English Assessment Grid : Floodland : Year 6

Floodland

Group: | Year: | Term:

Reading Comprehension

Lesson 1	Can children deduce information from images and blurbs?	
	Can children predict information about characters/plot/ setting/themes based on images and blurbs?	
	Are children able to back up their predictions using evidence they have derived from an image or blurb?	
Lesson 2	Can children retrieve information from a text?	
	Can children describe what a flashback is?	
	Are children able to describe why and how an author might use a flashback?	
Lesson 3	Can children identify unknown words based on their context in a piece of writing?	
	Are children able to generate synonyms for a given word?	
	Can children use thesauruses and dictionaries to define and find synonyms effectively?	
Lesson 4	Can children express their own ideas on a decision a character has to make?	
	Can children find a piece of evidence in the text that can justify their opinions?	
	Are children able to use evidence to help them make an informed decision?	
Lesson 5	Can children identify the moral of a story?	
	Can children identify links between two stories?	
	Are children able to identify similarities and differences between stories?	
Lesson 6	Are children able to create a reasonable prediction to end a known story?	
	Can children assess the likelihood of a prediction based on previous knowledge of the story?	
	Can children identify important character traits which would affect their predictions?	

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Character Analysis

Lesson 1	Do children understand what is meant by 'deduction' and 'inference'?	
	Can children use the text to deduce and infer information about different characters?	
	Can children describe characters in their own words?	
Lesson 2	Can children discuss which characters they most/least sympathise/empathise with, and why?	
	Can children identify and discuss the relationships between the characters in the text?	
	Can children identify and discuss the relationships between the characters in the text?	
Lesson 3	Do children know and understand the features of a diary entry?	
	Can children put themselves 'into the shoes of' a character and write using 'their voice'?	
	Can children successfully use the features of a diary in their written work?	

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Speech Writing

Lesson 1	Can children identify persuasive features of a speech?												
	Are children able to identify the purpose and audience of a speech?												
	Can children identify important punctuation and structural features of a text written to be spoken aloud?												
Lesson 2	Can children identify the format and structure of formal language, including the subjunctive mood?												
	Are children able to identify the purpose of different sections within a written speech?												
	Can children identify key areas to use persuasive features in their writing?												
Lesson 3	Can children write for a particular purpose and audience?												
	Are children able to write in a formal manner to suit the purpose of their writing?												
	Can children include persuasive features in their writing effectively?												

PlanBee

Floodland

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Narrative

Lesson 1	Do children understand the term 'backstory'?												
	Can they explain why an author might include a character's backstory?												
	Can children analyse a given character's backstory?												
Lesson 2	Can children use the text to ask and answer questions about a character?												
	Can children generate ideas for a backstory to explain possible reasons for a character's behaviour?												
	Can children share and explain their ideas?												
Lesson 3	Do children understand the structure of the backstory?												
	Can children plan a backstory for a character using this structure?												
	Can children evaluate their own and others' work?												
Lesson 4	Can children use carefully chosen vocabulary for effect?												
	Can children use a range of devices to create cohesion between and within their paragraphs?												
	Can children use emotive language to evoke feelings towards a character?												

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PlanBee

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Newspaper Reports

Lesson 1	Can children organise research into relevant categories?													
	Are children able to effectively research information on a given topic?													
	Can children take effective notes of key information?													
Lesson 2	Can children identify effective features in a newspaper report?													
	Can children identify the purpose and audience of their report, amending their ideas and writing to suit these?													
	Can children include features of a newspaper report, identifying where they will be most effective?													
Lesson 3	Can children make language choices to meet a brief for their intended purpose and audience?													
	Are children able to make structural choices to meet a brief for their intended purpose and audience?													
	Can children edit and improve their work?													
Lesson 4	Can children make language changes to meet the needs of a new brief and audience?													
	Are children able to amend an existing piece of writing to fit with a new brief?													
	Can children discuss reasons behind the choices and changes they have made?													