

Key

APP Assessment Focus:

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

Assessment Focus Matching Chart

Band 10/Lime						
Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Hercules: Superhero</i> Diane Redmond	A playscript of a traditional tale	Citizenship: Taking part, Living in a Diverse world, Animals and us	<ul style="list-style-type: none"> • Be aware of the different voices in dramatised readings, show the differences between the narrator and the characters • Read, prepare and present playscripts • Present parts of traditional stories for members of the class 	R1/SL3 R1 SL1	26	2+ (Towards 3)
<i>Think Again</i> Geraldine McCaughrean	A story by a significant author	Citizenship: Choices; Science: Plants and Animals in the Local Environment, variation	<ul style="list-style-type: none"> • Use knowledge to work out and check meanings of unfamiliar words • Retell known stories comparing oral stories with text • Read aloud with intonation and expression appropriate to grammar and punctuation • Present stories for the class 	R1 R2 R1 SL1	25	2+ (Towards 3)
<i>Tig in the Dumps</i> Michaela Morgan	A story with a familiar setting	Citizenship: Choices and Taking part	<ul style="list-style-type: none"> • Understand time and sequential relationships in stories, i.e. what happened when 	R4	21	2+ (Towards 3)

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Fiction						
			<ul style="list-style-type: none"> Identify and describe characters Express own views using words and phrases from texts Take account of grammar and punctuation, when reading aloud Speak with clarity and use intonation when reading and reciting texts 	R2/3 R6/R2 R1 SL1	21	
<i>The Amazing Adventures of Batbird</i> Jane Clarke	A humorous fantasy story	Citizenship: Choices and Taking part	<ul style="list-style-type: none"> Recognise a range of prefixes and suffixes to construct the meanings of words in context When reading aloud, show awareness and understanding of the different voices in stories Use talk to organise roles and action 	R1 R1 SL2	25	2+ (Towards 3)
<i>The Monster under the bed</i> Kevin Dyer, Sarah Horne	A play	Citizenship: Choices	<ul style="list-style-type: none"> Give some reasons why things happen or characters change Engage with books through exploring and enacting interpretations Consider how mood and atmosphere are created in live or recorded performance 	R2 R3/SL3 SL3	23/24	2+ (Towards 3)

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Fiction						
<i>The Porridge Pincher</i> David Wood	A playscript of a traditional tale	Citizenship: Choices	<ul style="list-style-type: none"> • Read independently and with increasing fluency longer and less familiar texts • Give some reasons why things happen or characters change • Explain organizational features of texts • Engage with books through exploring and enacting interpretations • Adopt appropriate roles in small and large groups and consider alternative courses of action • Present part of traditional stories for members of their own class 	R1 R2/R3 R4 SL3/SL1 SL3 SL1/SL3	25	2+
<i>Oliver</i> Hilary McKay	A retelling of a story by a significant author	History: What was it like to live here in the past? 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 • Engage with books through exploring and enacting interpretations • Adopt appropriate roles in small and large groups and consider alternative courses of action 	R1 R2 R3/SL3 SL3	26+	2+

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Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>Fabulous Creatures: Are They Real?</i> Scoular Anderson	An information book	Geography: Where in the World is Barnaby Bear?; History: Ancient Egypt	<ul style="list-style-type: none"> • Locate information using contents and index • Read information passages and identify main points • Follow up others' points and show whether they agree or disagree in a group discussion 	R2 R2 SL2	26	2+ (Towards 3)
<i>Cloud Forest</i> Nic Bishop	A non-chronological report	Science: Plants and Animals, Variation; Geography: Passport to the world	<ul style="list-style-type: none"> • Locate information using contents and index • Read information passages and identify main points or gist • Collect new words from reading • Infer meaning from context • Explain and present information, ensuring items are sequenced and details are included 	R2 R2 R2 R3 SL1	26	2+ (Towards 3)
<i>Where on Earth?</i> Scoular Anderson	An information book	Geography: Where in the World is Barnaby Bear?; Passport to the world	<ul style="list-style-type: none"> • Locate information using contents, headings, sub headings, etc • To infer the meaning of unknown words from context • Present events and characters through dialogue to engage the interest of an audience 	R2 R3 SL1	26	2+ (Towards 3)

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Non-fiction						
<i>Building High</i> Maggie Freeman	A non-chronological report	Art and Design: Can buildings speak?; Design and Technology: Homes; Geography: Passport to the world	<ul style="list-style-type: none"> • Locate information using contents and glossary • Read information and identify main points by noting key words and listing main points • Make a simple record of information • Use skimming and scanning to find information • Present information, ensuring items are correctly sequenced and relevant details are included 	R2 R2 W2 R1 SL1	25	2+ (Towards 3)
<i>Blood</i> Martin Bolod	An information book	Geography: Science: Health and Growth	<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, hyperlinks and bullet points • Read whole books on their own, choosing and justifying selections • Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member 		24/25	2+ (Towards 3)

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Non-fiction						
<i>Charles Dickens</i> Jim Eldridge	A biography	History	<ul style="list-style-type: none"> • Read independently and with increasing fluency longer and less familiar texts • Explain organizational features of texts including alphabetical order, layout, diagrams, captions, and bullet points • Speak with clarity and use appropriate intonation when reading and reciting from texts • Adopt appropriate roles in small or large groups and consider alternative courses of action 	R1 R4 SL1 SL3	26+	2+
<i>Tragedy in London: Plague and Fire</i> Richard Platt	An information book	History: What do we know about the Great Fire of London?	<ul style="list-style-type: none"> • Read independently and with increasing fluency longer and less familiar texts • Read less common alternative graphemes including trigraphs • Draw together ideas and information from across a whole text • Give some reasons why things happen • Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication 	R1 R1 R2 R2/R3 R3/SL1	26+	2+