

# Assessment

## Assessment grid

The following grid shows the main objectives and activities covered in this chapter. You can use the grid to locate activities that cover a particular focus that you are keen to monitor.

Objectives	Page	Activity title
To identify root words, derivations and spelling patterns in order to extend vocabulary and provide support for spelling.	29	Back to the roots
	30	Branching out
	31	Ancient word roots
	32	What sort of word?
To recognise that many words in English have been adopted from other languages.	34	Ending in a
	35	Ending in o
	36	Ending in i or u
	37	Where in the world?
To begin to use their knowledge to identify such words and their spellings.	34	Ending in a
	35	Ending in o
	36	Ending in i or u
	37	Where in the world?

## Observation and record keeping

As you complete the activities in this chapter, make a note of individual's progress and understanding; set up a system where observations are made and collated and use these observations to feed into your planning for revision and reinforcement activities, as well as for knowing when to move children on. Your assessments should track children's development in both knowledge and skills. Record the children's areas of strength and targets for development in the following areas:

- Ability to confidently locate words in a dictionary.
- Awareness of the abbreviations used in dictionaries and how they are arranged.

## Assessment activity

### ● What you need

A set of root cards from photocopiable page 39 for each table, a dictionary for each child, each child's spelling log/journal and writing materials.

### ● What to do

Challenge children to find as many derivatives as they can for each of the root words provided. Who can create the largest word family? Observe whether individuals notice that some words in certain word families sound out letters that are silent in other derivations – the 'g' in *sign* is sounded out in *signatory* and the 'n' in *autumn* is sounded out in *autumnal*.

## Differentiation

- Provide less confident learners with Set A and the rest of the class with any combination of Set A and Set B.
- Challenge more confident learners to search for words with prefixes added onto the root words.

## Further learning

- **Etymology:** Encourage the children to use etymological dictionaries to investigate word histories, observing how they use the dictionaries.
- **Derivatives:** Encourage children to highlight words they encounter during guided reading which are derived from root words and contain prefixes and suffixes. Discuss how these words are created and used during shared reading sessions.