

Key

APP Assessment Focus:
R= Reading;
SL= Speaking and Listening;
W= Writing

Assessment Focus Matching Chart

Band 10/White						
Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Buzz and Bingo in the Starry Sky</i> Alan Durant	A humorous fantasy story	Citizenship: Living in a diverse world, Taking part	<ul style="list-style-type: none"> • Compare books by same author: settings, characters and themes • Discuss meanings of words and phrases that create humour • Extend language with new words from reading linked to new topic • Work effectively in groups to ensure that each group member takes a turn 	R7 R5 R2 SL2	23	2+ (Towards 3)
<i>The Sneezles</i> Jeremy Strong	A humorous fantasy story	Citizenship: Choices; Taking part	<ul style="list-style-type: none"> • Read and respond imaginatively to humorous stories • Understand the basic conventions of speech punctuation • Express views about a story, identifying specific words and phrases to support their viewpoint 	R3 R1 R2/R6	23	2+ (Towards 3)

Band 10/White

Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
			<ul style="list-style-type: none"> • Present events and characters through dialogue to engage the interest of an audience • Use talk to organise roles and action 	SL1 SL2		
<i>Class Six and the Very Big Rabbit</i> Martin Waddell	A story with a familiar setting	Citizenship: Taking part; Choices	<ul style="list-style-type: none"> • Understand how dialogue is presented in stories and how paragraphing is used to organise dialogue • Be aware of the different voices in stories using dramatised readings, showing difference between narrator and different characters • Use talk to organise roles and action 	R4 R1/SL3 SL2	20	2+ (Towards 3)
<i>Tiger's Tale</i> Michaela Morgan	A fantasy story	Citizenship: Taking part; Living in a diverse world	<ul style="list-style-type: none"> • Use a variety of cues when reading • To notice the difference between spoken and written forms through re-telling known stories • To express views about a story, identifying specific words and phrases to support viewpoint • Present and retell well-known stories 	R1 SL3 R2/R6 R2	24	2+ (Towards 3)

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Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Cinderella</i> David Wood	A playscript of a traditional tale	Music: Play it again; Citizenship: Choices	<ul style="list-style-type: none"> • Use syntax and context to build their store of vocabulary when reading for meaning • Explain their reactions to texts, commenting on important aspects • Explain organisational features of texts • Speak with clarity and use appropriate intonation when reading and reciting texts • Adopt appropriate roles in small or large groups and consider alternative courses of action • Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class 	R2 R6 R4 SL1 SL2 SL1	21/22	2+ (Towards 3)
<i>I Never Know How Poems Start</i> Michael Rosen	A poetry book	Citizenship; Art and Design: Mother Nature, designer	<ul style="list-style-type: none"> • Read independently and with increasing fluency longer and less familiar texts • Explore how particular words are used, including words and expressions with similar meanings • Speak with clarity and use appropriate intonation when reading and reciting texts • Consider how mood and atmosphere are created in live or recorded performance 	R1 R5 R1/SL1 SL3	23	2A

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Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>A Christmas Carol</i> Penny Dolan	A retelling of a story by a significant author	Music: Play it again; Citizenship: Choices	<ul style="list-style-type: none"> • Read independently and with increasing fluency longer and less familiar texts • Draw together ideas and information from across a whole text • Give some reasons why things happen or characters change • Explore how particular words are used, including words and expressions with similar meanings • Engage with books through exploring and enacting interpretations 	R2 R6 R4 SL1 SL2 SL1	24	2A
Non-fiction						
<i>Is There Anyone Out There?</i> Nic Bishop	A non-chronological report	Citizenship: Choices, History: What was it like to live here in the past?	<ul style="list-style-type: none"> • Use glossaries to enhance understanding of new words • Pose questions prior to reading non-fiction • Identify the main points or gist of a text • Locate information using contents, headings, sub-headings • Work effectively in groups by ensuring each member takes a turn, challenging, supporting and moving on 	R2 R2 R2 R2 SL2	23	2+ (Towards 3)

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Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>Antarctica: Land of the Penguins</i> Jonathan and Angela Scott	A non-chronological report	Geography: Where in the World is Barnaby Bear? Passport to the World	<ul style="list-style-type: none"> • Use contents to find way about text • Read information passages and identify main points of text • Make simple notes from non-fiction texts • Write simple non-chronological reports • Explain a process or present information 	R2 R2 R2 W2 SL1	23	2+ (Towards 3)
<i>Rally Challenge</i> Andy and Angie Belcher	A non-fiction recount of an event	Design and Technology: Vehicles; Geography: Where in the World is Barnaby Bear?	<ul style="list-style-type: none"> • Use a contents page to find way about text • Read and identify main points by noting key words and phrases • Present information, including sequencing items, relevant details and an effective ending 	R2 R2 SL1	23	2+ (Towards 3)
<i>The Camel Fair</i> Wendy Cooling	A recount of a visit	Geography: Where in the World is Barnaby Bear? Passport to the World; Citizenship: Living in a Diverse World	<ul style="list-style-type: none"> • Read examples of letters written to recount • Compare the way information is presented • Use phonological, contextual and grammatical knowledge to predict the meaning of unfamiliar words • Work effectively in groups by ensuring each member takes a turn, challenging, supporting and moving on 	R1 R4 R1 SL2	25	2+ (Towards 3)

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Non-fiction						
<i>Fossils</i> Dr Andrew Ross	An information book	Geography: Going to the Seaside	<ul style="list-style-type: none"> • Draw together ideas and information from across a whole text, using simple signposts in the text • Explain organisational features of texts, including alphabetical order, layout, diagrams, captions • Explain their reactions to texts, commenting on important aspects • Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication 	R2 R4 R6 SL1		2+ (Towards 3)
<i>Your Senses</i> Sally Morgan	An information book	Science	<ul style="list-style-type: none"> • Read independently and with increasing fluency longer and less familiar texts • Explain organizational features of texts • Use syntax and context to build their store of vocabulary when reading for meaning • Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication 	R1 R4 R1 R3/SL1	24	2A

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Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>Why Can't Humans Fly?</i> Sarah Fleming	An information book	Science; History	<ul style="list-style-type: none"> • Read independently and with increasing fluency longer and less familiar texts • Know how to tackle unfamiliar words that are not completely decodable • Give some reasons why things happen • Explain organizational features of texts, including alphabetical order, layout, diagrams, captions • Explain ideas and processes using imaginative and adventurous vocabulary 	R1 R1 R3 R4 R3/SL1	24	2A