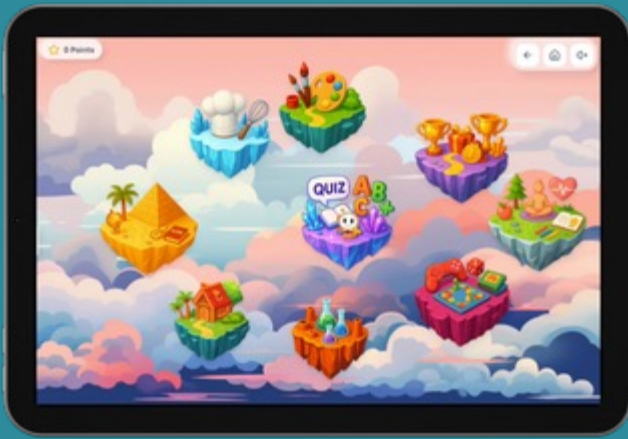




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Evaluative Language - Year 3

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Evaluative Language

= at a Glance =



Positive

wonderful brave delicious



Neutral

okay ordinary said



Negative

awful selfish disgusting



Choose words that show judgement and strength.

Character Evidence Lens

Appearance



Actions



Mila gently
returned the
lost wallet.

Speech



Thoughts and feelings



Evaluative words guide
how readers view a character.

Word Force Continuum

Choose one word family. Place the words from less forceful to more forceful. Explain one choice to a partner.

Less forceful

More forceful

How did context affect your order?

Word Force Continuum - Adjective Cards

good

great

excellent

outstanding

bad

poor

awful

dreadful

tasty

delicious

sumptuous

mouth-watering

worried

anxious

frightened

terrified

warm

hot

boiling

scorching

PREVIEW

Word Force Continuum - Action, Speech and Feeling Cards

walked

circled

marched

stormed

said

replied

insisted

demanded

looked

stared

glared

scrutinised

pleased

delighted

thrilled

ecstatic

tired

weary

exhausted

drained

PREVIEW

Roll, Rate and Explain



Roll a die. Move to the matching prompt. Say a sentence using evaluative language. Then explain whether it is positive, neutral or negative and how forceful it is.





Roll, Rate and Explain - Recording Page



Name: _____

Prompt	My evaluative sentence	Positive / Neutral / Negative	Force: low / medium / high



Which word created the strongest effect? Why?



Positive, Neutral or Negative?

Name: _____



Read each sentence. Circle the evaluative word, then tick positive, neutral or negative.

1. The puppy was adorable.	☐	Positive ☐	Neutral ☐	Negative ☐
2. The soup was ordinary.	☐	Positive ☐	Neutral ☐	Negative ☐
3. The referee made a terrible decision.	☐	Positive ☐	Neutral ☐	Negative ☐
4. Ava gave a thoughtful reply.	☐	Positive ☐	Neutral ☐	Negative ☐
5. The party was okay.	☐	Positive ☐	Neutral ☐	Negative ☐
6. The storm was terrifying.	☐	Positive ☐	Neutral ☐	Negative ☐

Rewrite one sentence so its judgement changes.

Positive, Neutral or Negative?

ANSWERS: _____



Read each sentence. Circle the evaluative word, then tick positive, neutral or negative.

1. The puppy was adorable.	adorable	Positive ☒	Neutral ☐	Negative ☐
2. The soup was ordinary.	ordinary	Positive ☐	Neutral ☒	Negative ☐
3. The referee made a terrible decision.	terrible	Positive ☐	Neutral ☐	Negative ☒
4. Ava gave a thoughtful reply.	thoughtful	Positive ☒	Neutral ☐	Negative ☐
5. The puppy was okay.	okay	Positive ☐	Neutral ☒	Negative ☐
6. The storm was terrifying.	terrifying	Positive ☐	Neutral ☐	Negative ☒

Rewrite one sentence so its judgement changes.

The storm was exciting.

Shades of Meaning Ladder



Name: _____

Directions: Write each group from least forceful to most forceful.

A. pleased, delighted, thrilled, ecstatic

Least forceful

1

2

3

4

Most forceful

B. cool, chilly, cold, freezing

Least forceful

1

2

3

4

Most forceful

C. looked, stared, glared, scrutinise

Least forceful

3

4

Most forceful

D. warm, hot, boiling, scorching

Least forceful

1

2

3

4

Most forceful

Choose one group. Explain why your strongest word has the greatest force.

Shades of Meaning Ladder



ANSWERS: _____

Directions: Write each group from least forceful to most forceful.

A. pleased, delighted, thrilled, ecstatic

Least forceful

1 pleased

2 delighted

3 thrilled

4 ecstatic

Most forceful

B. cool, chilly, cold, freezing

Least forceful

1 cool

2 chilly

3 cold

4 freezing

Most forceful

C. looked, stared, glared, scrutinised

Least forceful

1 looked

2 stared

3 scrutinised

4 glared

Most forceful

D. warm, hot, boiling, scorching

Least forceful

1 warm

2 hot

3 boiling

4 scorching

Most forceful

Choose one group. Explain why your strongest word has the greatest force.

Ecstatic shows much stronger happiness than pleased.

Intensifiers in Action



Name: _____

Word bank: slightly, quite, very, extremely

Directions: Choose an intensifier to show the required strength.

1. The water was _____ cold. Low force
2. The ending was _____ surprising. High force
3. The team felt _____ confident. Medium force
4. The cave was _____ dark. High force
5. The puzzle was _____ difficult. Low force
6. The audience was _____ impressed. Medium force

Write one sentence that softens a judgement and one that strengthens it.

Soften: _____

Strengthen: _____

Intensifiers in Action



ANSWERS: _____

Word bank: slightly, quite, very, extremely

Directions: Choose an intensifier to show the required strength.

1. The water was slightly cold. Low force
2. The ending was extremely surprising. High force
3. The team felt quite confident. Medium force
4. The cave was extremely dark. High force
5. The puzzle was slightly difficult. Low force
6. The audience was quite impressed. Medium force

Write one sentence that softens a judgement and one that strengthens it.

Soften: The puzzle was slightly difficult.

Strengthen: The cave was extremely dark.

Make It Clear



Name: _____

Replace each vague word with precise evaluative language.

1. The concert was nice.

2. The meal was bad.

3. The athlete ran well.

4. The speaker said it loudly.

5. The ending was good.

6. The villain looked scary.

Your word should show judgement and strength.

Make It Clear



ANSWERS: _____

Replace each vague word with precise evaluative language.

1. The concert was nice.

The concert was spectacular.

2. The meal was bad.

The meal was revolting.

3. The athlete ran well.

The athlete sprinted powerfully.

4. The speaker spoke loudly.

The speaker bellowed.

5. The ending was good.

The ending was satisfying.

6. The villain looked scary.

The villain looked menacing.

Your word should show judgement and strength.

Searching for Clues - The Unexpected Captain

Name: _____

Underline evaluative language that shapes your view of Niko.



When Niko's name was announced, a few players exchanged doubtful glances. He was usually quiet and seemed almost invisible during busy practice sessions. 'Niko as captain?' Zane whispered. 'That's an unusual choice.'



At the first match, the team became restless after an early mistake. Niko did not shout. He calmly gathered everyone and gave a clear, encouraging plan. He noticed the goalkeeper was worried and offered a reassuring smile. During the second half, Niko made a clever pass, then praised Maya's brilliant goal instead of taking the credit.



By the final whistle, the team was beaming. Even Zane admitted that Niko had been a thoughtful, dependable leader. The quiet student they had overlooked was now the person everyone trusted.

Searching for Clues - Evidence Table

Name: _____



Use the passage to record four examples.

Text evidence	Positive / Neutral / Negative	What it makes me think about Niko

1. How does the author's view change?

2. Which word has the strongest effect? Explain.

Searching for Clues - The Unexpected Captain

ANSWERS: _____

Underline evaluative language that shapes your view of Niko.



When Niko's name was announced, a few players exchanged doubtful glances. He was usually quiet and seemed almost invisible during busy practice sessions. 'Niko as captain?' Zane whispered. 'That's an unusual choice.'



At the first match, the team became restless after an early mistake. Niko did not shout. He calmly gathered everyone and gave a clear, encouraging plan. He noticed the goalkeeper was worried and offered a reassuring smile. During the second half, Niko made a clever pass, then praised Maya's brilliant goal instead of taking the credit.



By the final whistle, the team was beaming. Even Zane admitted that Niko had been a thoughtful, dependable leader. The quiet student they had overlooked was now the person everyone trusted.

Searching for Clues - Evidence Table

ANSWERS: _____



Use the passage to record four examples.

Text evidence	Positive / Neutral / Negative	What it makes me think about Niko
doubtful glances	Negative	His teammates expected him to fail.
clear, encouraging plan	Positive	He is calm and helpful.
clever pass; brilliant goal	Positive	He is skilled and generous.
thoughtful, dependable leader	Positive	He is reliable and trusted.

1. How does the author's view change?

The view begins doubtful and negative, then becomes strongly positive.

2. Which word has the strongest effect? Explain.

Dependable has the strongest effect because it shows others can rely on Niko.

Create the Character - Evidence Planner

Name: _____



Directions: Plan details that consistently guide the reader.

Appearance

Actions

**Reader's
Judgement:**

positive / neutral / negative

Speech

Thoughts and feelings

PREVIEW

Create the Character - Profile

Name: _____

Character name:	
Three evaluative words:	_____

My character description



PREVIEW

Explain how your word choices shape the reader's view.

What Do You Think?



Name: _____

Should Year 3 classes have a ten-minute outdoor reading break each day?

My opinion

Evaluative words

Reason 1

Reason 2

Write a convincing paragraph using evaluative language and at least one intensifier.

What Do You Think?



SAMPLE ANSWER: _____

Should Year 3 classes have a ten-minute outdoor reading break each day?

My opinion

Yes - it is an excellent idea.

Evaluative words

excellent, enjoyable,
valuable, refreshing

Reason 1

Fresh air can make reading
more enjoyable.

Reason 2

Students can return calm
and focused.

Write a convincing paragraph using evaluative language and at least one intensifier.

A ten-minute outdoor reading break would be an excellent idea. Reading in the fresh air could make books much more enjoyable and help students feel wonderfully calm. It would also be a valuable chance to reset before learning again. This refreshing break would make our school day better.

Assessment - The Playground Proposal

Name: _____ Date: _____

Read the passage.



The student council has suggested a quiet garden corner beside the busy playground. Supporters say the peaceful space would be a wonderful place to read, draw or calm down. They believe the shady trees and colourful plants would make break times more enjoyable.

Other students think the idea is unnecessary. Some call the garden unhelpful, while one student described it as "a boring area for a noisy school". They worry that removing part of the oval would be a terrible mistake because games need plenty of room.

The principal said the plan is possible, but the final design must be fair and useful for everyone. A small garden could be trialled near the library before the school makes a permanent decision.

1. Underline three evaluative words or phrases.

6 marks

2. Label three examples as positive, neutral or negative.

3 marks

Example 1: _____ Label: _____

Example 2: _____ Label: _____

Example 3: _____ Label: _____

3. Rank these words from least forceful to most forceful.

3 marks

unhelpful unnecessary terrible

Least forceful: _____ → _____ → _____ Most forceful:

Assessment continues on the next page.

Assessment - Explain and Apply



Name: _____

Date: _____

4. Explain how one word from the passage shapes the reader's view.

3 marks

Word: _____

5. Rewrite one neutral sentence from the passage to make it strongly positive or strongly negative.

3 marks

Original sentence: _____

My rewrite: _____

6. Write a short opinion about the playground proposal. Use at least three evaluative words and one intensifier.

5 marks

Total: ____ / 23 marks

Assessment - The Playground Proposal

Name: _____ **ANSWERS** _____ Date: _____

Read the passage.



The student council has suggested a quiet garden corner beside the busy playground. Supporters say the peaceful space would be a wonderful place to read, draw or calm down. They believe the shady trees and colourful plants would make break times more enjoyable.

Other students think the idea is unnecessary. Some call the garden unhelpful, while one student described it as "a boring area for a noisy school". They worry that removing part of the oval would be a terrible mistake because games need plenty of room.

The principal said the plan is possible, but the final design must be fair and useful for everyone. A small garden could be trialled near the library before the school makes a permanent decision.

1. Underline three evaluative words or phrases.

6 marks

2. Label three examples as positive, neutral or negative.

3 marks

Example 1: wonderful Label: positive

Example 2: possible Label: neutral

Example 3: terrible Label: negative

3. Rank these words from least forceful to most forceful.

3 marks

unhelpful unnecessary terrible

Least forceful: unhelpful → unnecessary → terrible Most forceful:

Assessment continues on the next page.

Assessment - Explain and Apply



Name: ANSWERS

Date: _____

4. Explain how one word from the passage shapes the reader's view.

3 marks

Word: terrible

The word terrible strongly pushes the reader to see losing play space as a serious mistake.

5. Rewrite one neutral sentence from the passage to make it strongly positive or strongly negative.

3 marks

Original sentence: A small garden could be trialled near the library.

My rewrite: A beautiful garden should definitely be trialled near the library.

6. Write a short opinion about the playground proposal. Use at least three evaluative words and one intensifier.

5 marks

The playground proposal is a wonderful idea. A peaceful garden would be extremely useful because students could read and reset. It would make break time more enjoyable while leaving most of the oval free. The school should trial this valuable space.

Total: ____ / 23 marks



Evaluative Language Assessment Rubric



Student: _____ Date: _____ Overall judgement: _____

Criteria	Beginning	Developing	Achieving	Confident	Exceeding
Identifies evaluative language	Finds few examples.	Finds some examples.	Correctly finds common examples.	Finds varied examples accurately.	Finds subtle examples and explains choices.
Compares word force	Needs help to order words.	Orders simple pairs.	Orders familiar word groups.	Explains how context affects force.	Makes precise comparisons across contexts.
Explains effect on the reader	Gives an unclear comment.	States a basic positive or negative effect.	Explains a clear reader impression.	Uses evidence to explain the effect.	Explains layered or changing effects.
Uses evaluative language in writing	Uses few evaluative words.	Uses simple evaluative words.	Uses suitable words and some intensifiers.	Uses precise words with controlled force.	Shapes reader judgement deliberately.

Teacher feedback:

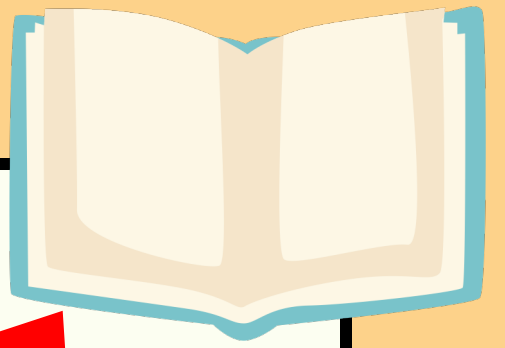


Next step: _____

Evaluative Language

PREVIEW





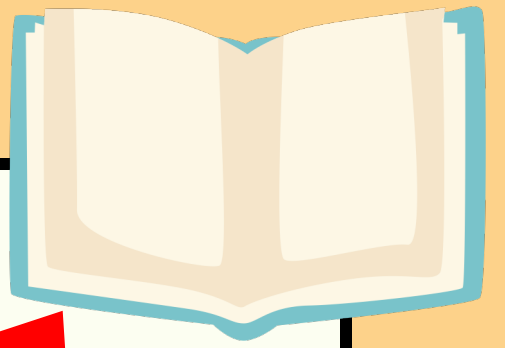
Learning Intention

We are learning to notice, compare and use words that express judgement.

We will explore how the strength of a word can change a reader's response.



PREVIEW



Success Criteria

I can:

- identify positive, neutral and negative evaluative language
- compare words by their force
- recognise precise words and intensifiers
- explain how a word shapes a reader's view





The Big Idea

Evaluative language tells a reader what someone thinks and how strongly they judge it.

It can shape our view of a person, place, event or idea.



PREVIEW



Positive, Neutral and Negative

Positive: The performance was wonderful.

Neutral: The performance was okay.

Negative: The performance was awful.

The judgment changes even though the topic stays the same.





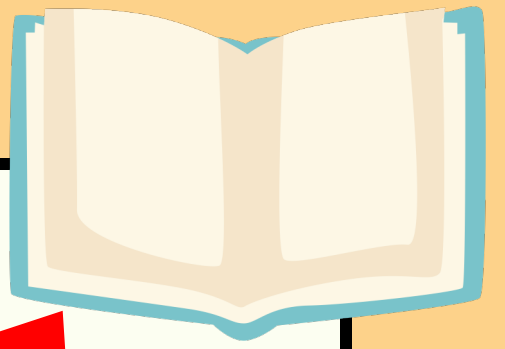
Precise Words Make Meaning Clear

Vague: The meal was bad.

Precise: The meal was revolting.

A precise word gives the reader a clearer impression and shows the strength of the judgement.





Shades of Meaning

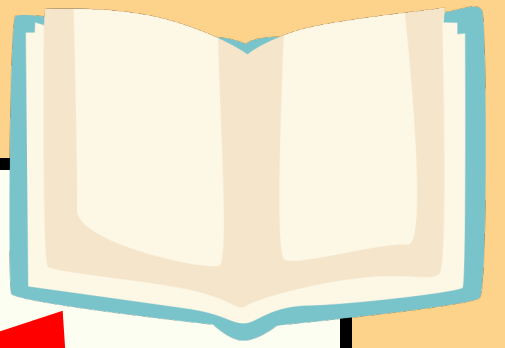
Words can belong to the same family but have different force.

Less forceful more forceful

cold → chilly → cool → freezing

Context can affect the exact order.





Word Class Reminder

Evaluative language can appear in different word classes

Adjective: a brilliant pianist

Noun: she stormed away

Adverb: he answered thoughtfully



PREVIEW



Try It: Replace Bad

Replace bad with a precise evaluative word

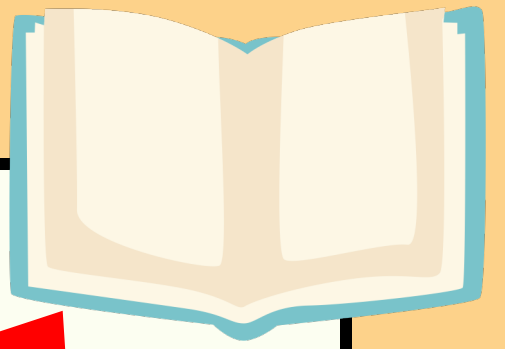
1. The film was bad.

2. The writer was bad.

3. In reference to a bad decision.

Be ready to explain the force of each choice.





Check It

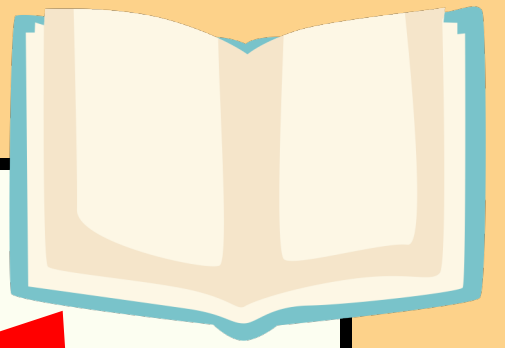
Possible answers:

1. The film was dreadful
2. The weather was miserable
3. The referee made a terrible decision.

More than one answer can work when the word suits the context.



Opinions

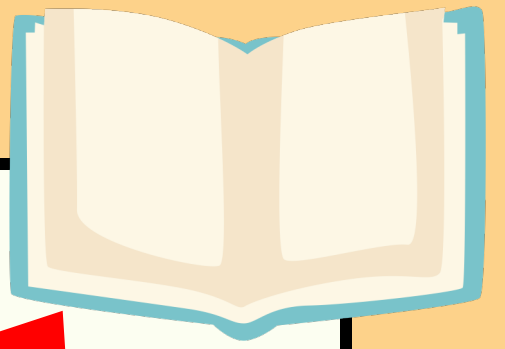


An opinion states a judgement. A strong opinion also gives a reason.

The garden is a valuable idea because it gives students a peaceful place

to rest.





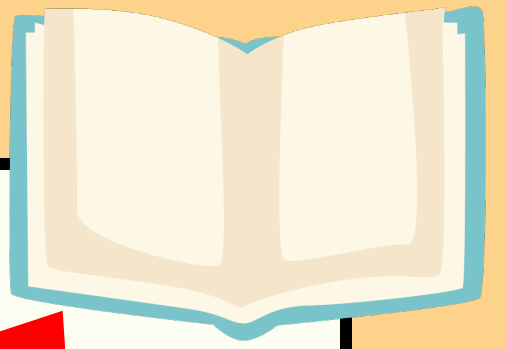
Strength Ladder

How does the force increase?

tasty → delicious → scrumptious → mouth watering

Stronger words create more intense positive judgement.





Class Task: Cooking Words

Order these words from least forceful to most forceful:

plain • tasty • delicious • scrumptious • mouthwatering • irresistible

Compare your order with a partner and justify one choice.



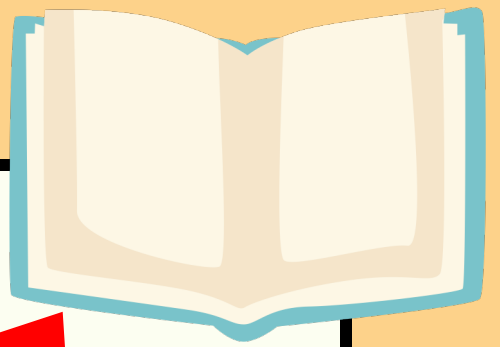


Check It: One Possible Order

plain → tasty → delicious → scrumptious → mouthwatering →
irresistible

A different order may be reasonable if the explanation uses context and
meaning.





Intensifiers

Intensifiers adjust the force of an evaluation.

slightly worried

quite worried

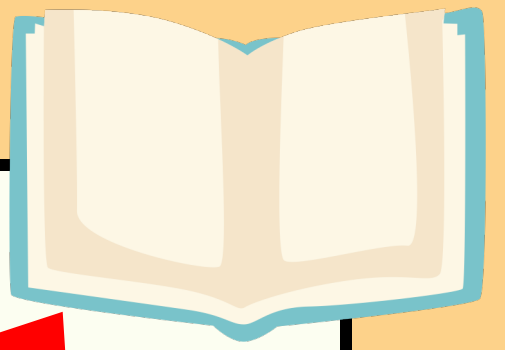
very worried

extremely worried

Choose the strength that matches your meaning.



PREVIEW



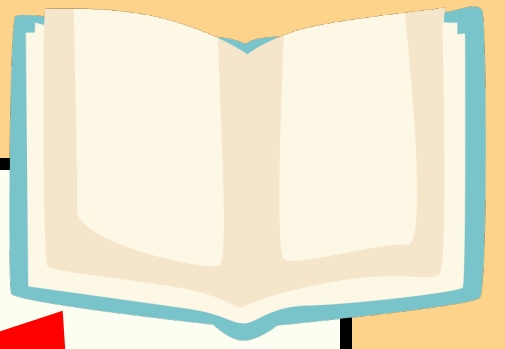
Try It: Strengthen and Soften

Strengthen: The ending was surprising

Soften: The water was cold

Now write each statement with an intensifier. Then explain how the reader's impression changes.





Check It

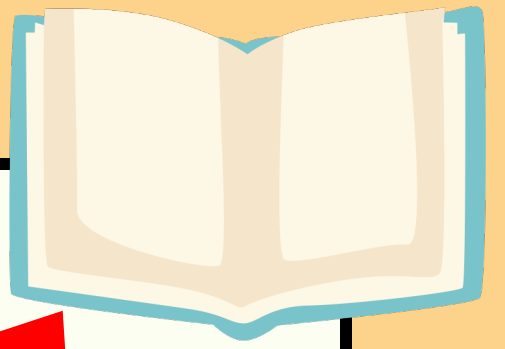
Strengthened: The ending was extremely surprising.

Softened: The water was slightly cold.

The intensifier changes the force without changing the main judgement

word





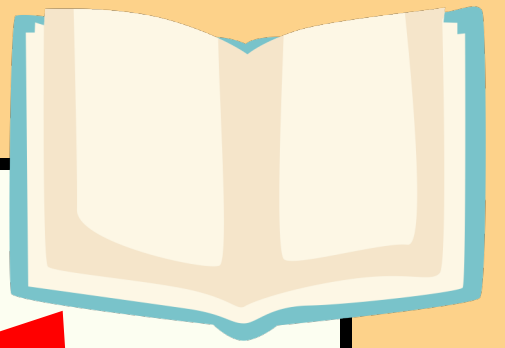
Authors Shape Readers

Authors choose evaluative language to guide our impressions.

Positive choices can invite admiration. Negative choices can create doubt, dislike or condemnation.



Character Evidence Lens



Look for evaluation in four places:

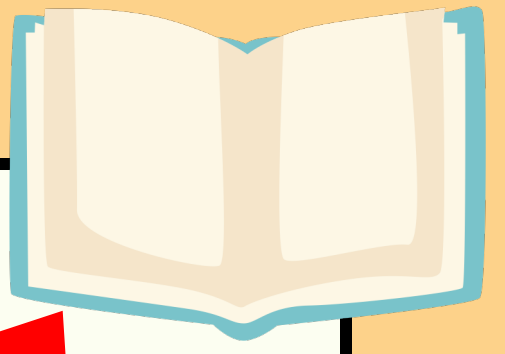
- appearance
- actions

• thoughts

• feelings

Combine clues before deciding how the author wants us to view a character.



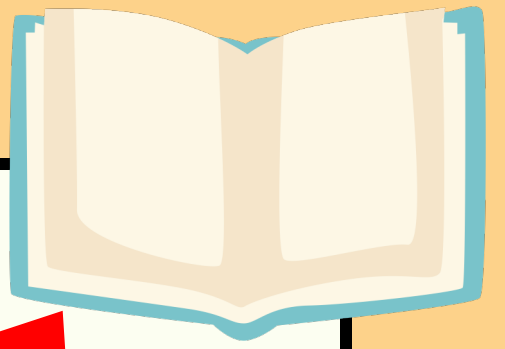


Guided Passage: Mr Bramble

Mr Bramble stormed into the room and dropped a messy pile of paper on the desk. He snapped "Get on with it!" then glared at anyone who moved. His impatient snapping filled the uncomfortable silence.

Which words show a negative view?



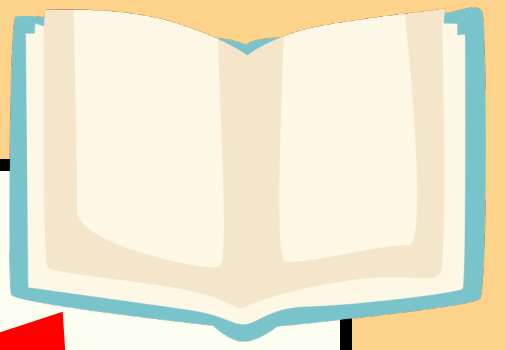


Check It: Mr Bramble

stormed • messy • snapped • glared • impatient • uncomfortable

These choices make Mr Bramble seem angry, disorganised and unpleasant. The verbs and adjectives work together to shape the reader's view



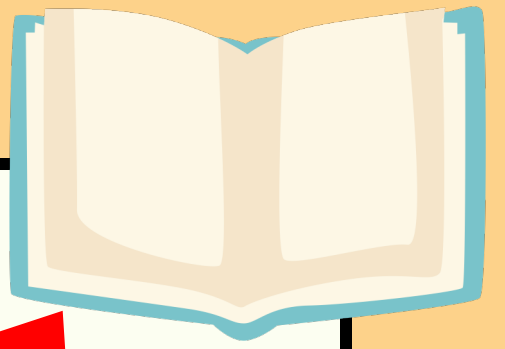


You Do: Lina

Lina carefully gathered the spilled pencils. "We can fix this together," she said warmly. Her thoughtful plan helped everyone finish on time.

Identify the evaluative words and explain the view they create.





Review

1. Classify a word as positive, neutral or negative
2. Compare two words by force
3. State an opinion and support it with reasons
4. Explain how the author's choice shapes the reader.





PREVIEW

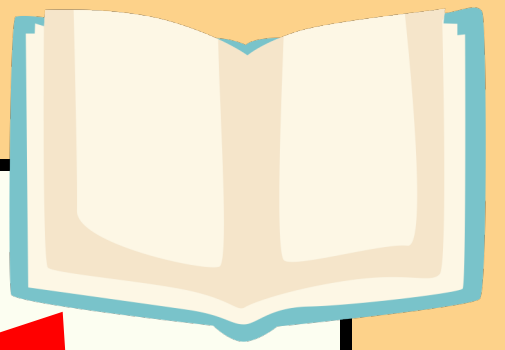
Well Done
Use one precise evaluative word
today.



Evaluative Language Quiz

PREVIEW





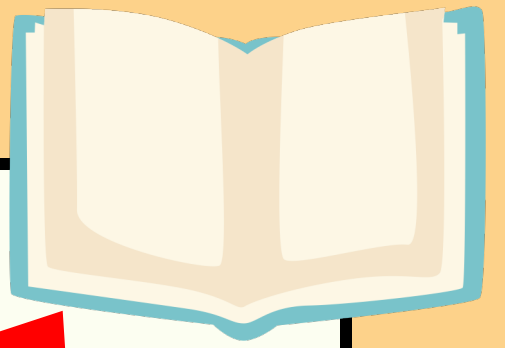
Question 1 • True or False

Evaluative language can show a positive or negative judgement.

True or false?



PREVIEW



Answer 1

TRUE

Evaluative language expresses a judgement. That judgement may be positive, neutral or negative.





Question 2 · Multiple Choice

Which sentence is neutral?

A. The concert was spectacular.

B. The concert began seven.

C. The concert was dreadful.

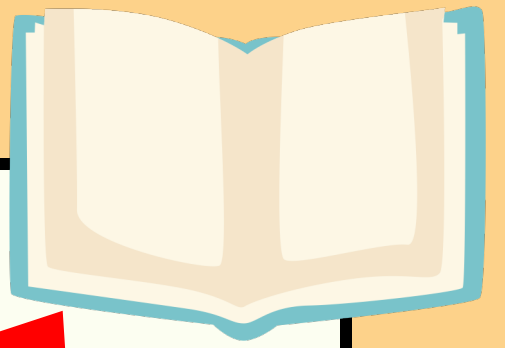
D. The concert was absolutely brilliant.



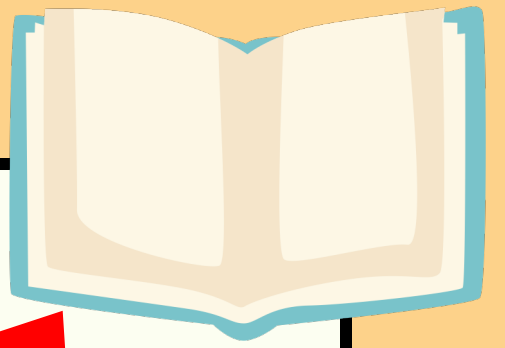
Answer 2

B. The concert began at seven.

It states a fact without an evaluation or judgement



Question 3 · Short Answer



Find the evaluative word in this sentence:

The puppy seems so adorable to me.

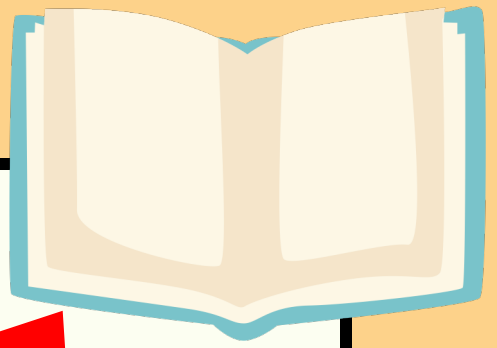


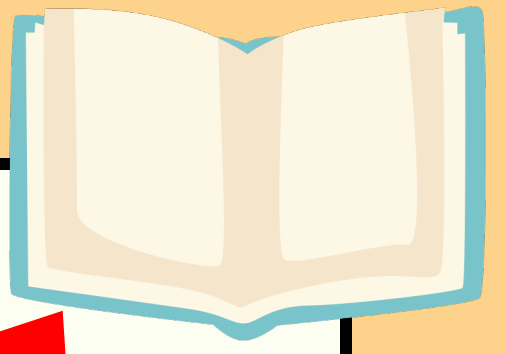
PREVIEW

Answer 3

adorable

It creates a strong positive view of the puppy.





Question 4 · Multiple Choice

Which word has the greatest force?

A. warm

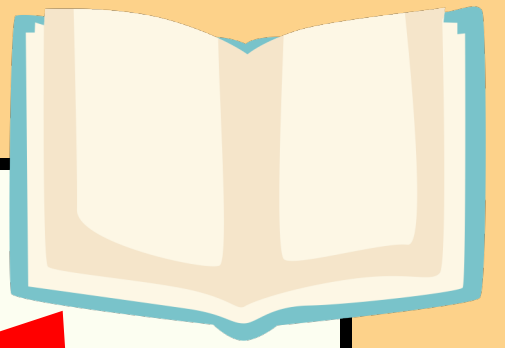
B. hot

C. boiling

D. mild



PREVIEW



Answer 4

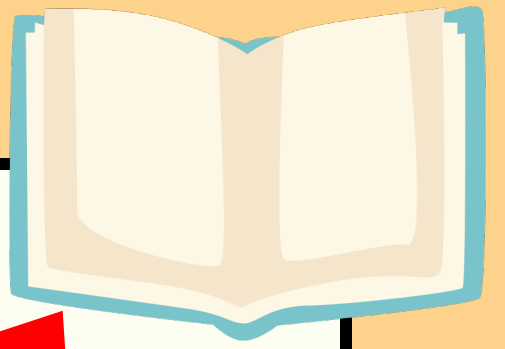
C. boiling

One reasonable continuum is:

cool → warm → hot → boiling



PREVIEW



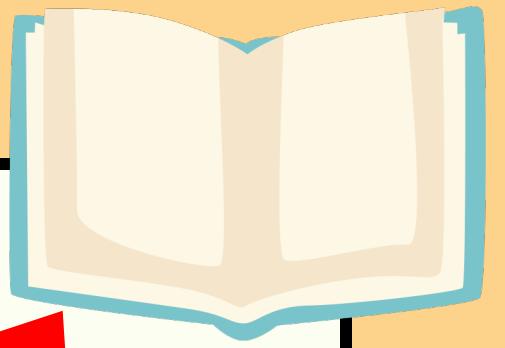
Question 5 · True or False

Extremely is an intensifier.

True or false?



PREVIEW



Answer 5

TRUE

An intensifier changes the strength of evaluation. extremely surprising
is stronger than surprising.



PREVIEW



Question 6 · Multiple Choice

Which sentence gives an opinion and a reason?

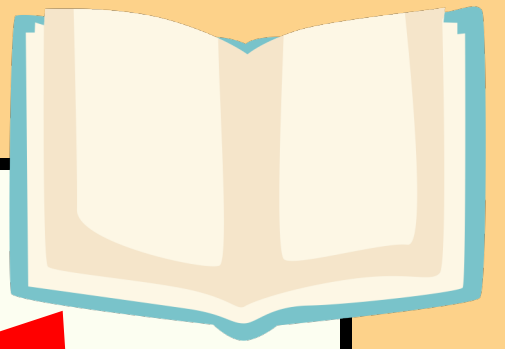
A. Lunch begins at 12:00.

B. The school is large.

C. The reading break is valuable because it helps students reset.

D. We read outside.





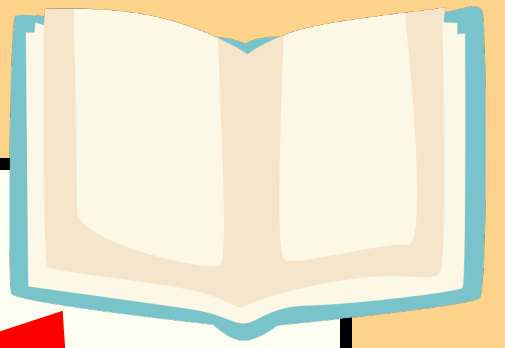
Answer 6

C. The reading break is valuable because it helps students rest.

Valuable states the judgement, and the because-clause gives the reason.



Question 7 · Short Answer

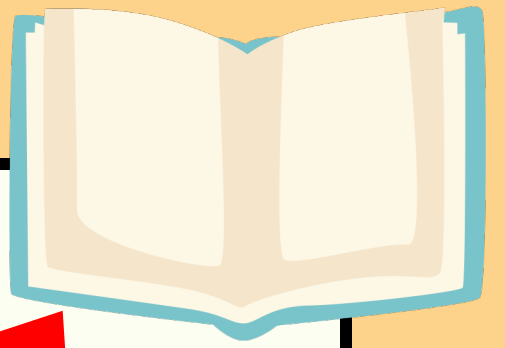


Replace nice with a precise positive word.

The class created a nice display.



PREVIEW



Answer 7

Possible answers:

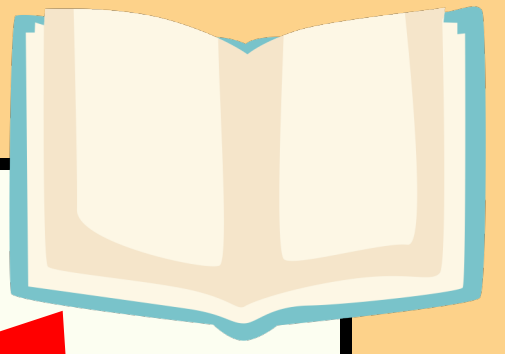
The class created a brilliant display.

The class created an impressive display.

The class created a beautiful display.



PREVIEW



Question 8 · Multiple Choice

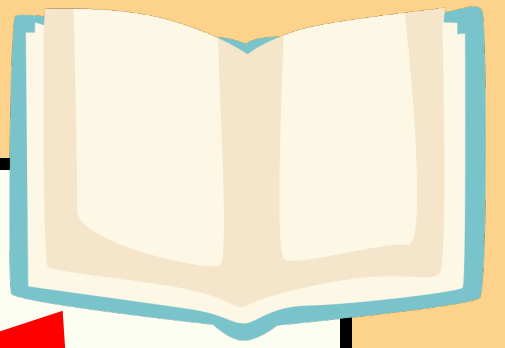
The author writes: "Kai calmly shared his lunch with the new student."

How does the author want readers to view Kai?

A. selfish B. kind C. careless D. impatient



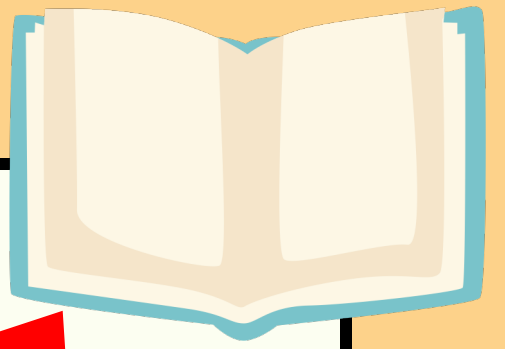
Answer 8



B. kind

The words calmly and shared provide evidence for a positive view of Kai.





Question Nine · True or False

Might is more forceful than must.

True or false?



PREVIEW



Answer Nine

FALSE

Must has greater force because it encompasses a stronger requirement. Might
always possibility



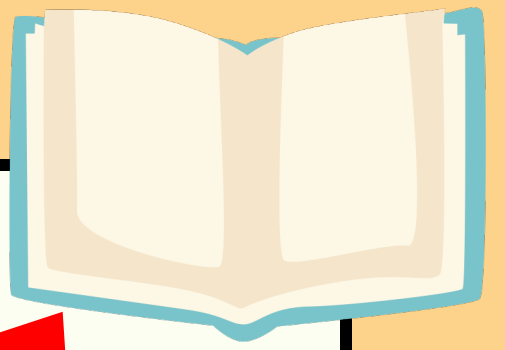


Question 10 • Short Answer

Write one evaluative sentence about a character. Then explain how your word choice shapes the reader's view.



PREVIEW



Answer 10 · Sample Response

Mia bravely stepped between the frightened puppy and the barking dog.

Bravely creates a positive view because it presents Mia as courageous and caring.





PREVIEW

Well Done!
You identified, compared and used
evaluative language.

