

Assessment

SECTION

7

Assessment advice

Assessment will inform you of the level of progress being made by the children, and the outcomes arising from this assessment will then influence the development of future planning. It is essential that the children's learning is moved forward and that they receive the best and most appropriate level of support. The children themselves should be involved in their own assessment and target-setting and it is important that they feel very much a part of the development of their own learning.

By working through the lessons within this book, children are offered a variety of activities to develop their literacy skills, based around

an accessible and engaging story. Reading and writing skills and speaking and listening skills can all be assessed by written and/or classroom observations. Some of the activities lend themselves to observation of group or paired work, while others require more personal creativity and imagination or writing techniques, for example, and are therefore more appropriate as an individual assessment. The assessment activity on photocopiable page 32 can be used to form part of a record of an individual child's progress and and thus inform your own or your colleagues' planning for future learning.

What do I know?

Objective: To show understanding of a story.

What you need: Photocopiable page 32, writing materials.

What to do

- For the most effective assessment, aim to combine verbal responses the children make during this session with written information gained afterwards using the photocopiable page.
- First, ask the children how we approach reading a new book. *What do we look at first? What information do we expect to find when we pick a book up? Where would we find this information?* (On the cover – front and back.)
- Invite the children to share their personal thoughts about the book. Which part of the story did they enjoy most? Do they have a favourite character? What would they say about the book to someone who had not read it?
- Encourage the children to say what an author needs to think about when writing a story. Invite

them to talk about the characters, the plot and the setting. Also discuss how the illustrations contribute to the story.

- Invite the children to work with a partner and choose another story which is a class favourite. Encourage the children to discuss the plot, character and setting, and illustrations if appropriate, of this book. Move among the children to listen to their conversations.
- Return to focus on *Owl Babies* and talk in general about its features. Invite various children to talk about the characters, where the book is set, and events in the story. (Avoid going into great detail on any aspect as this may influence the children's written assessment.)
- Explain to the children that they are going to answer some questions connected with reading *Owl Babies* and with some of the work they have done about the story.
- Remind the children that they will be expected to use full sentences for their answers, with capital letters and full stops in the correct places.