

English Assessment Grid : The Colour Monster : Year 2

| The Colour Monster | | | | | | | | | | | | | | | | | | | |
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| Group: <input type="text"/> | | Year: <input type="text"/> | | Term: <input type="text"/> | | | | | | | | | | | | | | | |
| English | | | | | | | | | | | | | | | | | | | |
| Lesson 1 | Can children discuss what happens in the story? | | | | | | | | | | | | | | | | | | |
| | Can children relate to the emotions mentioned in the book? | | | | | | | | | | | | | | | | | | |
| | Can children talk about how different situations could lead to feeling each of these emotions? | | | | | | | | | | | | | | | | | | |
| Lesson 2 | Can children explain how happiness and sadness feels for them? | | | | | | | | | | | | | | | | | | |
| | Do children know some other synonyms for 'happy' and 'sad'? | | | | | | | | | | | | | | | | | | |
| | Can they begin to discuss how much of the emotion each synonym expresses? | | | | | | | | | | | | | | | | | | |
| Lesson 3 | Do children understand that it is normal and healthy to feel emotions like fear and anger? | | | | | | | | | | | | | | | | | | |
| | Can children talk about how the emotions of fear and anger can make them feel? | | | | | | | | | | | | | | | | | | |
| | Do children know some coping strategies for dealing with fear and anger? | | | | | | | | | | | | | | | | | | |
| Lesson 4 | Do children understand what 'feeling calm' means? | | | | | | | | | | | | | | | | | | |
| | Do children know some different calming activities that they can do? | | | | | | | | | | | | | | | | | | |
| | Can children identify which calming activity works best for them? | | | | | | | | | | | | | | | | | | |
| Lesson 5 | Can children discuss the structure that is used throughout the book to describe each emotion? | | | | | | | | | | | | | | | | | | |
| | Can children use this structure to write about a different emotion? | | | | | | | | | | | | | | | | | | |
| | Can children listen to each other's ideas and say whether this is how they experience the emotion? | | | | | | | | | | | | | | | | | | |