

English Assessment Grid : The Hero's Journey : Year 6



The Hero's Journey																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
English																			
Lesson 1	Can children explain the difference between a hero and a villain?																		
	Can children explain the function of each step in the hero's journey story structure?																		
	Can children identify the plot points of the hero's journey in familiar stories?																		
Lesson 2	Can children generate ideas for a story plot line?																		
	Can children model their plot ideas on a simplified structure of the hero's journey?																		
	Can children discuss their plot ideas constructively?																		
Lesson 3	Can children generate ideas for particular actions within set plot points?																		
	Can children expand on a simple plot line to include each step in the structure of the hero's journey?																		
	Can children discuss one another's ideas constructively?																		
Lesson 4	Do children know what a protagonist and an antagonist are?																		
	Can children prepare a character profile for a particular character in their story?																		
	Can children explain why and how character traits of a protagonist might alter or affect the events of the story?																		
Lesson 5	Can children explain why descriptive settings are important for a story?																		
	Can children use the five senses to describe a setting?																		
	Can children use a variety of literary devices to describe a setting?																		
Lesson 6	Do children understand that stories are written in a series of drafts?																		
	Can children follow a plan to write a story?																		
	Can children write a précis about their story to hook readers?																		
Lesson 7	Can children proof-read their composition for spelling, punctuation and grammar errors?																		
	Can children edit their writing by suggesting changes to word choices and content?																		
	Can children evaluate their own writing and that of their peers for effectiveness against given criteria?																		