

# English Assessment Grid : Tales of Ancient Egypt I Biographies : Year 3



## Tales of Ancient Egypt: Biographies

Group:

Year:

Term:

### English

Lesson 1	Can children distinguish between a biography and an autobiography?																			
	Are children able to make sensible suggestions on what information should be included in a biography?																			
	Can children make a reasonable attempt at mimicking the style of a biography?																			
Lesson 2	Can children define what a paragraph is and when they are used in a non-fiction context?																			
	Are children able to sort information into paragraphs?																			
	Can children suggest subheadings to summarise the contents of a paragraph?																			
Lesson 3	Can children identify when Cleopatra VII reigned as Pharaoh?																			
	Can children sort and order information about Cleopatra?																			
	Can children name some key events from Cleopatra's life?																			
Lesson 4	Can children effectively use the features of a biography in their writing?																			
	Are children able to separate their writing into clear paragraphs?																			
	Can children use a variety of sentence openers in their writing?																			

<h2 style="margin: 0;">Tales of Ancient Egypt: Explanation Texts</h2> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px 15px; width: 15%;">Group:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px 15px; width: 15%;">Year:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px 15px; width: 15%;">Term:</div> </div>											
<b>English</b>											
<b>Lesson 1</b>	Can children recall the steps in the mummification process?										
	Can children make simple links between related processes?										
	Are children able to use their previous learning to explain the reasons behind different actions in a process?										
<b>Lesson 2</b>	Can children identify and use imperative verbs?										
	Are children able to effectively use adverbials of time in their instructions?										
	Can children analyse successful and less successful instructions and use this analysis to suggest improvements?										
<b>Lesson 3</b>	Can children identify the potential audience for a text?										
	Can children identify successful features of a piece of writing?										
	Are children able to suggest improvements to a piece of writing?										
<b>Lesson 4</b>	Can children write a chronological explanation of an activity they have completed?										
	Are children able to successfully use genre related features?										
	Can children evaluate and improve their own writing?										



# English Assessment Grid : Tales of Ancient Egypt I Newspapers : Year 3



Tales of Ancient Egypt: Newspapers																			
Group: <input type="text"/> Year: <input type="text"/> Term: <input type="text"/>																			
<b>English</b>																			
<b>Lesson 1</b>	Can children recall some facts about Cleopatra's death?																		
	Can children describe the audience for their newspaper report?																		
	Can children organise facts into relevant paragraphs?																		
<b>Lesson 2</b>	Can children name some key features of a newspaper report?																		
	Are children able to write a clear, chronological report on a historical death?																		
	Can children use a variety of sentence openers in their writing?																		

Tales of Ancient Egypt: Poetry																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>															
English																			
Lesson 1	Can children identify types of words including nouns, adjectives and verbs?																		
	Are children able to generate poetic vocabulary around a theme?																		
	Can children name some poetic devices which they could use in a poem about Ancient Egypt?																		
Lesson 2	Can children describe what alliteration is?																		
	Can children create alliteration in an acrostic-style poem?																		
	Are children able to generate and use poetic vocabulary based around a topic?																		
Lesson 3	Can children identify a kenning-style poem?																		
	Are children able to generate topical words and sort them into appropriate word classes?																		
	Can children create a themed kenning poem?																		
Lesson 4	Can children identify poetic devices in a free verse poem?																		
	Can children describe what a free verse poem is?																		
	Are children able to use similes, alliteration and repetition in a free verse poem?																		