

Assessment

SECTION

7

Assessment advice

Stormbreaker provides a story from which teachers can gain an insight into children's grasp of how plot and character work together to create a fast-moving story.

As they work through the book, ask the children to note the arc that forms over the whole story – the big uncovering of Herod Sayle's plot, but also the smaller mysteries that are unpicked within the storyline. These take the form of questions that get answered. Who are Ian's mysterious employers? Is Herod Sayle a villain? Where is Yassen? Make sure children are clear about this question-and-answer structure.

Adventure stories like *Stormbreaker* are always event-driven. As they work through the book, focus on children's understanding of what is happening in each event and how it connects to the wider storyline. Why that long ramble through SAS training? How does the danger in

the long grass fit in with Alex's journey to Port Tallon? And why is that journey so important?

In the opening chapters of the story note the degree to which children can make sense of the way Alex's suspicions are aroused. What is so strange about that funeral? Check the extent to which children can peg Alex's actions to the questions he asks. He jumps around 70 metres above London because he wants to know who his uncle was really working for.

Once they reach the chapters set at Port Tallon, assess the way children can interpret information about characters as another means of gaining insight into what is really going on in this operation. One focus here should be the character of Sayle. On the surface he is a philanthropist – so how does the story penetrate the surface? In what ways does it emerge that Sayle is really up to no good?

Chapters

Objective: To understand the significance of events in a story.

What you need: Photocopiable page 32, scissors, glue.

What to do

- This photocopiable picks up on the assessment focus on children's understanding of the significance of, and connection between, events in a story.
- Ask the children to read through the list of chapter titles on Photocopiable page 32. What clues do these offer to the events that took place

in them? Only hear a couple of examples.

- Ask the children to work individually, reading the titles, cutting them out and putting them in order.
- Once they have done this ask them to check with a partner – but not to alter their order of events – and note any differences in the order in which they have placed their chapters.
- Discuss with children the order in which they put their chapters and why they did this, listening out for their awareness of the order of events in the story and ways in which they understood that one event led to another.