

Skellig: Reading Comprehension Assessment Grid : Year 6

Skellig: Reading Comprehension

Group:

Year:

Term:

English

[illegible]

Skellig: Narrative Assessment Grid : Year 6

Skellig: Narrative																			
English																			
Lesson 1	Do children understand the terms 'prequel' and 'sequel'?																		
	Do they understand the basic references to the original story that both prequels and sequels need?																		
	Can children share and discuss ideas for a story inspired by 'Skellig'?																		
Lesson 2	Can children name and understand the different parts of the structure of a story?																		
	Can children use this structure to plan their own 'Skellig'-inspired story?																		
	Can children share and discuss their own and others' ideas, acting upon and giving advice?																		
Lesson 3	Can children use carefully chosen vocabulary for effect?																		
	Can children use dialogue to convey and develop characters?																		
	Can children use a range of devices to create cohesion between and within their paragraphs?																		
Lesson 4	Can children evaluate others' writing to identify areas which could be improved?																		
	Can children suggest ways in which to edit and improve others' writing?																		
	Can children respond effectively to feedback about their own writing?																		

Skellig: Poetry Assessment Grid : Year 6

Skellig: Poetry														
<div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div>														
English														
Lesson 1	Do children know who William Blake was?													
	Can children explain why David Almond used some of William Blake's poetry in 'Skellig'?													
	Can children ask and answer questions about the poetry of William Blake?													
Lesson 2	Can children ask and answer questions about a poem?													
	Can children discuss the viewpoint of the poem and how this is conveyed?													
	Can children share and explain their own views and opinions of the poem?													
Lesson 3	Can children generate and discuss ideas for a poem?													
	Can children choose and use vocabulary to convey a viewpoint?													
	Can children create an image in the reader's mind with precise use of language?													

Skellig: Debate Assessment Grid : Year 6

Skellig: Debate														
<div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div>														
English														
Lesson 1	Do children know what homeschooling involves?													
	Can children understand and discuss some advantages and disadvantages for homeschooling?													
	Can children use their knowledge of homeschooling to generate arguments for a given viewpoint?													
Lesson 2	Do children understand what a debate entails?													
	Can children listen carefully to others' viewpoints and respond appropriately?													
	Can children put forward a viewpoint clearly and confidently?													

Skellig: Diary Entries Assessment Grid : Year 6

Skellig: Diary Entries																			
English																			
Lesson 1	Can children discuss the purpose of a diary?																		
	Can children list and explain the main features of a diary?																		
	Can children identify these features within a diary entry?																		
Lesson 2	Can children infer a character's thoughts and feelings from the text?																		
	Can children empathise with a character?																		
	Can children elaborate on what a character's reactions to, and reflections on, an event could be?																		
Lesson 3	Can children discuss and explain the features of a diary entry?																		
	Can children write a diary entry from the perspective of a character from 'Skellig'?																		
	Can they include diary features effectively in their writing?																		
Lesson 4	Do children understand why it is important to evaluate and edit our writing?																		
	Can children evaluate and edit the effectiveness of their own and other's writing?																		
	Can children decide what edits to make from the suggestions they receive, and explain their reasoning?																		