

## Class Assessment Sheet

### Literacy: Year 3 Term 1

**Target: Recognise the main features of fiction and non - fiction texts and use them in their own writing.**

Learning Outcomes	Children who have not made as much progress:	Planned Action	Children who have progressed further:	Planned Action:
<b>Word:</b> none				
<b>Sentence:</b> none				
<b>Text 1:</b> To compare a range of story settings, and to select words and phrases that describe scenes;				
<b>Text 2:</b> How dialogue is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue;				
<b>Text 3:</b> To be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used, e.g. puppets to present stories;				
<b>Text 10:</b> Using reading as a model, to write own passages of dialogue;				
<b>Text 11:</b> To develop the use of settings in own stories by: a) writing short descriptions of known places;				
<b>Text 11:</b> To develop the use of settings in own stories by: b) by writing a description in the style of a familiar story;				
<b>Text 11:</b> To develop the use of settings in own stories by: c) to investigate and collect sentences/phrases for story openings and endings - use some of these formal elements in re-telling and story writing;				
<b>Text 12:</b> To collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons;				
<b>Text 16:</b> To understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately;				
<b>Text 17:</b> To notice differences in the style and structure of fiction and non-fiction writing;				
<b>Text 20:</b> To read information passages, and identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the 4 or 5 key points covered;				
<b>Text 21:</b> To make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source;				