use of language. Point out that the events are described and commented on from the viewpoint of the narrator and the dialogue of the characters. Ask them if the author used any figurative language in the story. Invite them to skim the text to find examples, e.g. alliterative descriptions on page 25 ('laughing with a lettuce'); descriptive use of adjectives and metaphor to describe colour on page 65 ('Terrible bilious green', 'Violent purple'); simile on page 82 ('like sugar being sifted onto strawberries').

Assessment: Check that the children:

- can find evidence in the text to support their ideas about the story
- can identify use of figurative language.

Speaking and listening

Objective: Use spoken language to develop understanding.

- Arrange the children into small groups and ask them to choose an event in the story to perform as a freeze frame. Allow sufficient time to plan the freeze frame.
- Ask each group to perform their freeze frame and invite them each to say what they are thinking at that moment.
- Ask the other children to guess what the event described is and what happens next.

Assessment:

- Can the children perform in role?

Writing activities

Objective: In writing narratives, consider how authors have developed characters and settings.

- Ask the children to choose their favourite character from the story and to write a character sketch.
- Ask them to write a further paragraph to say why they chose their character.

Assessment:

- Can the children infer character traits from reading?

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The Fabulous Fantora Files (Oxford Level 19)

curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can explain a character's motives throughout a text and use evidence from the text to back up opinions. (D) [ORCS Standard 7, 11]
- Can confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences. (D) [ORCS Standard 7, 12]
- Can explain how the author has used different language features (e.g. figurative language, vocabulary choice, use of specific grammatical convention) and the effect of these on the reader. (E) [ORCS Standard 7, 21]

Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they read, in books they can read independently. In these Teaching Notes the following strategies are taught: *Predicting, Questioning, Clarifying, Summarising, Imagining*

ENGLAND The National Curriculum in England: Years 5–6

Spoken language	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (SpokLang.7)
Reading: Comprehension	Pupils should be taught to understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Y5/6 ReadComp.2iii) Pupils should be taught to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Y5/6 ReadComp.3)
Writing: Composition	Pupils should be taught to plan their writing by, in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed (Y5/6 WritComp.1iii)

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Second level

Listening and talking	I can recognise how the features of spoken language can help in communication, and I can use what I learn [...] (ENG 2-03a)
Reading	To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own (ENG 2-17a) I can discuss the writer's style and other features appropriate to genre (ENG 2-19a)
Writing	Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life (ENG 2-31a)

WALES Programme of Study for English: Year 6

Oracy	Learners are able to contribute purposefully to group discussion to achieve agreed outcomes (Y6_OracColl.1)
Reading	Learners are able to infer ideas which are not explicitly stated, e.g. writers' viewpoints or attitudes (Y6_ReadComp.2) Learners are able to consider whether a text is effective in conveying information and ideas (Y6_ReadResp.7)
Writing	Learners are able to use varied and appropriate vocabulary, including subject-specific words and phrases (Y6_WritLang.2)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 5

Talking and listening	Pupils can ask questions to explore and develop ideas (L5_com_talk.2ii)
Reading	Pupils can describe language, structure and presentation (L5_com_read.3i) Pupils can understand some implicit meanings and attitudes (L5_com_read.3ii)
Writing	Pupils can match writing to purpose and audience (L5_com_writ.3i)