



Leo Jantjies and the Esports World Championship

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Illustrator: Johann Strauss

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The Otto Foundation Children's Book Award
Chapter Book Shortlist

13-year-old Leo Jantjies loves playing Theatre of Gods and Heroes (TOGAH). He'd play all day and night if he could - if it weren't for nuisances like school and chores. The game has quickly become part of the professional esports scene where teams from around the world compete for millions of dollars in prize money. When a clip of Leo playing TOGAH goes viral, he doesn't expect to be branded the best King Shaka player in the world. But what he *really* doesn't expect, is to get a call from a pro team wanting to recruit him for the Esports World Championship in Paris. Soon Leo, his best friend Fiks, and his sister Lauren jet off to Europe for an adventure none of them thought was possible. Along this journey Leo learns some valuable lessons about himself, and realises there is more to sportsmanship than just prize money.

- Jonathan Ball Publishers

Teaching notes

These notes have been written by the Otto Foundation to provide teachers and caregivers with ideas to develop text comprehension and support literacy skills. They encourage deep reading of the text and illustrations, which may happen over a series of reading sessions, not just one sitting.

These notes have been written with Grade 4, 5, 6 and 7 readers in mind, but teachers and caregivers will need to adapt them to the age and experience of their readers.

Themes

- Family/Parents/Siblings
- Self-worth
- Adventure
- Growing up
- Determination/Perseverance
- Teamwork
- Friendship
- Bullying

Before reading the story

- Open the discussion by allowing the children to share their initial responses to the front cover of the book. Encourage the children to discuss what they see and their responses to it.
 - *What do you notice about the cover illustration?*

- What does the cover illustration make you think about?
 - How does the cover illustration make you feel?
 - Which person on the cover do you think is the main character? Give a reason for your answer.
 - What adjectives (describing words) would you use to describe the cover of this book?
 - What do you like most about the cover illustration?
- Explain that the title of the book is **Leo Jantjies and the Esports World Championship**. Ask the children to share their thoughts on the book cover.
 - What do you think this book is going to be about, based on the title?
 - What do you think you might know about the boy on the cover?
 - What do you think might happen to the boy in this book?
 - Who might the boy meet during the story?
 - What do you notice about the other two characters on the cover? What role might they play in the story?
- Read the back cover blurb to the children. Explore how they might change their ideas about the story now that they have more information.
 - How does reading the blurb change what you think might happen in the story?
 - What is **TOGAH** (Theatre of Gods and Heroes) and how does Leo feel about it?
 - Who do you think the main characters in this story will be?

Reading aloud discussion points

Chapter 1

- Do you think Leo is good at playing **TOGAH**? Why do you think this?
- Leo chose **Shaka, the Zulu King** as his character. What do you know about **Shaka, the Zulu King**? Why do you think Leo chose him as his character? (King Shaka founded and ruled the Zulu Kingdom in the 18th Century. He transformed the Zulu nation into a powerful tribe through centralizing government and using military innovation)
- Other character options on TOGAH were **Hercules, Joan of Arc and King Arthur**. What do you know about those characters?
- Some characters in TOGAH have **enchanted swords**. What does the word **enchanted** mean?
- Describe the aim of TOGAH?
- Leo was playing TOGAH online with players from other countries all over the world. Which other countries can you name where players came from?
- Why do you think Leo was trying to avoid his mother?
- What does it mean that Leo was **lost in the game**?
- Leo's sister Lauren teases him. What does she tease him about? Do you think it was fair for her to treat him this way? Why or why not?
- What does it mean for someone to give you **the look**? Why did Leo's mother give him **the look**?

Chapter 2

- What is the name of Leo's best friend?
- How do you think Fiks felt about Leo's gaming? How do you know this?
- Leo mentioned to Fiks that a journalist from **TIN** wanted to interview him. What does **TIN** stand for and why was Fiks so excited about the interview?
- Fiks is a big TOGAH fan. Describe how his bedroom proves this.
- Why do you think it took Leo so long to reply to the journalist's message?

King Shaka

Read through the information page for **King Shaka** with your children and look at the illustration with them.

- Where is King Shaka from?
- What is King Shaka well known for?
- Describe King Shaka's armour and weapons from the illustration.
- What happens when King Shaka activates his **rally** ability?
- What is King Shaka's biggest vulnerability?

Chapter 3

- What were the two reasons Leo thought Mr Willis wanted to see him and Fiks for?
- What surprised Leo and Fiks about Mr Willis?
- Mr Willis shared the TIN interview about Leo. In the interview, Leo's gaming strategy is revealed. What is special about his strategy?
- How did Leo feel after reading the TIN interview?
- Leo describes himself as a **nobody**. What does it mean to be described as a **nobody**? Do you think Leo's friends and family would describe him as a **nobody**?
- How was what Fiks and Mr Willis felt about the TIN interview different to how Leo felt?
- Leo and Fiks left Mr Willis **mesmerised** watching the screen. What does it mean to be **mesmerised**?

Bellerophon

Read through the information page for **Bellerophon** with your children and look at the illustration with them.

- What is Bellerophon known as?
- What unusual feature do you notice about Bellerophon's horse?
- What is the special name given to a winged horse?
- Bellerophon has different weapons for when she is grounded or flying. What are they?

Chapter 4

- Describe what was different for Leo at school after the TIN interview?
- How did Leo's sister, Lauren, feel about the attention he was getting?
- Leo's father had a fixed **nightly routine**. What is it?
- What do you think caused Leo's father to break his **nightly routine**?
- Where is **Ukraine**? What do you know about **Ukraine**?

- Why do you think Leo did not tell his father about his TIN interview?
- How did Leo's father feel about Leo's gaming?
- What exciting news did Leo's father share with him?
- Do you think Leo's father will let him go to play for Team Odessa? Why or why not?
- Why do you think Leo thinks to himself: **How was this real?**

Chapter 5

- How did Fiks feel when Leo shared the news that Team Odessa had invited him to join their team? How do you know this?
- Leo needed some **breathing space**. What does it mean when someone needs some **breathing space**? Where does Leo go to find some **breathing space**?
- **There was a pressure on him he had never felt before**. What do you think Leo might be afraid of when he thinks this?
- What do you think some of the main personality differences between Leo and Fiks are?

Hades

Read through the information page for **Hades** with your children and look at the illustration with them.

- What is Hades the Greek God of?
- Which creatures can Hades summon?
- What is the name of the three headed dog Hades is guarded by?
- What is special about Hades when he is in ghost form?
- Why is Hades so difficult to conquer in TOGAH?
- What creatures are you reminded of when looking at the illustration of Hades?

Chapter 6

- Leo used the name **Leonidas** when he is gaming. What would your gaming name be?
- Who is **Maxim** and what did he ask Leo?
- Coach Maxim had an unusual way of speaking: **I know you are young, but I believe you are the player we have been looking for**. Why does Maxim speak in this way?
- What two facts about the upcoming TOGAH championships do you know?
- Lauren says that Leo is **going to get a big head**. What does it mean to **get a big head**? Do you think Leo will get a **big head**? Why or why not?
- Why did Leo choose Shaka as his character in TOGAH?
- Leo worried that his skill with Shaka is all just **luck**. Why do you think Leo thinks that?

Chapter 7

- Why do you think Leo felt nervous about meeting his teammates?
- Are you surprised by the ages of Leo's teammates? Why or why not?
- The team is made up of **Alexander the Great, Count Vlad Dracul, Florence Nightingale and Bellerophon**. What do you learn about the strategic importance of these characters?
- What language were Leo's teammates speaking?

- How did the team attack the God? How effective was their approach?

Florence Nightingale

Read through the information page for **Florence Nightingale** with your children and look at the illustration with them.

- What other name is Florence Nightingale often called?
- What special power does Florence Nightingale's lamp have?
- Why is Florence Nightingale **susceptible to high damage**?
- Notice that Florence Nightingale has wings in the illustrations. What do you think these symbolise?

Chapter 8

- How do you think Leo was feeling after not hearing from Coach Maxim for a week?
- Did you believe Fiks when he told Leo he had only told **one or two people** about the Team Odessa match? Why or why not?
- Leo didn't want to **burst Fiks's bubble**. What does it mean to **burst someone's bubble**?
- If you were Leo, how confident would you have felt about being chosen for Team Odessa? Why?
- Why do you think Leo's father did not tell him about the email from Coach Maxim?
- How did Leo's mood change when he found out Coach Maxim wanted to speak to him?
- What do you think Coach Maxim wanted to speak to Leo about?

Chapter 9

- Where is Leo going and who is going to **chaperone** him? What does it mean to **chaperone** someone?
- Why do you think Lauren was suddenly being nice to Leo?
- Describe what coach Maxim had said to Leo's family the previous night?
- When Lauren saw Coach Maxim she **blushed and giggled**. What do you think this means about the way Lauren feels about Coach Maxim?
- How does Leo feel about going on an adventure without Fiks?
- When Fiks tells Leo he is also coming to Paris, are they standing together in person or communicating in a different way? How do you know this?
- How did Fiks manage to get tickets to Paris with Leo and Lauren?

Queen Elizabeth

Read through the information page for **Queen Elizabeth** with your children and look at the illustration with them.

- Queen Elizabeth loved war and adventure. Which country was she the Queen of?
- What happens when Queen Elizabeth is played in **War mode**?
- What happens when Queen Elizabeth is played in **Gloriana mode**?
- What can you tell about Queen Elizabeth's character from the way she stands?
- Queen Elizabeth is wearing full war mode **regalia**. What is **regalia**?

Chapter 10

- Three weeks have passed and the story is now in a new setting, where?
- Who met Leo, Fiks and Lauren at the airport in Paris?
- What do you think was happening between Coach Maxim and Lauren? What makes you think this?
- What famous Paris landmark could Leo see from his hotel?
- Describe what the rules of the TOGAH tournament were?
- Leo explained that sometimes Fiks's **passions got out of hand**. What does it mean if your **passions got out of hand**? Name some ways in which **Fik's passions have got out of hand**?

Chapter 11

- Leo was welcomed to team Odessa with a gift box. What do you think the most important item in the box was? Why?
- How does Leo feel about meeting his teammates? Why do you think he feels this way?
- Leo met his teammates, **Vald, Sasha, Oleh and Svitlana**. Describe one quality that struck Leo about each of these characters.
- Vlad describes Leo as **young** and Svitlana describes Leo as **a baby**. How do you think this made Leo feel? What could Vlad and Svitlana have said instead when meeting Leo for the first time?
- Leo and Coach Maxim had different views of Lauren. Why do you think this is?

Count Vlad Dracul

Read through the information page for **Count Vlad Dracul** with your children and look at the illustration with them.

- What is the other name Count Vlad Dracul is known by?
- Count Vlad Dracul is known for being **barbaric** in war. What does it mean to be **barbaric**?
- Describe what happens when Count Vlad Dracul uses his swarm ability.
- Count Vlad Dracul inspired the fictional character **Dracula**. What do you know about **Dracula**? What about the illustration of Count Vlad Dracul reminds you of **Dracula**?

Chapter 12

- Leo felt it was **suspicious** that both Lauren and Coach Maxim went missing after practice. What does it mean when something is **suspicious**? Why was it **suspicious** that Lauren and Coach Maxim went missing at the same time?
- Who is the captain of Team Odessa?
- Why do you think Leo wanted to talk to Vlad alone?
- Describe Vlad's strategy for winning TOGAH.
- What does it imply that Svitlana **clutched her heart** when she said she had seen Lauren and Coach Maxim at the Eiffel Tower?

Miyamoto Musashi

Read through the information page for **Miyamoto Musashi** with your children and look at the illustration with them.

- What country does Miyamoto Musashi come from?

- What is the name of Miyamoto Musashi's special sword?
- Look at the illustration of Miyamoto Musashi. How would you feel if you had to do battle with him? What do you feel your best source of protection might be against his weapons?

Chapter 13

- Team Odessa were doing **drills**. What are **drills**? How would doing drills help the team?
- Leo gives the best answer to Coach Maxim's question. How did this affect Oleh? How do you think it affected the rest of the team?
- Coach Maxim tells Leo: **Leonidas, wear your official jacket. You are part of Team Odessa now**. Why do you think this was an important moment for Leo?
- What is **Disneyland**? How do you think Leo feels about going to **Disneyland**? How would you feel if you were going to **Disneyland**?

Chapter 14

- Leo felt like a **celebrity** at Disneyland. What is a **celebrity**? Give examples of what experiences might have made Leo feel like a **celebrity** at Disneyland?
- How was how Leo posed for photos different from the other team members. What does this tell us about Leo?
- Leo and Fiks have a lot of fun at Disneyland. Which experience that they had would you have liked to join in on? Why?
- Why did Leo wish his parents could also be at Disneyland?

Chapter 15

- The tournament was approaching fast and Team Odessa were training hard. Why do you think Leo still felt like he needed to prove himself to the team?
- Coach Maxim wanted Leo to learn how to relax through **mindfulness**. What is **mindfulness**?
- Why was it difficult for Leo to concentrate on imagining the beach?
- What strategies did the mindfulness coach recommend to Leo?
- How do you cope when you are in high pressure situations? What would you suggest Leo try to be less anxious or nervous?

Chapter 16

- Coach Maxim was worried the team were spending too much time training and might **burn out**. What does it mean to **burn out**? How might **burn out** impact the team?
- Leo, Fiks and Lauren spent their day off exploring Paris. What were some of the famous tourist sites they saw?
- Describe the overall impression Leo had of Paris.
- Why do you think Leo and Fiks were too nervous to ask Lauren about her relationship with Coach Maxim?
- How did Leo feel about the TikTok videos Fiks was making about him?
- Do you think Fiks should have asked Leo before posting TikTok videos of him? Why or why not?
- Why do you think Leo was feeling under so much pressure?

Mulan

Read through the information page for **Mulan** with your children and look at the illustration with them.

- What did Mulan have to do to camouflage herself in the Chinese army?
- Mulan's sword is a **dao**. What is special about a **dao**?
- Have you ever heard of Mulan before? What do you know about her?

Chapter 17

- Team Odessa watched the first elimination round of the tournament. Which teams were competing in the elimination round? Why were the teams competing in the elimination round shocked?
- What were some of the challenges Team Odessa might face in the tournament?
- What unexpected situation did Leo realise he might need to face in the tournament?
- What kind of reaction did Leo have to his fear of failing? How realistic or imaginary was his response? Why do you say this?

Chapter 18

- How could you tell that Coach Maxim was nervous before Team Odessa's first tournament match?
- What did Leo have nightmares about before the first tournament match?
- How do you think Leo felt about the **screaming crowds** as Team Odessa arrived at the TOGAH tournament arena?
- What was the mood of the team in the waiting room? How do you know this?
- What is the importance of teamwork in Team Odessa's strategy?

Buddha the Enlightened

Read through the information page for **Buddha the Enlightened** with your children and look at the illustration with them.

- What is the name of the religion Buddha founded?
- Why is Buddha poorly equipped for battle?
- Buddha can use his **meditative state** to raise health points during battle. What is a **meditative state**? What could you do to try to achieve an **meditative state**?
- What happens when Buddha uses his **Peace, My Friend** attack strategy?
- Buddha also has the power of **reincarnation**. What is **reincarnation**? If you were **reincarnated** what or who would you want to come back as? Why?
- How does the illustration of Buddha show that he is not a fighting character?

Chapter 19

- Describe the area in the tournament arena where Team Odessa were playing from.
- Leo was feeling nervous. How do we know this?
- Which TOGAH character would Leo have wanted to see in order to feel more confident? Why?
- Why did Coach Maxim shout **YES!** When Team Odessa won the coin toss?

- What sacrifice did Team Odessa make when choosing characters? What does this tell us about the team's values?
- What effect did putting headphones on have on Leo?
- Do you think Team Odessa will win or lose the match? What makes you think this?

Chapter 20

- Who won the match?
- How did Leo feel about the fame he was experiencing?
- Coach Maxim gave Leo a **pep talk**. What is a **pep talk**? What did Coach Maxim tell Leo in his **pep talk**?
- Why do you think Leo's family were not always supportive of him playing TOGAH?
- What important lesson did Leo learn after his first TOGAH tournament match?

Chapter 21

- Who do you think will win between Team Traum and Team Odessa? What do you think would give the winning team an advantage?
- What made this match a little more complicated for Team Odessa, on a personal level?
- How could Leo tell from the crowd in the tournament arena that Team Traum were the favourites to win the match?
- Team Odessa were described as the **underdogs** for this match. What is an **underdog**? Why were Team Odessa the **underdogs**?
- King Shaka was not available from the character pool. Who did Leo choose as his character for this match? Do you think this is a good choice? Why or why not?
- How can you tell that Leo is growing in confidence?
- Which team won this round of the TOGAH tournament? Are you surprised? Why or why not?

Chapter 22

- Mr and Mrs Jantjies phone Leo and Lauren for a catch up. They said they watched the previous nights TOGAH tournament match and are looking forward to the final. Do you think they enjoy watching the TOGAH tournament matches? Why or why not?
- Mrs Jantjies asked Leo and Lauren whether they have been to the **Louvre**. What is the **Louvre**? Can you name a famous painting in the **Louvre**?
- Name some of the places Leo and Lauren visited in Paris. Which of these places would you like to visit? Why?
- Why do you think Mr and Mrs Jantjies are enjoying Fiks' TikTok videos so much?
- How does this chapter show that Leo is growing as a person?

Loki

Read through the information page for **Loki** with your children and look at the illustration with them.

- Loki is also known as **The Trickster**. What is a **trickster**?
- What does **shapeshifting** mean?
- When in human form, what special tool does Loki have?

- What can Loki's magic wand transform players into?
- Look carefully at the illustration of Loki. What do you think his favourite creature to shapeshift into might be? If you could shapeshift, what would you turn yourself into? Why?

Chapter 23

- What upset Coach Maxim about the last match Team Odessa played?
- Why was Coach Maxim especially frustrated with Svtlana?
- What did Team Odessa need to remember to do if they wanted to win?
- Leo greeted the owner of the Pizza restaurant by saying **Bonsoir**. What language was Leo saying hello in? What other languages can you say hello in?
- At the pizza restaurant Leo met Team Galaxy. What happened during the interaction?
- How did Team Galaxy try to embarrass Leo?
- How did Team Galaxy's bullying affect Leo's confidence?

Chapter 24

- What was the name of the main bully from Team Galaxy?
- How did Leo know Fiks was lying when he said there was no video about Leo?
- What had Paul done to Leo? How did this make Leo feel? How would you feel if you were Leo?
- Fiks said the video is **fake news**. What is **fake news**? How is Fiks trying to help Leo by saying the video is **fake news**?
- Leo says his brain feels **microwaved**. What do you think it means if your brain feels **microwaved**?

Chapter 25

- Leo and Fiks did not tell anyone in Team Odessa about Paul's video. What do you think would be the benefits of Team Odessa knowing about the video?
- Team Odessa was watching Team Galaxy play Team Cypher. Which team did you want to win? Why?
- What type of food is called **frites** in France and **French fries** in America?
- What did team Galaxy do in the match that upset Leo?
- How did Coach Maxim react when Pika_2 goes out? What does this tell us about Coach Maxim?
- Leo **crossed his fingers and made a wish**. What does it mean when people **cross fingers and make a wish**? What outcome do you think Leo was hoping for?

Chapter 26

- Leo and Fiks went shopping for their families. What did Leo and Fiks choose as a gifts for their mothers?
- Leo was worried about Team Galaxy and Fiks told him: **They're going to do everything they can to get in your head**. What does it mean when someone tries to **get in your head**? Why might Team Galaxy want to get into Leo's head?
- What suggestion did Fiks make to keep Team Galaxy from getting to Leo? How effective did you think this plan would be? Why?

- How did Fiks support Leo in dealing with bullying?
- Coach Maxim was very stressed. How did it show?
- How did Team Odessa react when Leo told them about Paul's video?
- If Leo had known how Team Odessa would react to Paul's video do you think he would have told them sooner? Why do you think Leo did not tell them sooner?

Chapter 27

- Do you think Fiks is a good manager? Why or why not?
- What did Lauren suggest Team Odessa should do to take their mind off the final and stay focused in a healthy way?
- Leo noticed a lot of differences between Paris and his neighbourhood in Cape Town. Name some of the differences Leo noticed?
- How did Leo think pro players would be? How is he finding them in reality?

Modjadji the Rain Queen

Read through the information page for **Modjadji the Rain Queen** with your children and look at the illustration with them.

- Which South African province is Queen Modjadji from?
- What is her special power?
- Queen Modjadji also has the ability to **entangle** enemies. What does **entangle** mean? How does Queen Modjadji **entangle** her enemies?
- What is Queen Modjadji's biggest vulnerability?

Chapter 28

- Team Odessa went into **overdrive** training for the final. What does **overdrive** mean? What do you think Team Odessa being in **overdrive** looked like?
- How did Fiks and Lauren help support Team Odessa while they trained?
- How did Leo feel about it being his last day as an official member of Team Odessa?
- Who is Lauren's **Prince Charming**?
- What has Leo learnt about himself and being part of a team?

Chapter 29

- On the day of the final Oleh was having breakfast with Angel. Why was Leo starstruck by seeing Angel? What advice did Angel have for Leo?
- What unexpected challenge did Leo face at the final?
- Leo felt a **cyclone of fear** inside himself. What is a **cyclone**? Describe how a **cyclone of fear** might feel inside your body?
- How did Leo's body language give away his feelings about waiting for Team Galaxy to choose their first character?
- What was Team Galaxy's motivation for choosing King Shaka?

Chapter 30

- Leo did not act how he wanted to act when Team Galaxy chose King Shaka. What does this tell us about Leo?

- How is Leo's confidence affected by Team Galaxy choosing King Shaka?
- Leo described that his **legs feel like jelly**. What does it mean when **your legs feel like jelly**? Have your legs ever **felt like jelly**? Why?
- Why did Coach Maxim and Leo turn so that they were facing away from the cameras?
- Why is Coach Maxim not as worried as Leo?
- How does Leo show his determination to win?

Cleopatra

Read through the information page for **Cleopatra** with your children and look at the illustration with them.

- Which country is Cleopatra from?
- Cleopatra has a golden **sceptre**. What is a **sceptre**?
- Describe Cleopatra's ability called a **Poison Kiss**.
- What is the name of the wild cat beside Cleopatra's throne?

Chapter 31

- The TOGAH final took place in the Underworld. Whose Kingdom did Vlad and Leo think they were in? What happened when they realised they were wrong?
- The Underworld was filled with **stalactites**. What is a **stalactite**?
- How did Team Odessa fight the skeletons?
- How successful was Team Odessa's Strategy?
- How did Team Odessa react when they won? What does this say about them as a team?

Chapter 32

- How did Leo and Fiks' celebrations at winning the TOGAH tournament show the difference in their characters?
- Why do you think Coach Maxim said to Leo: **It is I who should be thanking you**?
- What offer did Coach Maxim make to Leo?
- Why was Coach Maxim coming to Cape Town in a month's time?
- How did Leo's view of Paris reflect his changed view of himself?

Topics for discussion after reading the story

- Explore with your children:
 - Is there anything you particularly liked or disliked about this story?
 - Has anything that happened in this book ever happened to you?
 - What is something you have learnt from this story?
 - If the author asked you what could be improved in the book, what would you say?
 - What would you tell your friends about this book?

Activity ideas for after reading the story

- A strong message in this story are the benefits of gaming. Draw a mind map with your class, inviting them to contribute ideas about how gaming can benefit children.
- Watch a [YouTube video about King Shaka](#) with your class. Ask them to prepare questions they would ask King Shaka in an interview.
- Ask your children to choose their favourite character from TOGAH and create an illustration of them based on their information page description.

TOGAH characters:

- King Shaka
- Bellerophon
- Hades
- Florence Nightingale
- Queen Elizabeth
- Count Vald Dracul
- Miyamoto Musashi
- Mulan
- Buddha the Enlightened
- Loki
- Modjadji the Rain Queen
- Cleopatra

Please see the following pages for Grade specific CAPS aligned skills covered in these teaching notes.

CAPS skills covered in teaching notes

Listening and speaking

Grade 4

- Predict what a text could be about
- Identify characters
- Name characters correctly
- Listen for main message and specific details
- Describe events
- Identify specific details
- Discuss main ideas and specific details
- Express feelings in relation to events
- Express thoughts and feelings about a story/characters/setting or theme of a text
- Relate to own life experiences
- Answer oral questions based on the text
- Participate in group discussions
- Take turns to speak
- Share ideas, opinions and participate in the discussion
- Ask relevant questions
- Keep to the topic
- Maintain discussions
- Respond to others' ideas with empathy and respect

Reading and viewing

Grade 4

- Pre reading: Make predictions for the title and cover of the text
- Predict from title and discuss related themes/content
- Make predictions
- Identify and explain central events
- Identify and comment on the plot, setting and characters
- Discuss characters
- Give reasons for the actions of characters
- Give and explain own feelings about the text
- Express emotional response to text read
- Identify and discuss values in the text
- Use reading strategies: Make predictions and use contextual cues
- Use contextual cues to make meaning
- Discuss message/moral of the story
- Reflect on text read
- Infer meaning of unfamiliar words and images
- Use reading comprehension strategies: Visualisation and making connections
- Determine the impact of visual techniques
- Discuss new vocabulary from the text
- Understand vocabulary

Listening and speaking

Grade 5

- Make predictions
- Describe events
- Identify and explain cause and effect
- Comment on social, moral and cultural values
- Ask critical questions
- Express and justify own opinion with reasons
- Use information from the text in response to questions
- Identify main ideas and specific details
- Identify central idea, plot, setting and characters
- Relate text content to own life
- Discuss and give own opinion
- Express thoughts and feelings about the storyline
- Participate in group discussions
- Ask relevant questions
- Justify own opinion
- Maintain discussion
- Take turns to speak
- Respond to others' ideas with empathy and respect

Reading and viewing

Grade 5

- Pre reading: Predict from title and pictures and discuss related themes/content
- Comment on choice of pictures in text
- Share ideas and offers opinion using speculation
- Use reading strategies: Contextual clues and prior knowledge
- Discuss characters
- Give reason for actions of characters
- Discuss the central idea, plot, characters and setting
- Discuss cause and effect in the story
- Identify and discuss feelings expressed in text
- Express own feelings and opinion
- Identify and explain how central events and characters relate to own life
- Infer the meaning of unfamiliar words and images
- Discuss new vocabulary from text

Listening and speaking

Grade 6

- Predict what will happen in a story
- Discuss main ideas and specific details
- Identify themes
- Discuss characters
- Discuss plot, conflict and setting
- Discuss messages in text
- Discuss responses to text
- Discuss social, moral and cultural values in text
- Relate ideas to own life experiences
- Ask relevant questions and respond appropriately
- Stay on topic
- Explain logically
- Interact positively during group discussions
- Respond to others' ideas with empathy and respect

Reading and viewing

Grade 6

- Pre reading: Make predictions based on title and/or graphics and related themes/content
- Make predictions about the text
- Ask questions about the text
- Make inferences about the text
- Visualise parts of the text
- Identify and explain the central idea
- Interpret and discuss the text
- Discuss plot, theme, setting and characters
- Discuss suspense and twist
- Critically discusses cultural and social values in the text
- Relate events and characters to own life
- Show understanding of the text and relationship to own life
- Identify and discuss feelings expressed in text
- Express emotional response to texts read
- Identify different perspectives
- Give own perspective based on evidence in the text
- Infer meaning of unfamiliar words and images
- Invent or describe preferred results or endings

Listening and speaking

Grade 7

- Make predictions from cover page and blurb
- Confirm predictions
- Identify main and supporting ideas
- Make inferences
- Share ideas and experiences to show understanding of concepts
- Share ideas and opinions
- Identify characters
- Identify main and supporting ideas
- Use appropriate language
- Answer questions

Reading and viewing

Grade 7

- Make predictions
- Make connections
- Identify key features of a text such as characters, plot, setting, conflict, theme and message
- Discuss main ideas and themes
- Discuss fact or opinion in text
- Infer meaning of unfamiliar words
- Infer meaning and conclusions
- Visualise parts of the text
- Identify formal/informal language in the text
- Answer questions based on text