

**Key**

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

**Assessment Focus Matching Chart**

Band 12 Copper						
Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
<b>Fiction</b>						
<i>The Monster Joke Book</i> Shoo Rayner	A joke book	ICT: Combining text and graphics	<ul style="list-style-type: none"> <li>Compare forms or types of humour, e.g. by exploring, collecting and categorising form or type of humour</li> <li>Secure knowledge of question marks and exclamation marks in reading, understanding their purpose and use appropriately in own writing</li> <li>Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds</li> </ul>	R2  R1  R1/SL3	24/25	2+ (Towards 3)
<i>The Alien on the 99th Floor</i> Jenny Nimmo	A fantasy story	Art and Design: Viewpoints; Citizenship: Choices	<ul style="list-style-type: none"> <li>Infer characters' feelings</li> <li>Use syntax, context and word structure to build their store of vocabulary as they read for meaning</li> <li>Use some drama strategies to explore stories or issues</li> </ul>	R3 R1  SL3	21/24	2+ (Towards 3)

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<b>Fiction</b>						
<i>Spider McDrew and the Egyptians</i> Alan Durant	A humorous story	History: Romans; Ancient Egypt; Art and Design: Investigating patterns	<ul style="list-style-type: none"> <li>• How dialogue is presented in stories</li> <li>• Be aware of different voices using dramatised readings</li> <li>• Take account of grammar and punctuation when reading aloud</li> <li>• Express views about a story</li> <li>• Present events and characters through dialogue</li> </ul>	R1/R4 SL3  R1  R6 W2/SL3	24\25	2+ (Towards 3)
<i>Something's Drastic</i> Michael Rosen	A poetry book	ICT: Combining text and graphics; Music: Play it again - Exploring rhythmic patterns	<ul style="list-style-type: none"> <li>• Compare and contrast poems on similar themes</li> <li>• Select, prepare, read aloud and recite by heart poetry</li> <li>• Recognise rhyme, alliteration and other patterns of sound that create effects</li> <li>• Identify common punctuation marks and respond to them appropriately when reading</li> <li>• Comment constructively on plays and performance</li> </ul>	R2/3  SL1  R5  R1  R6	20\22	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>Weird Little Monsters</i> Nic Bishop	An information book	Art and Design: Mother Nature, designer; Science: Habitats; Music: Animal magic - exploring descriptive sounds	<ul style="list-style-type: none"> <li>Notice differences in the style and structure of fiction and non-fiction writing</li> <li>Read information passages, and identify main points or gist of text</li> <li>Use awareness of grammar to decipher new or unfamiliar words</li> <li>Explain a process or present information</li> </ul>	R4/R7  R2 R1  SL1	24\25	2+ (Towards 3)
<i>Living with Climate Change</i> Alison Sage	A non-chronological report	Geography: Passport to the world, Weather around the world; Science: Characteristics of materials	<ul style="list-style-type: none"> <li>Identify and make notes on the main points of sections of text</li> <li>Identify how different texts are organised</li> <li>Explain process or present information, ensuring items are clearly sequenced, relevant details are included and accounts are ended effectively</li> </ul>	R2  R4 R2	23\25	2+ (Towards 3)
<i>True Life Survival</i> Janice Vale Spike Wademan	A non-fiction recount	Citizenship: Developing a healthy, safer lifestyle, recognise the different risks in different situations and then decide how to behave responsibly	<ul style="list-style-type: none"> <li>Appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list</li> <li>Identify how and why paragraphs are used to organise and sequence information</li> <li>Collect information from a variety of sources and present in one simple format</li> <li>Recreate roles showing how behaviour can be interpreted from different viewpoints</li> </ul>	R6  R4  W3  SL3	24\25	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>How to Be a Viking</i> Scoular Anderson	An information book	History: A Viking case study	<ul style="list-style-type: none"> <li>• Locate information using a range of features</li> <li>• Read information passages and identify the main points by noting and listing key points</li> <li>• Infer the meaning of unknown words from the context</li> <li>• Present information including relevant details</li> </ul>	R2/R1 R2  R3  SL1	24/25	2+ (Towards 3)

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Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
<b>Plays</b>						
<i>The Gigantic Turnip Tug</i> Lois Walker	A play based on a traditional Russian folk tale	Science: Forces and movement, pushes and pulls as force; Music: Animal magic - exploring descriptive sounds; PE: Dance activities	<ul style="list-style-type: none"> <li>• Prepare, read and perform playscripts</li> <li>• Compare organisation of scripts with stories - how are settings indicated, storylines made clear?</li> <li>• Be aware of the different voices used in stories using dramatised readings showing differences between the narrator and different characters used</li> <li>• Use the term synonym</li> <li>• Present events and characters through dialogue to engage the interest of an audience</li> </ul>	SL3 R4  SL3  R5 SL3	-	2+ (Towards 3)
<i>There Was an Old Lady Who Swallowed a Fly</i> Mark Carthew and Michael Rosen	A play based on a traditional poem	Music: The class orchestra - exploring arrangements	<ul style="list-style-type: none"> <li>• Read, prepare and present playscripts</li> <li>• Take account of the grammar and punctuation when reading aloud</li> <li>• Recognise the key differences between prose and playscript, e.g. by looking at dialogue, stage directions, layout of text in prose and playscripts</li> <li>• Present events and characters through dialogue to engage the interest of an audience</li> </ul>	SL3 R1  R4  SL3	-	2+ (Towards 3)

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<b>Plays</b>						
<i>The Crazy Critters</i> Lois Walker	A rhyming play	Science: Teeth and eating, habitats; Music: Painting with sound - Exploring sound colours, Play it again - Exploring rhythmic patterns; PE: Dance activities	<ul style="list-style-type: none"> <li>• Recognise the key difference between prose and playscript, e.g. by looking at dialogue, stage directions, layout of text in prose and playscripts</li> <li>• Read, prepare and present playscripts</li> <li>• Take account of the grammar and punctuation when reading aloud</li> <li>• Use the term synonym</li> <li>• Identify and discuss qualities of others' performances, including gesture, action, costume</li> </ul>	R4  SL3 R1  R5 SL3	-	2+ (Towards 3)
<i>Brown Bread and Honey</i> Mark Carthew	A play adapted from a humorous story	Science: Health and growth; Citizenship: Children's rights - human rights	<ul style="list-style-type: none"> <li>• Be aware of different voices in stories using dramatised readings, showing differences between the narrator and different characters used</li> <li>• Read, prepare and present playscripts</li> <li>• Take account of the grammar and punctuation when reading aloud</li> <li>• Collect new words from reading and categorise them, e.g. verbs, nouns, adjectives</li> <li>• Comment constructively on plays and performance, discussing effects and how they are achieved</li> </ul>	SL3  SL3 R1  R5  SL3	-	2+ (Towards 3)