



APP SUPPORT PACK

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

Copper/Band 12					
Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
Fiction					
<i>Spider McDrew and the Egyptians</i> Alan Durant and Philip Hopman	RR2	Make straightforward inferences based on references to the text	Children can discuss Spider McDrew's character, e.g. <i>other children laugh at him; he doesn't have friends</i>	Children need help to understand Spider McDrew's character	R3
	RR3	Use a range of strategies effectively to read with fluency, understanding and expression	Children can read the dialogue with expression, using punctuation to help them	Children need help to read with appropriate expression and vary their reading	R1/SL1
	RR4	Adopt a role based on their reading	Children can develop voices for each character when reading aloud	Children begin to adapt their voices and distinguish between characters	SL3
	RTB1	Retell information from the text by paraphrasing sections of the story	Children can retell the key points of the story in their own words	Children rely on the book when retelling parts of the story. They may read sections	R2

Copper/Band 12

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
Fiction					
<i>The Alien on the 99th Floor</i> Jenny Nimmo and Julian Mosedale	RR2	Make straightforward inferences based on references to the text	Children can suggest what characters are thinking based on reading pp2-3, e.g. <i>I can't stand shopping!</i>	Children need help to infer what characters may be thinking	R3
	RR3	Make straightforward inferences based on references to the text	Children can make inferences in response to questions following independent reading, e.g. <i>he probably painted his face because he was bored</i> , p.3	Children need help to answer questions requiring inference	R3
	RR4	Adopt a role based on their reading	Children can imagine that they are Fred in the lift. They can suggest his thoughts when the lift goes up (p.9)	Children need help to adopt Fred's role and imagine what he is thinking	SL3
	RTB3	Use a range of strategies effectively to read with fluency, understanding and expression	Children can read to the end of the story independently, understanding the key events, e.g. <i>Fred becomes invisible and plays with the toys</i>	Children need help to understand the key events in the story	R1
	RTB4	Recount information from the story	Children use the computer-game poster to recount the main points of the story	Children need help to relate the poster to events in the story	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
Fiction					
<i>Something's Drastic</i> Michael Rosen and Tim Archbold	RR1	Express their views about the poetry	Children can express personal responses to the poems, e.g. <i>I liked that one because...</i>	Children need help to explain their responses	R6
	RR2	Use a range of strategies effectively to read with fluency, understanding and expression	Children can use an expressive voice when reading poetry, attending to punctuation and rhythm	Children need help to read with appropriate expression	R1/SL1
	RR3	Explain and comment on the writer's use of language	Children can note the language features used for effect, e.g. repetition in <i>Down Behind the Dustbin</i>	Children need support to identify the features that Rosen uses in his poetry	R5
	RTB3	Understand what they have read	Children can discuss the significance of the poem <i>Newcomers</i> and the mood that it evokes, e.g. <i>it is sad because he has never met his Grandad</i>	Children need help to understand the poem	R2
	CMO1	Read aloud taking account of the audience	Children learn a poem and can perform it to others	Children need support to perform in front of an audience	SL1

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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
Fiction					
<i>The Monster Joke Book</i> Shoo Rayner	GS3	Identify the organisational features of the joke book	Children identify that the jokes are organised into topics and by type, e.g. <i>family jokes, knock knock jokes</i>	Children need help to recognise the organisational features, e.g. sorting poems by type	R4
	RR1	Use a range of strategies effectively to read with fluency, understanding and expression	Children use questioning voices and attend to the punctuation when reading jokes aloud	Children need help to read with appropriate expression	R1/SL1
	RTB1	Retrieve information from the text	Children can recall the names of the mythical monsters in the poems (p.20)	Children need help to find information in response to specific requests	R2
	RTB2	Read aloud taking account of the audience	Children can read a limerick aloud to an audience, with accurate expression and pace	Children need support to read aloud in an engaging way	SL1

Copper/Band 12

Title and author	Bullet GS RR RTB	Assessment can children:	Example response NC level 3	Example response NC level 2	Assessment focuses
Non fiction					
<i>How to be a Viking in 13 easy stages</i> Scoular Anderson	GS2	Make straightforward inferences based on references to the text	Children can infer information about Vikings from the illustration on the front cover, e.g. <i>they had battles; they decorated their clothing</i>	Children describe the picture, e.g. <i>he has a helmet</i>	R3
	RR1	Make straightforward inferences based on references to the text	Children can infer information about Vikings from reading the contents, e.g. <i>they were farmers</i>	Children need help to relate the contents list to the information about Vikings	R3
	RR2	Retrieve information from the text	Children use the contents and skim and scan to retrieve information effectively	Children need support to skim and scan for specific information	R2
	CMO1	Organise their talk to help the listener to understand	Children prepare and make a presentation about Vikings that their audience can follow	Children need help to organise their ideas and communicate them to an audience	SL1
<i>Weird Little Monsters</i> Nic Bishop	GS4	Retrieve information from the text	Children can find and note 2-3 interesting points from their reading within one chapter	Children can recall specific straightforward information about the chapter e.g. <i>it is about frogs</i>	R2/W2

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Non fiction					
	RR2	Use a range of strategies effectively to read with fluency, understanding and expression	Children tackle new and unfamiliar vocabulary with confidence, e.g. <i>microscope, appetite</i>	Children need help to tackle new and unfamiliar vocabulary	R1
	RTB2	Identify how the book is organised at text level	Children recognise how the paragraphs are organised to give information e.g. <i>the first paragraph in each chapter gives answers to what and where questions</i>	Children need help to recognise how information is organised within a paragraph	R4
	RTB3	Children understand what they have read	Children can discuss the information read, e.g. they can find the smallest and largest creatures using the table on pp.30-31	Children need help to compare the information found in the table on pp30-31	R2
	CMO3	Organise their talk to help the listener to understand	Children prepare and make a presentation about <i>Little Monsters</i> that their audience can follow	Children need help to organise their ideas and communicate them to an audience	SL1
<i>Living with Climate Change</i> Alison Sage	RR1	Identify how the book is organised at text level	Children notice how the text on pp2-3 is organised, e.g. <i>fact boxes, photographs with captions, bold type</i>	Children need help to recognise that the features are used to organise information	R4

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Non fiction					
	RR3	Retrieve information from the text	Children can share key points from their reading of pp.4-7, e.g. <i>the world is warming up and weather is changing</i>	Children need support to recall some specific information from their reading	R2
	RTB1	Recount information from the text	Children can describe the country that they have read about, making reference to the text	Children can return to their reading to find information, with support	R2
	RTB2	Explain and comment on the writer's use of language	Children notice that the authors use a variety of techniques to make their writing powerful, e.g. <i>they write as if the child is speaking</i>	Children notice some powerful vocabulary, e.g. <i>huge, dangerous</i>	R5
	RTB3	Interpret information from reading	Children can suggest what children in England can do to reduce global warming (pp25-27)	Children need help to understand what can be done to reduce global warming	R3
<i>True Life Survival</i> Janice Vale and Spike Wademan	GS4	Use a range of strategies effectively to read with fluency, understanding and expression	Children can read with expression, using paragraphing and punctuation to help them to make meaning	Children need help to read with appropriate expression and vary their reading	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
Non fiction					
	RR3	Read aloud taking account of the audience	Children read aloud, adapting their voices to reflect the content, e.g. p.5, children's voices become excited	Children need support to adapt their voices as they read	SL1
	RR4	Appraise the book, commenting on the overall effect	Children can discuss whether they find the book exciting or not and how the author has interested them	Children state whether they like the book or not but do not suggest reasons	R6
	RTB1	Describe what they have read	Children can explore the decisions made by the survivors in each story	Children can describe what they have read but need help to explore the characters' actions	R2
	RTB2	Adopt a role based on their reading	Children can role play being the survivor and retell their story	Children begin to adopt the role of one of the survivors with help	SL3

Plays

Copper/Band 12					
Title and author	Bullet GS RR RTB	Assessment Can children	Example response NC level 3	Example response NC level 2	Reading AF
Fiction					
<i>The Gigantic Turnip</i> <i>Turnip Tug</i> Lois Walker	GS3	Use a range of strategies effectively to read with fluency, understanding and expression	Children can read the dialogue with expression, using punctuation to help them (pp4-7)	Children need help to read with appropriate expression and vary their reading	R1/SL3
	RR3	Retell information from the text by paraphrasing sections from the play	Children can discuss what happened on p.15 and say whether they agree with the old woman	Children read back sections when asked to describe what happened	R2
	RTB3	Adopt a role based on their reading	Children can develop voices for each character when reading aloud and evaluate each other's performance	Children begin to adapt their voices and distinguish between characters	SL3
	CMO1	Make straightforward inferences based on references to the text	Children can discuss the message in the play, e.g. <i>a little help is better than none</i>	Children need help to understand the message in the play	R3
<i>There Was an Old Lady Who Swallowed a Fly</i> Mark Carthew and Michael Rosen	GS1	Relate the text to others that they know	Children discuss what will happen in the story and draw ideas from versions of the rhyme that they know.	Children need help to relate the story to well-known versions	R7

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Title and author	Bullet GS RR RTB	Assessment Can children	Example response NC level 3	Example response NC level 2	Reading AF
Fiction					
	GS2	Identify the organisational features of the playscript	Children identify that the playscript includes character names, dialogue rather than reported speech	Children need help to recognise the organisational features	R4
	RR2	Recount key events from the story	Children discuss the structure of the story and recount how it builds up as the old woman swallows each creature	Children need help to recount the events in order	R2
	RTB2	Use a range of strategies effectively to read with fluency, understanding and expression	Children can read the dialogue with expression, using punctuation to help them, and moving from one reader to the next smoothly	Children need help to read with appropriate expression and listen for their turn when reading aloud	R1/SL1
<i>The Crazy Critters</i> Lois Walker	GS2	Explain and comment on the writer's use of language	Children can note the language features used for effect, e.g. <i>the use of rhyme, the chorus to make the story fun</i>	Children need support to identify the features that engage the listener	R5
	GS4	Understand what they have read	Children can discuss what happened on pp6-9 e.g. <i>the narrator changes into animals</i>	Children need help to understand the happenings in the story	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	Reading AF
Fiction					
	RR2	Explain and comment on the writer's use of language	Children can discuss why the author has used the word <i>ex-cue-ooooz-me</i> (to get people to join in, to make a pattern)	Children need support to understand the author's use of the word <i>ex-cue-ooooz-me</i>	R5
	RR3	Use a range of strategies effectively to read with fluency, understanding and expression	Children can use punctuation to give clues about expression when reading aloud, e.g. <i>exclamation marks, question marks</i> p.4	Children need help to read with appropriate expression	R1/SL1
<i>Brown Bread and Honey</i> Mark Carthew	GS3	Use a range of strategies effectively to read with fluency, understanding and expression	Children use knowledge of root words and familiar endings to aid decoding, e.g. <i>mix-ing</i>	Children need help to find units of meaning in words	R1/SL1
	RR1	Retrieve information from the text	Children can describe the personality of the king (pp3-9), e.g. <i>he is greedy, fussy etc.</i>	Children need help to find information about the king	R2
	RR2	Explain and comment on the writer's use of language	Children can discuss why the author has used ellipses (p.4-5) and the effect that this has on the reader, e.g. <i>to emphasise how hard the cooks work</i>	Children need support to understand the use of the ellipses	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	Reading AF
Fiction					
	RR4	Make straightforward inferences based on references to the text	Children can discuss how the king has behaved at the end of the story, and whether they are sympathetic, or not	Children need help to make inferences about the King's behaviour	R3
	RTB2	Adopt a role based on reading	Children can develop voices for each character and emphasise rhyming words and alliteration, e.g. <i>making and baking; chicken and chocolate</i>	Children begin to adapt their voices but need help to emphasise rhyming patterns	SL3