

### Key

#### Ideas for Guided Reading Bullet:

GS = Getting Started;  
RR = Reading and Responding;  
RTB = Returning to the book

#### APP Assessment Focus:

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

## Assessment Examples

Lime/Band 11					
Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
<b>Fiction</b>					
<i>Hercules: Superhero</i> Diane Redmond	GS2	make straightforward inferences based on references to the text	From reading the blurb, children can infer what <i>dangerous labours</i> means, e.g. <i>labour is work, so it means a dangerous job</i>	Children need help to understand what the king wants Hercules to do	R3
	GS3	identify the organisational features of a playscript	Children recognise stage directions and scene titles. They know which words are dialogue and which words are instructions to the actor	Children need help to recognise the organisational features and distinguish dialogue from instructions	R4
	GS5	use a range of strategies effectively to read with fluency, understanding and expression	Children can use an expressive dramatic voice when reading dialogue and narration, e.g. <i>a powerful voice for Hercules</i> , p.3	Children need help to read with appropriate expression	R1/SL3
	RTB1	identify descriptive language	Children can find adjectives to describe Hercules, e.g. <i>brave, strong, foolish</i>	Children need help to locate adjectives. They might comment on 'good' words	R5

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
<b>Fiction</b>					
	RTB2	adopt a role based on their reading	Children can become Hercules and answer questions based on their reading, adapting their speech	Children begin to adapt their voices as they try to answer questions in role as Hercules	R2/SL3
<i>Think Again</i> Geraldine McCaughrean	GS1	understand information from texts	Children discuss the front cover and recognise what is strange, e.g. <i>the elephant is tiny</i>	Children recognise the elephant	R2
	GS3	describe the gist of the story based on a skim read	Children can identify some main characters and the Maker. They recognise that this is a Creation story	Children do not relate this book to other Creation stories	R7
	RR2	use a range of strategies effectively to read with fluency, understanding and expression	Children can read a passage aloud independently. They use phonics, graphic information, and contextual information to read unfamiliar words, e.g. <i>squirrel, larder</i>	Children rely on phonics and picture cues. They need help to read some unfamiliar words	R1
	RR3	retell information from the text by paraphrasing sections of the text	Children can retell what has happened in the first half of the story in their own words, e.g. <i>the Maker made the...</i>	Children rely on the book when retelling the story. They may read sections directly	R2
	RTB2	adopt a role based on their reading	Children can read the story aloud in role as the Maker, using expression and gesture where appropriate	Children begin to adapt their voices as they take on the character of the Maker	R1/SL3

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<b>Fiction</b>					
<i>Tig in the Dumps</i> Michaela Morgan	GS3	identify and describe characters	Children can say what Miss Simmons is like based on reading pp.2-5, e.g. <i>she is mean; she is cross</i>	Children describe what Miss Simmons says	R2/R3
	RR2	use a range of strategies effectively to read with fluency, understanding and expression	Children read aloud. They use punctuation and literary features, e.g. italics to influence their expression	Children need help to use the full range of punctuation when reading aloud	R1/SL3
	RTB1	express their views about the story	Children can choose a favourite part of the story and justify their choice, e.g. <i>I liked it when Tig was a spotty tiger because it was funny</i>	Children can say which part they liked best and need prompting to justify their choice	R6
	RTB2	recount information from the text using sequencing language	Children can recount the story in order using sequence words, e.g. <i>first, next, after that, finally</i>	Children recount some key information but need help to link it in stages	R4/R2
	RTB3	make straightforward inferences based on references to the text	Children use pp.30-31 to describe how Miss Simmons feels about Tig's outfits, e.g. <i>She loves Tig's Stig outfit because it is her favourite book</i>	Children need help to make connections between the pictures on pp.30-31 and Miss Simmons' feelings	R3
<i>The Amazing Adventures of Batbird</i> Jane Clarke	GS4	explain and comment on the writer's use of language	Children notice that the words in bold (pp.2-7) share the prefix <i>ker</i> and should all be read with expression in a superhero style	Children need help to read the superhero words with expression for effect	R5

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<b>Fiction</b>					
	GS5	interpret information independently from the most obvious places in the text	Children can find and suggest Batbird/Duncan's qualities after reading pp.2-7, e.g. <i>noisy, fast</i>	Children need help to find information which describes Batbird/Duncan	R2/R3
	RR1	use a range of strategies effectively to read with fluency, understanding and expression	Children can read aloud pp.8-12 using voices for Miss Waddle, Billy, Peep, Weborah and Duncan	Children need help to create voices for characters. They struggle to distinguish narration from dialogue	R1/SL3
	RR2	identify a range of punctuation	Children identify the punctuation marks that help you to read with expression, e.g. exclamation marks, question marks, speech marks, bold print	Children recognise full stops and capital letters. They need support to use speech punctuation	R1
	RTB1	retell information from the text by paraphrasing sections from the story	Children use the timeline to describe how Duncan feels at each point in the story, e.g. <i>Duncan feels lonely when no one will play with him</i>	Children need help to relate the timeline to sections of the story	R2
<i>The Monster Under the Bed</i> Kevin Dyer and Sarah Horne	GS2	infer information based on references to the text	Children read the character list on p.2 and can discuss what each character may be like, e.g. <i>Ben might be clever because he looks clever</i>	Children describe the characters, e.g. <i>Ben wears glasses</i>	R3/R2
	GS3	identify the organisational features of a playscript	Children recognise stage directions and scene titles. They know which words are dialogue and which words are instructions to the actor	Children need help to recognise the organisational features and distinguish dialogue from instructions	R4

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<b>Fiction</b>					
	RR2	use a range of strategies effectively to read with fluency, understanding and expression	Children practice reading their character's lines aloud, attending to punctuation	Children need help to develop expression as they read their character's lines aloud	R1/SL3
	RTB1	retrieve information independently from the most obvious places in the text	Children can suggest which events in the play provoke the Ben's feelings to change, e.g. <i>Ben is scared when the big monster grabs him</i>	Children need help to relate key events to Ben's feelings	R2
	RTB2	retell information from the text by paraphrasing sections of the text	Children can find and recap the section that describes why Ben doesn't want to go to school, e.g. <i>because Vince stole his binoculars; because Vince is mean</i>	Children need help to recap exact information from the text	R2
<i>The Porridge</i> Pincher David Wood	RR2	recognise the features of playscripts	Children can read the playscript aloud. They know not to read stage directions, and to interject following each ellipsis	Children show some awareness of the conventions of playscripts, but need help to interject, following ellipsis	R4/R1
	RR4	read the playscript aloud	Children can read the play as a group, with fluency, understanding and expression, e.g. they know to emphasise the rhyming words and respond to punctuation	Children decode the words but need a little support to respond to punctuation and read with full expression	R1/SL3
	RTB1	recount information from the text	Children can recount all the events in this story to a partner,	Children can recount the story, sharing some key information in order	R2/SL1

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<b>Fiction</b>					
	RTB2	interpret information based upon reading	using some of the powerful vocabulary from the text, e.g. <i>Goldilocks jumped up like a jack-in-a-box</i>  Using the interview on pp.30–31, children can discuss the bears' version of events, suggesting how they feel in their own words, e.g. <i>The bears were upset because their house had been broken into</i>	Children describe how the bears feel, making direct reference to the interview, e.g. <i>Baby bear was shocked because there was a girl in his bed</i>	R3
	RTB3	show understanding by speculating about what has been read	Children discuss what the saying 'learning a lesson' means. They can explain the lessons learnt in the playscript	Children need support to understand the saying 'learning a lesson' in relation to this story	R3
<i>Oliver</i> Hilary McKay	GS3	interpret information using a range of text features	Children can interpret that Oliver is hungry and poor using the front cover illustration	Children describe what they see on the front cover, e.g. <i>Oliver is a boy, he wants food put in his bowl</i>	R3
	RR2	recount information from the text	Children can recount three facts that they have found out about Oliver by reading pp.2–3. They make direct reference to the text, e.g. his mother didn't name him, because she died soon after his birth	Children can recount some simple information from reading, e.g. <i>Oliver was a boy. He was born a long time ago</i>	R2
	RTB1	show understanding by drawing ideas together from across the story	Children can select the key moments from the story and give an overview of what happened to	Children need support to identify the key events in the story and compile a list	R2

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<b>Fiction</b>					
	RTB2	make simple inferences and deductions	Oliver in simple terms, listing ideas on a whiteboard  Using the information on pp.30–31, children can deduce who has written each poster and infer why	Children recognise that the posters are designed to help people find Oliver, but need help to understand the motives behind each one	R3
	RTB3	take on a role and explore a character	Children can take on the role of a main character and show their understanding of the story by introducing themselves and recounting a part of the story in role	Children begin to answer questions in role as a main character	SL3/ R2
<b>Non-fiction</b>					
<i>Fabulous Creatures: Are They Real?</i> Scoular Anderson	GS4	use a range of strategies effectively to read with fluency, understanding and expression	Children can read the names of the fabulous creatures using phonic knowledge, graphic awareness, contextual understanding, e.g. <i>Cerberus</i> , <i>Minotaur</i> , <i>Werewolf</i>	Children rely on phonic knowledge to decode unfamiliar names	R1
	RR1	retrieve information independently from the most obvious places in the text	Children can use the contents page to find Cerberus, and find out what is fabulous about him	Children use the contents but need help to find the answers to questions in the text	R2

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
<b>Non-fiction</b>					
	RR1	make deductions based on reading	Children can predict whether Cerberus is real or not and justify their reasons, e.g. <i>he is not real because he has three heads</i>	Children need help to justify their reasons based on their reading	R3
	RTB1	discuss their reading in a group	Children can listen to others' ideas and respond to their points logically when discussing their predictions using pp.30-31	Children make contributions to a group discussion	R2/SL2
	CMO3	adopt a role based on their reading	Children can take on the role of an observer of one of the creatures. They can describe what it was like in role	Children need help to adapt their speech to the role they are taking	R2/SL3
<i>Cloud Forest</i> Nic Bishop	GS3	retrieve information independently from the most obvious places in the text	Using pp.3-5, children can summarise a fact from each paragraph, e.g. <i>cloud forests grow high in the mountains</i>	Children need help to summarise information and read directly from the text	R2
	RR1	use a range of strategies effectively to read with fluency, understanding and expression	Children use phonic knowledge, graphic awareness, and use of contextual information to infer the meaning of unfamiliar words, e.g. <i>tropical, scientists</i>	Children rely on phonic knowledge and picture cues to decode unfamiliar words	R1
	RR2	interpret information based on references to the text	Children can describe what a cloud forest may be like to visit based on their reading, e.g. <i>I would get very wet clothes</i>	Children describe what they have seen in the pictures but do not interpret information	R3
	RR4	organise their talk to help the listener to understand	Children can explain how they have recorded information from	Children need help to explain how they have gathered	R2/SL1

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<b>Non-fiction</b>					
	RTB1	recognise the text type and know what job it does	<p>their reading to a listener, e.g. <i>I have written important facts in this cloud</i></p> <p>Children identify that the information on pp.30-31 is trying to persuade them to save the cloud forest</p>	<p>information from their reading</p> <p>Children need help to describe the effect the text is trying to have on the reader</p>	R6
<i>Where on Earth?</i> Scoular Anderson	GS1	use a range of strategies effectively to read with fluency, understanding and expression	Children can follow the written instructions on p.2 and use the grid map on p.3 to make meaning	Children need help to follow the written instructions on p.2	R1
	RR2	retrieve information independently from the most obvious places in the text	Children can find the answers to simple questions, e.g. they turn to p.7 to answer <i>Where did Marco Polo travel to?</i>	Children use the contents but need help to find the answers to questions in the text	R2
	RTB1	make straightforward inferences based on references to the text	Children can use the context to help infer the meaning of unfamiliar words, e.g. <i>ambassador, chopsticks</i> , p.8	Children use phonic strategies and picture cues rather than infer meaning from the context	R3/R1
	RTB2	retell information from the text by paraphrasing and retelling	Using pp.30-31, children can choose an explorer and recap what they did, e.g. <i>the Vikings travelled from Scandinavia to Britain and North America</i>	Children point to the map and show where the Vikings travelled without making direct reference to the text on pp.5-6	R2/SL1
	CMO1	adopt a role based on their reading	Children can role play a chosen explorer and argue why their	Children need help to adapt their speech to a role from the book	SL3

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<b>Non-fiction</b>					
			voyage was important		
<i>Building High</i> Maggie Freeman	GS3	identify a few basic features of information texts	Children can recognise contents, chapter headings, glossary and know their function	Children recognise some features, e.g. contents, index	R4
	GS4	recognise the text type and know what job it does	Based in a skim read, children know that this book is a report which gives information about tall buildings	Children know that this is an information book and not a story book	R7
	RR1	retrieve information independently from the most obvious places in the text	Children can use the contents page to find out about Roman builders, e.g. <i>they invented cranes</i> , pp.6-7	Children use the contents but need help to find the answers to questions in the text	R2
	RR3	use a range of strategies effectively to read with fluency, understanding and expression	Children can use the glossary to deepen their understanding as they read, e.g. <i>engineer</i> , p.13	Children need help to make meaning using the glossary	R1
	RTB2	retell information from the text by paraphrasing and retelling	Using pp.14-16, children can recount the stages of building scaffolding in order	Children point to the information and describe the stages with help	R2/SL1
<i>Blood</i> Martin Bolod	GS3	use a range of strategies effectively to read with fluency, understanding and expression	Children use phonic knowledge, graphic awareness, and use of contextual information to read unfamiliar words, e.g. <i>illnesses</i> , <i>oxygen</i>	Children rely on phonic knowledge and picture cues to decode unfamiliar words	R1
	RR1	recognise the text type and what job it does	Based on reading pp.2-3, children recognise that these	Children need help to identify the purpose of pp.2-3	R4

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
<b>Non-fiction</b>					
	RR3	identify a few basic features of information texts	pages introduce blood and begin to explain what it does, e.g. <i>blood gives your body things that it needs</i>  Children recognise some organisational features, e.g. <i>information boxes, labels, headings</i> , and use them to assist their reading	Children need support to use the features of non-narrative text	R4
	RTB1	interpret information independently from the most obvious places in the text	Children can read the diagram on pp.30-31 and order the captions to describe how blood flows around the body	Children need help to interpret the diagram and order the captions	R2/3
	CMO2	retrieve information independently from the most obvious places in the text	As a team, children can create quiz questions based on their reading	Children need help to work as a team and select information to create a quiz question	R2/SL2
Charles Dickens Jim Eldridge	RR1	retrieve information using a variety of features, e.g. pictures and text together	Using pp.2–4, children can discuss how life might have been in Dickens' time, making reference to illustrations and text together, e.g. <i>Poor people were fed in soup kitchens</i>	Children describe what they see in illustrations in simple terms, e.g. <i>The men wore tall hats</i>	R2/R4
	RTB1	identify information based upon reading	Using the timeline on pp.31–32, children can identify and discuss the events in his life that made Dickens a great writer	Children read from the timeline and recount the events recorded	R2/SL2

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<b>Non-fiction</b>					
	RTB2	select information to share based upon reading	Children share facts about Dickens' childhood with the rest of the group, speaking with clarity, and beginning to develop their ideas	Children talk in simple ways about Dickens' childhood	R2/SL1
	RTB3	retrieve information and make simple inferences and deductions	Using pp.16–17, children discuss the similarities and differences between schooling now and in Dickens' time, in their own words, e.g. <i>The children didn't get to play very much</i>	Children make simple inferences, based upon illustrations e.g. <i>The teachers were mean to the children</i>	R3
	RTB4	show understanding of a character by adapting their speech and entering into a role	Based upon pp.8–9, children can take on the role of Dickens and explain to their parents why they do not want to go back to work	Children begin to adapt their speech to take on the role of Dickens in role play situations	SL3/R2
<i>Tragedy in London: Plague and Fire</i> Richard Platt	GS3	recount information from the text	Using the blurb, children can recount all the key points to a partner, e.g. poor children died before they were six years old; plague and fire threatened the city	Children can recount key points but do not understand what the deadly dangers were, based on the blurb	R2
	RR2	retrieve information using a variety of features, e.g. pictures and text together	Using pp.2–3, children can discuss what life was like in the city, and deduce why it was easiest to travel by river, e.g. the city was too crowded	Children describe what they read and see in illustrations in simple terms, e.g. the city was busy	R2/R3
	RR3	use a range of strategies to read with fluency and understanding	Children sustain reading independently, and are able to record some key information as they read	Children read independently. They slow down to decode new words and establish understanding	R1

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Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
<b>Non-fiction</b>					
	RTB1	interpret information based upon reading	Using the timelines on pp.30–31, children can discuss how each event started, what the consequences were, what attempts were made to stop the disaster, and whether these actions helped. Children make inferences by discussing which event was the more serious for Londoners	Children describe the information contained in the timelines, reading from the captions. They can answer questions about the information	R3/SL1
	RTB3	show understanding of an event by recounting it in role	Children can recount one of the tragedies in role as a survivor, adapting their speech and developing their ideas	Children begin to adapt their speech to take on the role of a survivor in a role play situation	R2/SL3