

### 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
<b>Fiction</b>						
<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"> <li>• Compare books by same author: settings, characters and themes</li> <li>• Discuss meanings of words and phrases that create humour</li> <li>• Extend language with new words from reading linked to new topic</li> <li>• Work effectively in groups to ensure that each group member takes a turn</li> </ul>	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"> <li>• Read and respond imaginatively to humorous stories</li> <li>• Understand the basic conventions of speech punctuation</li> <li>• Express views about a story, identifying specific words and phrases to support their viewpoint</li> </ul>	R3 R1 R2/R6	23	2+ (Towards 3)

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<b>Fiction</b>						
			<ul style="list-style-type: none"> <li>• Present events and characters through dialogue to engage the interest of an audience</li> <li>• Use talk to organise roles and action</li> </ul>	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"> <li>• Understand how dialogue is presented in stories and how paragraphing is used to organise dialogue</li> <li>• Be aware of the different voices in stories using dramatised readings, showing difference between narrator and different characters</li> <li>• Use talk to organise roles and action</li> </ul>	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"> <li>• Use a variety of cues when reading</li> <li>• To notice the difference between spoken and written forms through re-telling known stories</li> <li>• To express views about a story, identifying specific words and phrases to support viewpoint</li> <li>• Present and retell well-known stories</li> </ul>	R1 SL3 R2/R6 R2	24	2+ (Towards 3)

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<b>Fiction</b>						
<i>Cinderella</i> David Wood	A playscript of a traditional tale	Music: Play it again; Citizenship: Choices	<ul style="list-style-type: none"> <li>• Use syntax and context to build their store of vocabulary when reading for meaning</li> <li>• Explain their reactions to texts, commenting on important aspects</li> <li>• Explain organisational features of texts</li> <li>• Speak with clarity and use appropriate intonation when reading and reciting texts</li> <li>• Adopt appropriate roles in small or large groups and consider alternative courses of action</li> <li>• Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class</li> </ul>	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"> <li>• Read independently and with increasing fluency longer and less familiar texts</li> <li>• Explore how particular words are used, including words and expressions with similar meanings</li> <li>• Speak with clarity and use appropriate intonation when reading and reciting texts</li> <li>• Consider how mood and atmosphere are created in live or recorded performance</li> </ul>	R1 R5 R1/SL1 SL3	23	2A

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<b>Fiction</b>						
<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"> <li>• Read independently and with increasing fluency longer and less familiar texts</li> <li>• Draw together ideas and information from across a whole text</li> <li>• Give some reasons why things happen or characters change</li> <li>• Explore how particular words are used, including words and expressions with similar meanings</li> <li>• Engage with books through exploring and enacting interpretations</li> </ul>	R2  R6 R4 SL1  SL2  SL1	24	2A
<b>Non-fiction</b>						
<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"> <li>• Use glossaries to enhance understanding of new words</li> <li>• Pose questions prior to reading non-fiction</li> <li>• Identify the main points or gist of a text</li> <li>• Locate information using contents, headings, sub-headings</li> <li>• Work effectively in groups by ensuring each member takes a turn, challenging, supporting and moving on</li> </ul>	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
<b>Non-fiction</b>						
<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"> <li>• Use contents to find way about text</li> <li>• Read information passages and identify main points of text</li> <li>• Make simple notes from non-fiction texts</li> <li>• Write simple non-chronological reports</li> <li>• Explain a process or present information</li> </ul>	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"> <li>• Use a contents page to find way about text</li> <li>• Read and identify main points by noting key words and phrases</li> <li>• Present information, including sequencing items, relevant details and an effective ending</li> </ul>	R2 R2  SL1	23	2+ (Towards 3)
<i>The Camel Fair</i> <i>Wendy Cooling</i>	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"> <li>• Read examples of letters written to recount</li> <li>• Compare the way information is presented</li> <li>• Use phonological, contextual and grammatical knowledge to predict the meaning of unfamiliar words</li> <li>• Work effectively in groups by ensuring each member takes a turn, challenging, supporting and moving on</li> </ul>	R1 R4 R1  SL2	25	2+ (Towards 3)

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

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