

Review

Introduction

The review activities provide a framework for assessing children's understanding of and ability to use some of the key features of fantasy stories. Children can use the self- and peer review activities on 'Self review' and 'Peer review' (photocopiable pages 45 and 46) to evaluate their stories. You can use the 'Teacher review' (photocopiable page 47) to make an overall assessment of children's progress at the end of a unit.

Self review

'Self review' (photocopiable page 45) is a checklist of some of the key features of fantasy stories that the children use when planning and writing their own stories. Ask the children to read and review their written work to identify the features they have included in their story.

Peer review

'Peer review' (photocopiable page 46) can be done by writing partners, small adult-led groups or as a whole class. Give a set of cards to each group. Invite one child to read out a completed story. Ask the rest to comment on elements of the story (plot, character, setting) by completing the sentence opening. Ensure feedback is always positive and supportive.

Teacher review

An overall review of pupil's progress and attainment at the end of a series of lessons on fantasy stories will enable you to evaluate the progress individual children have made towards specific learning goals. For example: can they create and describe imaginary settings and fantasy characters?; can they write a story with a clearly defined plot? Use the outcome of the teacher review to set group and individual learning targets and ensure that the next steps are planned at an appropriate level.

'Teacher review' (photocopiable page 47) is modelled on the DCSF writing assessment guidelines and can be used to assess the children's work on fantasy stories against national standards. When reviewing a child's ability in relation to each assessment focus, it is important to take into account a range of evidence including:

- completed fantasy stories (for example, section 3 'Project 3: Marooned'): can the child write a simple narrative with an opening, development and ending using a simple planning frame
- planning and writing activities completed in section 2 (for example 'Planet Zargus', 'Zany zoo'): can the child use descriptive language to describe fantasy characters and imagined settings?
- observations (section 2 'Superhero saves the day!'): can the child develop an imaginative story plot showing understanding of story setting and characters?