

Key

APP Assessment Focus:
R = Reading;
S+L = Speaking and Listening;
W = Writing

Assessment Focus Matching Chart

Band 6 Orange

Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Arthur's Fantastic Party</i> Joseph Theobald	A story with predictable structure and patterned language	Citizenship: Choices; Living in a Diverse World	<ul style="list-style-type: none"> • Read longer phrases and more complex sentences • Search for and use familiar syllables within words to read longer words • Reinforce and apply word level skills • Become aware of character and dialogue • Recognise the critical features of words • Ensure everyone contributes in group discussion 	R1 R1 R1 R3/SL3 R1 SL2	15	Towards 2
<i>First Day</i> Kes Gray	A humorous story with a familiar setting	Citizenship: Choices; People who help us	<ul style="list-style-type: none"> • Tell stories and describe incidents from own experience in an audible voice • Read more challenging texts which can be decoded using acquired phonic knowledge and skills, along with automatic recognition of high frequency words • Use syntax and context when reading for meaning • Visualise and comment on events, characters and ideas making links to own experiences 	SL1 R1 R1 R3	15/17	Towards 2

Band 6 Orange

Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>The Brave Baby</i> Malachy Doyle	A story from another culture (North America)	Geography: Where in the world is Barnaby Bear?	<ul style="list-style-type: none"> • Discussing how characters are described; making predictions based on an understanding of character • Reading words with initial consonant clusters • Acting out stories using different voices or characters 	R2 R1 SL3	17	Towards 2
<i>Kind Emma</i> Martin Waddell	A traditional story	Citizenship: Taking part	<ul style="list-style-type: none"> • To identify and discuss characters • To discuss how characters are described and comparing characters from different stories • To recognise full stops and capital letters when reading and how they affect reading • To blend phonemes in clusters • To act out stories, using different voices for characters 	R2 R2 R1 R1 SL3	16	Towards 2
<i>Morris Plays Hide and Seek</i> Vivian French	A story with a familiar setting	Citizenship: Taking part; Animals and us	<ul style="list-style-type: none"> • Use a variety of cues to work out unfamiliar words • Understand time and sequential relationship in stories • Discuss familiar story themes and link to own experience • Use a variety of simple organisational devices to indicate sequences • Speak with clarity and use intonation when reading and reciting texts 	R1 R4 R7/SL2 R4 R1/SL1	16	Towards 2

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>When Arthur Wouldn't Sleep</i> Joseph Theobald	A humorous fantasy story	Citizenship: Choices; Living in a diverse world; PSHE: Feelings	<ul style="list-style-type: none"> • Read longer phrases and more complex sentences • Search for and use familiar syllables within words to read longer words • Attend to a greater range of punctuation and text layout • Read aloud with intonation and expression appropriate to the grammar and punctuation • Predict story endings/incidents • Speak with clarity and intonation when reading and reciting texts 	R1 R1 R4 R1/SL1 R3 R1/SL1	16	Towards 2
<i>Bugs</i> Sam McBratney	A poem	Science: Health and growth	<ul style="list-style-type: none"> • Read high and medium frequency words independently and automatically • Give some reasons why things happen or characters change • Engage with books through exploring and enacting interpretations • Speak with clarity and use appropriate intonation when reading and reciting texts 	R1 R3 R3 R1/SL1	17	Towards 2
<i>Lost Sock</i> Tim Hopgood	A story with a familiar setting	Art and Design: Self portrait	<ul style="list-style-type: none"> • Know how to tackle unfamiliar words that are not completely decodable • Give some reasons why things happen or characters change • Engage with books through exploring and enacting interpretations • Speak with clarity and use appropriate intonation when reading and reciting texts • Select from different presentational features to suit particular writing purposes 	R1 R3 R3/SL3 SL1/R1 W2	15	Towards 2

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Clementine's Smile</i> Lynne Rickards	A poem	Citizenship: People who help us; Science: Health and growth	<ul style="list-style-type: none"> • Know how to tackle unfamiliar words that are not completely decodable • Engage with books through exploring and enacting interpretations • Speak with clarity and use appropriate intonation when reading aloud • Tell real and imagined stories using the conventions of familiar story language • Adopt appropriate roles in small or large groups 	R1 R3/SL3 SL1/R1 SL3 SL2	15	Towards 2
Non-fiction						
<i>How to Make Pop-up Cards</i> Monica Hughes	An instruction text	Design and technology: Investigating and using materials, different joining techniques; Science: Structures; RE: Celebrations	<ul style="list-style-type: none"> • Read simple written instructions for constructing something • Note key structural features • Use diagrams in instructions • Use model from reading to organise instructions sequentially • Secure identification, spelling and reading of long vowel phonemes • Listen to others in class, ask relevant questions and follow instructions 	R1 R4 R2 W3 R1 SL2	16	Towards 2
<i>What is CGI?</i> Alison Sage and Jon Stuart	A information book	Art and Design: Investigating different kinds of art, craft and design; ICT: An introduction to modelling; Creating pictures	<ul style="list-style-type: none"> • Explain ideas and processes • Use syntax and context to build their store of vocabulary when reading for meaning • Explain their reactions to texts, commenting on important aspects • Know how to tackle unfamiliar words that are not completely decodable 	SL1 R1 R6/SL1 R1	15/17	Towards 2

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>A Letter to New Zealand</i> Alison Hawes	A recount/ explanation text	Geography: Other people and places; Citizenship: People who help us	<ul style="list-style-type: none"> • Read non-fiction books and understand that the reader doesn't need to read from start to finish • Read recounts and recognise generic structure and features • Common uses of capitalisation • Listen to others in class, ask relevant questions and follow instructions 	R4 R4 R1 SL2	17	Towards 2
<i>Fire! Fire!</i> Maureen Haselhurst	An information book	Citizenship: People who help us; Geography: Where in the world is Barnaby Bear?	<ul style="list-style-type: none"> • Understand the purpose of contents pages and indexes and locate information by page numbers and by initial letter • Identify simple questions and use text to find answers • Locate parts of reading, shared experiences and particular topics • Describe incidents in an audible voice 	R2 R2 R2 SL1	17	Towards 2
<i>Bounce, Catch, Kick, Throw</i> Janice Marriott	A instruction text	P.E: Games activities; Science: Forces and movement	<ul style="list-style-type: none"> • Reading instructions for making something • Noting the features of instructions • Using the word ending 'ing' to support reading and spelling • Listening to and following instructions 	R1 R4 R1 SL2	17	Towards 2
<i>Marathon</i> John Foster	An information book	Geography; Where in the World is Barnaby Bear; Citizenship: Taking part; PE: Athletic activities	<ul style="list-style-type: none"> • Pose questions and record these prior to reading • Use a contents page to locate information • Learn new words linked to a topic • Use language and gesture when explaining ideas • Present own work to members of the class 	R3 R2 R2 SL1 SL1	17	Towards 2

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>A Day in India</i> Jonathan and Angela Scott	A non-fiction recount	Geography: Passport to the world; Citizenship: Living in a diverse world	<ul style="list-style-type: none"> • Know how to tackle unfamiliar words that are not completely decodable • 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 • Explain their reactions to texts, commenting on important aspects 	R1 R2 R4 R6/SL1	17	Towards 2
<i>Pompeii: The Lost City</i> Fiona McDonald	An information book	History; Geography	<ul style="list-style-type: none"> • Know how to tackle unfamiliar words that are not completely decodable • Draw together ideas and information from across a whole text, using simple signposts in the text • Give some reasons why things happen • Explain organizational features of texts, including alphabetical order, layout, diagrams, captions • Explain ideas and processes using imaginative and adventurous vocabulary • Adopt appropriate roles in small or large groups and consider alternative courses of action 	R1 R2 R3 R4/SL0 SL1 SL2	16	Towards 2

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>Titanic</i> Anna Claybourne	An information book	Geography: Passport to the world; Citizenship: Choices	<ul style="list-style-type: none"> • Know how to tackle unfamiliar words that are not completely decodable • Read independently and with increasing fluency longer and less familiar texts • Give some reasons why things happen or characters change • Draw together ideas and information from across a whole text • Explain ideas and processes using imaginative and adventurous vocabulary 	R1 R1 R3 R2 SL1	16	Towards 2