



Chucklers

Oxford Level 20

Goldkeeper

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Synopsis

Sebastian Blewitt is chosen as the High Priest's apprentice in the Temple of Ora, learns the Sacred Texts from teacher Mr Walty, and is looked after by Turville. Sebastian discovers that divining rods have been rigged, so he creates laws and also entertaining shows for the Offerings ceremonies. He pursues gangster, Mr Meeno, who tries to steal Ora's golden hoard. But Ora appears and uses his god-like powers to save Sebastian and send Meeno to a desert. Ora has been disguised as Turville. The city people, who demonstrated against Meeno and Sebastian's Temple laws, are pacified by Sebastian's explanation, and even atheist Finley Wortle is stunned when the statue of Ora increases in height. Ora makes Sebastian forget he is Turville so that they can have a proper friendship again.

Group or guided reading

Introducing the book

- (*Questioning, Predicting*) Look at the front cover and read the title. Invite the children to say what they think the story will be about.
- (*Clarifying, Questioning*) Ask the children to read pages 3–5. Invite them to predict what the main theme of the story might be, and ask if it reminds them of any other stories they have read.

Strategy check

- Check that the children notice silent letters in words and read them correctly, such as 'pneumatic' on page 180.
- Check that the children apply their knowledge of suffixes, such as the ending -icious in 'vicious' on page 9, 'suspicious' on page 16 and 'judiciously' on page 46.

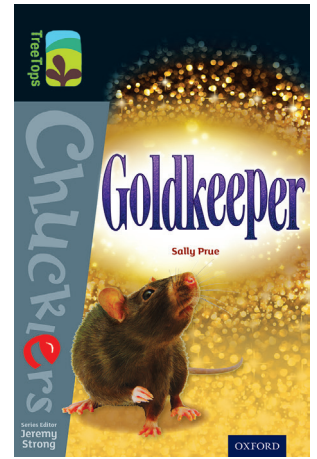
During reading

- (*Clarifying, Questioning*) Ask the children to explain difficult phrases, such as 'dyspeptic ghoul' on page 170, 'graunching halt' on page 180 and 'biggest heist' on page 281. Ensure they check their own understanding by asking themselves questions.
- As the children read independently, check they look out for root words, prefixes and suffixes to help them work out word meanings.

Independent reading

Objective: Identifying themes and conventions. (*Questioning, Clarifying, Imagining, Summarising*)

- After reading up to the end of the first paragraph on page 5, discuss which might be the good characters and which might be the bad characters. Ask the children to consider the descriptions and how pictures are drawn of people that are forbidding and unkind (e.g. 'stomped dourly') or good and innocent (e.g. 'bright girl', 'frilly basket').





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- Before reading on, talk about the setting and the period in which the story is set. Ask them what sort of story is implied by the setting, for example a traditional tale (e.g. a myth or legend from ancient Rome or Greece).
- Ask the children to continue reading and to look out for themes often found in a traditional tale or legend (e.g. gold, sacred texts) and those often found in a modern adventure story (gangsters and limousines).

Assessment:

- Do the children spot the themes that are common to myths and legends?

Returning and responding to the text

Objective: Continue to read and discuss an increasingly wide range of fiction.

(Questioning, Clarifying, Summarising)

- Ask the children to point to examples of themes that are often found in myths or legends.
- Reread the Sacred Texts extracts on pages 214–215 and discuss which vocabulary is more conventional for a sacred text and which vocabulary is not. Discuss parody and humour in the extracts.
- Ask the children in what ways the main character of Sebastian changes, e.g. he learns lessons himself from thoughtlessly over-feeding his rat, and selfishly making his brother and sister unhappy.
- Return to page 282 and discuss Ora's first appearance and speech, e.g. 'blast the perpetrators'. Ask the children if it is what they would expect of a god.
- Invite the children to share their thoughts on elements of the story that surprised them or seemed unusual, and why.

Assessment: Check that the children:

- can judge elements of the story in the context of other stories they have read
- can discuss examples of how this differs from other stories they have read.

Speaking and listening

Objective: Articulate and justify answers, arguments and opinions.

- Ask the children to prepare for a class discussion on the significance of gold in the story.
- Refer to page 212 and ask why Turville (Ora) says that 'The gold is the most important thing in the world'. Ask the children to suggest why Ora says this.
- Invite the children to take turns to give their opinion, referring to events in the story.

Assessment:

- Do the children justify their views?

Writing activities

Objective: Select appropriate grammar and vocabulary.

- Ask the children to write a short dialogue between Meeno and Honey when they first find themselves in the desert. Encourage the children to refer to how the characters speak and note some of the vocabulary they use.
- Invite the children to swap their finished work and comment on how well the dialogue suits each character.



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Assessment:

- Do the children write believable dialogue between the two characters?

Cross-curricular links

PSHE

- Research and debate a law linked to a topical issue and discuss whether it is fair.

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curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justifications. (R/D) [ORCS Standard 7, 4]
- Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. (R) [ORCS Standard 7, 9]
- 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 and 6

Spoken language	Pupils should be taught to articulate and justify answers, arguments and opinions (SpokLang.4)
Reading: Comprehension	Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction [...] (Y5/6 ReadComp.1i) Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing (Y5/6 ReadComp.1v)
Writing: Composition	Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Y5/6 WritComp.2i)

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

Listening and talking	When listening and talking with others for different purposes, I can: share information, experiences and opinions (LIT 2-09a)
Reading	I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors (LIT 2-11a) I discuss the writer's style and other features appropriate to genre (ENG 2-19a)
Writing	Throughout the writing process, I can check that my writing makes sense and meets its purpose (LIT 2-23a)

WALES Programme of Study for English: Year 6

Oracy	Learners express issues and ideas clearly, using specialist vocabulary and examples (Y6_OracSpea.1)
Reading	Learners read complex texts independently for sustained periods (Y6_ReadStrat.2) Learners show understanding of main ideas and significant details in different texts on the same topic (Y6_ReadComp.1)
Writing	Learners reflect on, edit and redraft to improve their writing (Y6_WritMean.7)

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

Talking and listening	Pupils justify ideas and opinions (L5_com_talk.3i)
Reading	Pupils select and manage information from a range of sources (L5_com_read.2) Pupils make reference to text to support opinions and draw conclusions (L5_com_read.4)
Writing	Pupils redraft to improve accuracy and meaning (L5_com_writ.1) Pupils use precise vocabulary to convey thoughts, ideas, relevant information and to justify opinions (L5_com_writ.2i)