

Key

APP Assessment Focus:

AF R = Reading;
AF SL = Speaking and Listening;
AF W = Writing

Assessment Focus Matching Chart

Yellow/Band 3						
Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Rolling</i> Gareth Owen	A poem	P.E.: Gymnastics activities; Science: Pushes and pulls	<ul style="list-style-type: none"> • Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words • Speak with clarity and use appropriate intonation when reading texts • Retell stories, ordering events using story language • Identify the main events and characters in stories, and find specific information in simple texts • Make predictions showing an understanding of ideas, events and characters 	R1 SL1 R2 R2 R3	6/7	1
<i>Doing Nothing</i> Petr Horáček	A story with a familiar setting	Science: Plants and animals in the local environment; P.E.: Gymnastics activities	<ul style="list-style-type: none"> • Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words 	R1	5	1

Yellow/Band 3

Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
			<ul style="list-style-type: none"> Identify the main events and characters in stories, and find specific information in simple texts Make predictions showing an understanding of ideas, events and characters Ask and answer questions, make relevant contributions, offer suggestions and take turns Retell stories, ordering events using story language 	R2 R3 SL2 R2		
<i>Milo's Moustache</i> Katie McDougall	A patterned story with a predictable structure	Art and design: Self-portrait; Geography: Around our school – the local area	<ul style="list-style-type: none"> Recognise alternative ways of spelling phonemes Segment sounds into their phonemes to spell correctly Retell stories, ordering events using story language Listen with sustained concentration, building new stores of words in different contexts Ask and answer questions, make relevant contributions, offer suggestions and take turns 	R1 R1 R2/SL1 SL2 SL2	5	1
<i>The Dancing Dog</i> Jasmin Glynne	A poem	Music: Ongoing skills; PE: Dance	<ul style="list-style-type: none"> Find specific information in simple texts Tell stories and describe incidents from their own experience in an audible voice Retell stories, ordering events using story language Build new stores of words to communicate in different contexts Create short simple texts on paper that combine words with images 	R2 SL1 R2 SL1 W2	4	1
<i>Sam the Big, Bad Cat</i> Sheila Bird	A story with a familiar setting	Citizenship: animals and us	<ul style="list-style-type: none"> Pointing while reading Using a variety of cues to work out unfamiliar words Blending and reading CVC words Reading initial and final phonemes Identifying and discussing characters and their actions 	R1 R1 R1 R1 R2	5	1

Yellow/Band 3

Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
			<ul style="list-style-type: none"> • Exploring themes and characters and their actions • Exploring themes and characters through role-play 	R2 SL3		
<i>The New Kite</i> Julie Sykes	A story with a familiar setting	Science: Push and pull	<ul style="list-style-type: none"> • Use awareness of character and dialogue to read with expression • Take note of punctuation to support the use of grammar and oral language rhythms • Reenact stories in a variety of ways • Describe incidents or tell stories from their own experience 	R1 R1 R2 SL3	6	1
<i>Around the World</i> James Carter	A poem with predictable structure and patterned language	Geography: Where in the world is Barnaby bear?; Passport to the world; Music: Feel the pulse	<ul style="list-style-type: none"> • Retell stories ordering events using story language • Use syntax and context when reading for meaning • Visualise and comment on events, characters and ideas, making imaginative links to own experience • Explore the effect of patterns of language and repeated words and phrases • Read and spell phonically decodable two syllable and three syllable words 	R2 R1 R1 R5 R1	4/7	1
<i>Percy and the Rabbit</i> Nick Butterworth	A story with a familiar setting	Geography: The local area; Citizenship: animals and us	<ul style="list-style-type: none"> • Hearing and saying phonemes in final position • Using a variety of cues to predict meaning when reading • Identifying and discussing characters • Exploring themes and characters through role play 	R1 R1 R2 SL3	6	1
<i>Rat-a-tat-tat</i> Michaela Morgan	A rhyming story with a predictable and repetitive pattern	Music: exploring sounds, including chants	<ul style="list-style-type: none"> • Draw on grammatical awareness, to read with expression and intonation • Use a range of cues to work out unfamiliar words • Blend phonemes to read CVC words in rhyming and non-rhyming sets 	R1/SL1 R1 R1	5	1

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
			<ul style="list-style-type: none"> • Read on sight high frequency words • Explore familiar themes through improvisation and role-play 	R1 SL3		
<i>Rebecca at the Funfair</i> Frances Ridley	A story with a familiar setting	Mathematics: Shape, space and measures	<ul style="list-style-type: none"> • Describe story settings and incidents and relate to own experience • Use different cues to work out the meaning of words • To practise rhyme and relate to spelling • To describe incidents or tell stories from their own experience 	R2/SL1 R1 R1 SL1	6	1
<i>The Little Egg</i> Tanya Landman	A patterned story with predictable structure	Knowledge and understanding of the world: life processes and living things; Science: Plants and animals in the local environment; life cycles	<ul style="list-style-type: none"> • Draw on grammatical awareness, to read with appropriate expression and intonation • Use a range of strategies to work out, predict and check the meanings of unfamiliar words and to make sense of reading • Notice differences between spoken and written forms through retelling stories • Describe story settings and incidents and relate to own experience • Explore familiar themes and characters through improvisation and role-play 	R1/SL1 R1 R7/SL3 R2 SL3	5	1
<i>It Was a Cold, Dark Night</i> Tim Hopgood	A story with a familiar setting	Citizenship: Animals and us; Science: Ourselves	<ul style="list-style-type: none"> • Identify the main events and characters in stories • Make predictions showing an understanding of ideas, events and characters • Retell stories, ordering events using story language 	R2 R1 R2/SL3	4	1

Yellow/Band 3

Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>The Helper Bird</i> Anita Ganeri	A simple non-fiction report	Geography: Where in the world is Barnaby Bear?	<ul style="list-style-type: none"> • Read more challenging texts • Recognise automatically an increasing number of familiar high frequency words • Use syntax and context when reading for meaning • Find specific information in simple texts • Take turns to speak, listen to others' suggestions and talk about what they are going to do 	R1 R1 R1 R2 SL2	6	
<i>Night Animals</i> Louise Spilsbury	A non-fiction report	Science: Plants and animals in the local environment	<ul style="list-style-type: none"> • Read more challenging texts • Recognise automatically an increasing number of familiar high frequency words • Use syntax and context when reading for meaning • Find specific information in simple texts • Take turns to speak, listen to others' suggestions and talk about what they are going to do 	R1 R1 R1 R2 SL2	5	1
<i>The Wind</i> Monica Hughes	A non-chronological report		<ul style="list-style-type: none"> • Track the text in the right order • Read high frequency words • Use a variety of cues when reading • Use terms fiction and non-fiction, noting differing features • Ask and answer questions about why things happen and how they work 	R1 R1 R1 R7 R2/SL2	6	1
<i>Water Bears</i> Sue Gates	A non-fiction report	Science: Ourselves	<ul style="list-style-type: none"> • Identify the main events and characters in stories, and find specific information in simple texts • Distinguish fiction and non-fiction texts and the different purposes for reading them • Ask and answer questions, make relevant contributions, offer suggestions and take turns 	R2 R7 SL2	5	1

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Non-fiction						
<i>The Baby Turtle</i> Andy and Angie Belcher	A non-fiction recount	Science: Life processes and living things; Human and other animals	<ul style="list-style-type: none"> • Explain ideas and processes using language and gesture appropriately • Deduce, infer and interpret information • Use knowledge of phonemic word structure to secure spelling 	SL1 R2, R3 R1	4/7	1
<i>Where is my School?</i> Alison Sage	An information book	Geography: Around my school; Where in the world is Barnaby Bear?	<ul style="list-style-type: none"> • To read and use labels • To read high frequency words • To recognise the shape and length of more difficult words • To find words within these words • To ask and answer questions 	R1 R1 R1 R1 SL2	4	1
<i>Hands</i> Thelma Page	An information text	Science: Ourselves (exploring and using senses)	<ul style="list-style-type: none"> • Read and use captions • To recognise the critical features of words, e.g. length, common spelling patterns and words within words • Locate specific information in the text to find answers to simple questions • Describe incidents from their own experience 	R1 R1 R2 SL1	6	1
<i>Dance to the Beat</i> Uz Afzal	An instruction text	Music: Feel the pulse-exploring pulse and rhythm; PE: Dance activities	<ul style="list-style-type: none"> • Read and follow simple instructions • Recite rhymes with predictable and repeating patterns and playing with rhyme • Learn new words from reading and shared experiences • Make relevant contributions and take turns 	R1 SL3 R1 SL2	5	1
<i>How to Have a Party</i> Susan Gates	A non-fiction text with lists and instructions		<ul style="list-style-type: none"> • Read and follow simple instructions • Read on sight other familiar words • Describe incidents or tell stories from their own experience • Explore familiar themes through improvisation and role-play 	R1 R1 SL1 SL3	7	1

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>Lights</i> Monica Hughes	A non-fiction recount	Science: light and dark	<ul style="list-style-type: none"> • Expect written text to make sense and check for sense if it does not • Learn new words from reading linked to particular topics • Begin to use the term sentence to identify structures in text • Blend phonemes in words with clusters for reading • Describe incidents or tell stories from their own experience, in an audible voice 	R1 R1 R4 R1 SL1	5	1