

English Assessment Grid : This is Me : Autobiographies

This is Me : Autobiographies																			
<div>Group:</div> <div>Year:</div> <div>Term:</div>																			
English																			
Lesson 1	Can children describe the difference between autobiographies and biographies?																		
	Can children identify the purpose of an autobiography?																		
	Can children name some of the writing features that would appear in an autobiography?																		
Lesson 2	Can children generate relevant information for their autobiography?																		
	Are children able to organise information logically?																		
	Can children comment on a teacher's modelled writing and suggest improvements?																		
Lesson 3	Can children identify if a piece of writing is formal or informal?																		
	Are children able to discuss and choose a level of formality suitable for different genres of writing?																		
	Can children identify features of writing that make it more formal or informal?																		
Lesson 4	Are children able to recall suitable features of an autobiography?																		
	Can children identify effective sections of writing in an autobiography?																		
	Can children draft an autobiography?																		
Lesson 5	Can children suggest edits to be made to a piece of writing?																		
	Are children able to spot errors in their writing and correct them?																		
	Can children make careful choices about the way they edit their writing to improve the intended effect?																		

English Assessment Grid : This is Me : Poetry

This is Me : Poetry																			
English																			
Lesson 1	Can children comment on and discuss features of a poem that they find effective?																		
	Are children able to discuss effective performances of a poem?																		
	Can children recite a poem by heart, using tone, pace and expression to enhance their performance?																		
Lesson 2	Can children comment on a poem's structure and features?																		
	Are children able to generate ideas for a themed poem?																		
	Can children write their own themed poem in the style of a studied poem?																		
Lesson 3	Can children generate appropriate adjectives to describe different elements of a person?																		
	Can children describe what a list poem is?																		
	Are children able to create a list poem about their class?																		
Lesson 4	Can children identify examples of different poetic devices?																		
	Are children able to use poetic devices in their own writing?																		
	Can children use personal experiences to create a memory poem?																		

English Assessment Grid : This is Me : Non-chronological Reports

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<div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div>																			
English																			
Lesson 1	Can children make suggestions for strategies to find the meaning of an unknown word?																		
	Are children able to choose appropriate synonyms to help them learn the meaning of an unknown word?																		
	Can children find a word in a text to show a particular meaning or thought?																		
Lesson 2	Can children identify structural features of a nonchronological report and how they help to guide the reader around the report?																		
	Are children able to identify some language features that are used in a non-chronological report?																		
	Can children evaluate the use of different features of a non-chronological report in examples?																		
Lesson 3	Can children identify the subject, verb and object in a sentence?																		
	Are children able to change a sentence from active to passive voice?																		
	Can children identify if a sentence is in the active or passive voice?																		
Lesson 4	Can children determine which information they may need to include in a non-chronological report on their favourite hobby?																		
	Are children able to record information in a logical way?																		
	Can children effectively research suitable information on a chosen subject?																		
Lesson 5	Can children name some of the different features in a non-chronological report and what they are used for?																		
	Are children able to choose suitable features for their non-chronological report?																		
	Can children organise and prepare information in a logical and/or aesthetically pleasing manner?																		
Lesson 6	Can children describe what a paragraph is and how it can be structured?																		
	Are children able to write a non-chronological report on their favourite hobby?																		
	Can children make edits and tweaks to their writing in order to make sure it is conveying their intended information/effect?																		

English Assessment Grid : This is Me : Letters

This is Me : Letters														
<div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div>														
English														
Lesson 1	Can children describe the basic structure of a letter?													
	Can children describe how an informal letter is written?													
	Are children able to structure coherent, cohesive paragraphs about their life?													
Lesson 2	Can children recall how a formal letter should be structured?													
	Are children able to identify some features of persuasive writing?													
	Can children write a persuasive letter/email?													

English Assessment Grid : This is Me : Playscripts

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<div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div>													
English													
Lesson 1	Can children plan out the content of a short scene for an assembly?												
	Can children record equipment that they will need for the scene?												
	Are children able to create a short storyboard to show their scene?												
Lesson 2	Can children identify features of a playscript?												
	Are children able to discuss and justify opinions about the importance of different playscript features?												
	Are children able to write a clear and effective playscript for a short scene?												

English Assessment Grid : This is Me : Instructions

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<div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div>														
English														
Lesson 1	Can children identify the key features of a set of instructions?													
	Are children able to create a set of clear instructions for a purpose?													
	Can children adapt their writing to suit their intended audience?													