

Traditional Tales : Little Red Riding Hood																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
English																			
Lesson 1	Do children know that Little Red Riding Hood is a traditional tale?																		
	Can children answer comprehension questions about a story they have read?																		
	Can children retell the story of Little Red Riding Hood?																		
Lesson 2	Can children retell the main events of the story of Little Red Riding Hood?																		
	Can children sequence the events of the story correctly?																		
	Can children write short sentences to retell a story?																		
Lesson 3	Do children know that an adjective is a describing word?																		
	Can children accurately read a variety of adjectives?																		
	Can children use adjectives to describe characters in a story?																		
Lesson 4	Do children know what a wanted poster is?																		
	Can children generate adjectives to describe the Big Bad Wolf?																		
	Can children write a wanted poster to describe the Big Bad Wolf and why he is wanted?																		
Lesson 5	Can children answer questions on a familiar story?																		
	Can children discuss similarities between two versions of a story?																		
	Can children discuss differences between two versions of a story?																		

Traditional Tales : The Gingerbread Man																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
English																				
Lesson 1	Can children recognise and join in with predictable phrases?																			
	Are children able to predict what might happen next?																			
	Can children remember the main events?																			
Lesson 2	Can children sequence events in chronological order?																			
	Can children retell what happens in the story?																			
	Can children remember the main events?																			
Lesson 3	Can children say why instructions are important?																			
	Can children follow verbal instructions?																			
	Can children give examples of different instructions?																			
Lesson 4	Can children use imperative verbs in a sentence?																			
	Are children able to identify imperative verbs in a set of instructions?																			
	Can children give an example of an imperative verb?																			
Lesson 5	Can children give an example of a time conjunction?																			
	Are children able to say why time conjunctions are important when following instructions?																			
	Can children put instructions in order?																			
Lesson 6	Can children identify time conjunctions?																			
	Can children identify imperative verbs?																			
	Are children able to imitate the structure of instructions?																			
Lesson 7	Can children write instructions in order?																			
	Are children able to use some features of instruction writing?																			
	Can children say why instructions are important?																			

English Assessment Grid : Traditional Tales : Goldilocks : Year 1



Traditional Tales : Goldilocks																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
English																			
Lesson 1	Can children talk about a traditional tale?																		
	Can children retell a traditional tale?																		
	Can children order the events in a traditional tale?																		
Lesson 2	Can children retell a story?																		
	Can children use phonic knowledge to read words?																		
	Can children use phonic knowledge to spell words?																		
Lesson 3	Can children describe elements of a familiar tale?																		
	Can children change elements of a story?																		
	Can children use a story plan to plan their own story?																		
Lesson 4	Can children follow a plan to write a story?																		
	Can children use a variety of elements in their writing to make it interesting?																		
	Can children read their work out loud?																		
Lesson 5	Can children spot mistakes in their work?																		
	Can children make suggestions about how to improve their work?																		
	Can children say how they have improved their writing?																		

English Assessment Grid : Traditional Tales : Estate Agents : Year 1



Traditional Tales : Estate Agents																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
English																			
Lesson 1	Can children read fluently?																		
	Can children understand what they have read?																		
	Can children answer comprehension questions about a text they have read?																		
Lesson 2	Can children use descriptive language?																		
	Can children make appropriate vocabulary choices?																		
	Can children write for a purpose?																		
Lesson 3	Can children understand what they have read?																		
	Can children make appropriate choices using information they have read?																		
	Can children explain their choices?																		