

English Assessment Grid : Biographies : Alexander the Great : Year 5

Biographies : Alexander the Great																				
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 explain what a biography is?																			
	Can children identify the structural features of a biography?																			
	Can children identify some of the linguistic features of biographies?																			
Lesson 2	Can children order events chronologically?																			
	Do children understand what a fronted adverbial is?																			
	Can children use fronted adverbials to help sequence events?																			
Lesson 3	Do children understand what a précis is and why it is used?																			
	Can children identify key information in a longer passage?																			
	Can children use the key information from a longer passage to write a précis?																			
Lesson 4	Can children define the difference between fact, fiction and opinion?																			
	Do children understand the difference between formal and informal language, and give examples of when each should be used?																			
	Can children rewrite facts from informal to formal language, and vice versa?																			
Lesson 5	Can children choose appropriate subheadings in a plan for a biography?																			
	Can children structure their plan appropriately and chronologically?																			
	Can children select information to include in the plan for a biography?																			
Lesson 6	Can children expand bullet points into full sentences?																			
	Can children include fronted adverbials, adverbials for cohesion, relative clauses and other relevant grammatical features in their writing?																			
	Can children write a biography from a plan, making sure to include all the correct features?																			
Lesson 7	Do children understand why editing is an important part of the writing process?																			
	Can children proof-read their writing or the writing of others, identifying errors and grammatical features?																			
	Can children assess their own writing and say what they think and feel about it?																			