

Assessment

SECTION

7

Assessment advice

You will have been assessing and monitoring pupil progress throughout the study of *The Sheep-Pig*, in both formal and informal ways.

The assessment activity below is suitable for children across Key Stage 2, and should be seen as another part of the study of the novel, and not the overall aim. Formative assessment should have been taking place throughout the study of the book.

This assessment should be seen as part of a cycle, and whatever conclusions you reach when marking will hopefully be carried forward into

helping the children enjoy and learn from the next book they study. Similarly, your existing knowledge of the children should inform how you approach the delivery and marking of this task.

For most teachers and children, then, the assessment will be *for* learning – to set targets, monitor progress and so on. For some children (especially in Year 6) it may also be assessment *of* learning, where it will be useful for you to know at what level the children are working. The aim in both cases should be to encourage and nurture effective, independent learners.

My life on the farm

What you need: Photocopiable page 32, writing materials.

What to do

- Tell the children they are going to write a monologue given by Babe to a pig that he has just met, describing his life on the farm as a sheep-pig. It is the eve of the Grand Challenge Sheep Dog Trials.
- Explain that Babe's speech should focus mainly on his feelings about the tournament tomorrow. Is he nervous? Excited? How has his practice been going? Encourage the children to include a brief description of the farm, along with details about the people and animals he has met. Although Babe does most of the talking, the children should also make notes of the kind of questions the other pig might want to ask him, for instance: How did he become a sheep-pig? Is he happy on the farm? What are his hopes

for the future?

- Tell the children you will be looking for quality of descriptive writing, including the appropriate use of adjectives, powerful verbs, adverbs and figurative language; and features of informal speech, such as chatty language and a conversational tone.
- Hand out the photocopiable sheet (making copies beforehand, without the prompts, for more able children) and ask the children to work individually to write Babe's speech.

Differentiation

For older/more able children: The children could incorporate Babe's speech into a piece of dialogue, incorporating the other pig's questions and Babe's responses.

For younger/less able children: The template provides a reassuring scaffold, and can be enlarged for those with larger handwriting.