

# English Assessment Grid : The Owl who was Afraid of the Dark | Diary Entries : Year 3

The Owl who was Afraid of the Dark: Diary Entries																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
<b>English</b>																				
Lesson 1	Do children know what a diary entry is?																			
	Can children name the features of diary entries?																			
	Can children identify the features of a diary entry in context?																			
Lesson 2	Can children identify the features of a diary entry?																			
	Can children identify ways in which a diary entry can be improved?																			
	Can children use language and grammatical features to improve a diary entry for a particular character?																			
Lesson 3	Can children follow a plan to write a diary entry?																			
	Can children write a diary entry in character, using appropriate language and features?																			
	Can children evaluate their work and the work of their peers objectively?																			

# English Assessment Grid : The Owl who was Afraid of the Dark | Narrative : Year 3



The Owl who was Afraid of the Dark: Narrative																			
Group: <input type="text"/> Year: <input type="text"/> Term: <input type="text"/>																			
English																			
Lesson 1	Can children identify and discuss the structure of the chapters in the book?																		
	Can children use this as a basis to generate their own ideas for an extra chapter?																		
	Can children discuss, record and share their ideas?																		
Lesson 2	Can children identify and name the different punctuation used to mark direct speech?																		
	Do children know when and where speech punctuation needs to be used?																		
	Can children punctuate direct speech correctly?																		
Lesson 3	Can children describe the melting process for water?																		
	Can children generate enquiry questions for a scientific investigation?																		
	Can children share their plans with each other, beginning to offer feedback and advice?																		
Lesson 4	Can children follow their plan to write a story chapter?																		
	Can children choose and use personal pronouns and noun phrases to avoid repetition?																		
	Can children use a range of conjunctions to join and extend sentences?																		

The Owl who was Afraid of the Dark: Non-chronological Reports																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
English																				
Lesson 1	Do children know what a non-chronological report is?																			
	Can children identify the features of a non-chronological report?																			
	Can children identify the purpose of different features of a non-chronological report?																			
Lesson 2	Can children recall and explain the features of non-chronological reports?																			
	Can children extract facts from various sources of information?																			
	Can children write efficient notes, including notes in bullet-point form?																			
Lesson 3	Can children identify and recall the features of a non-chronological report?																			
	Can children group facts according to themes?																			
	Can children include appropriate features in their non-chronological report plans?																			
Lesson 4	Can children follow a plan to write a non-chronological report?																			
	Can children write a non-chronological report including the relevant features?																			
	Can children edit and improve their work?																			

# English Assessment Grid : The Owl who was Afraid of the Dark | Poetry : Year 3



The Owl who was Afraid of the Dark: Poetry																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
English																			
Lesson 1	Do children understand the importance of word choice in poetry?																		
	Can children discuss and generate their own words to describe the night?																		
	Can children describe and explain their word choices?																		
Lesson 2	Do children understand how word choice and order can affect the effectiveness of a diamond poem?																		
	Can children experiment with word choice and word order to create their own diamond poem?																		
	Can children evaluate the effectiveness of each other's poems?																		
Lesson 3	Do children understand the structure of a cinquain?																		
	Can children write their own cinquains following this structure?																		
	Can children perform their poems using the correct intonation, tone and volume?																		

# English Assessment Grid : The Owl who was Afraid of the Dark | Reading Comprehension : Year 3



The Owl who was Afraid of the Dark: Reading Comprehension																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
English																				
Lesson 1	Can children listen to a short chapter and recall key information?																			
	Can children infer information about characters?																			
	Can children use appropriate language to describe a character from given information?																			
Lesson 2	Can children listen to short chapters and recall key information?																			
	Can children suggest why certain characters respond in the way they do?																			
	Can children answer questions about the characters and events in a short chapter?																			
Lesson 3	Can children listen to short chapters and recall key information?																			
	Can children use an extract to help them answer comprehension questions correctly?																			
	Can children write answers in full sentences?																			
Lesson 4	Can children identify recurring events and themes in the story?																			
	Can children make predictions about what will happen in a chapter based on clues from the text?																			
	Can children make predictions about what will happen in a chapter based on prior knowledge of chapter structure?																			
Lesson 5	Can children listen to a short chapter and recall key information?																			
	Can children identify the features of descriptive language?																			
	Can children discuss the impact of descriptive language on the reader?																			
Lesson 6	Can children recall and identify the main events from a story?																			
	Can children arrange events from a story chronologically?																			
	Can children retell the story orally in their own words?																			