

Key

APP Assessment Focus:

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

Assessment Focus Matching Chart

Purple Band 8						
Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Star Boy's Surprise</i> Jana Hunter	A fantasy story	Citizenship: Taking part - developing skills of communication and participation	<ul style="list-style-type: none"> • Taking account of punctuation in reading aloud with appropriate expression • Using awareness of grammar to decipher new or unfamiliar words • Understanding speech marks in reading • Speaking with clarity and intonation when reading and reciting texts 	R1/SL1 R1 R1/SL1 SL1	20/21	2
<i>Chicken Licken</i> Jeremy Strong	A traditional tale	Citizenship: Choices; Science: Plants and animals in the local environment	<ul style="list-style-type: none"> • Present traditional stories for members of their class • Know how to tackle unfamiliar words that are not completely decidable • Give some reasons why things happen or characters change • Engage with books through exploring and enacting interpretations 	SL3 R1 R3 R3/SL3	20/22	2

Purple Band 8

Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Hector and the Cello</i> Ros Asquith	A story by a significant author	Music: Exploring sounds; classroom instruments; combining sounds to make music; Science: Animals; ICT: Using text and tables to develop ideas	<ul style="list-style-type: none"> • Retell stories giving the main points in sequence, and notice the difference between written and spoken forms • Become aware of character and dialogue, e.g. by role playing parts • Learn and recite simple texts, with actions and reread from the text • Act out well known stories • Explore animal and musical instrument sounds using instruments and voice 	R2/SL3 SL3 R2 SL3 SL3	20/21	2
<i>Buzz and Bingo in the Monster Maze</i> Alan Durant	A humorous story	Citizenship: Choices	<ul style="list-style-type: none"> • Prepare and retell stories, using dialogue and narrative from text • Identify and describe characters • Discriminate orally syllables in multi-syllabic words • Consider mood and atmosphere in a live or recorded performance 	R2/SL1 R2 R1 SL3	20/21	2
<i>Pet Detectives: Tortoise Trouble</i> Jana Hunter	A story by the same author	Science: Plants and animals in the local environment	<ul style="list-style-type: none"> • Use awareness of grammar to decipher unfamiliar words • Read text aloud with intonation and expression appropriate to the grammar and punctuation • Work effectively in groups by ensuring group members take a turn, challenging, supporting and moving on 	R1 R1/SL1 SL2	20/21	2
<i>The Pot of Gold</i> Julia Donaldson	A traditional tale	PSHE: Feelings; Citizenship: Taking part - making choices	<ul style="list-style-type: none"> • Understand time in stories • Identify and discuss reasons for events in stories • Read aloud with intonation and expression appropriate to the grammar 	R4 R3 R1/SL1	20/21	2

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Fiction						
			<ul style="list-style-type: none"> Predict story endings/incidents Speak with clarity and use intonation when reading 	R2 SL1		
<i>Twinkle, Twinkle, Firefly</i> John Agard and Grace Nicols	A poetry book	Citizenship: Living in a diverse world; Music: Play it again; Art: Portraying relationships	<ul style="list-style-type: none"> Know how to tackle unfamiliar words that are not completely decodable Use syntax and context to build their store of vocabulary when reading for meaning Speak with clarity and use appropriate intonation when reading and reciting texts Explain their reactions to texts, commenting on important aspects Consider how mood and atmosphere are created in live performance 	R1 R1 SL1 R6 SL3	20/21	2
<i>If</i> Mij Kelly	A poem	Citizenship: Taking part	<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 Explain organizational features of texts, including layout Engage with books through exploring and enacting interpretations Speak with clarity and use appropriate intonation when reading aloud 	R1 R2 R4 R3/SL3 SL1	20	2C
<i>Harry the Clever Spider on Holiday</i> Julia Jarman	A story with a familiar setting	Citizenship: Choices	<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 aloud 	R1 R3 R3/SL3 SL1	20	2C

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>Let's Go To Mars</i> Janice Marriott	A persuasive text	Numeracy: Shape, space and measure; Science: Forces and movement; Geography: Contrast with local area	<ul style="list-style-type: none"> • Generate questions before reading and use knowledge of books to retrieve information • Understand fact/fiction • Use a contents page to find way around text • Use glossaries to locate words • Use new words from reading linked to particular topics • Present work from other parts of the curriculum for members of the class 	R2 R7 R2 R2 R2 SL1	20/21	2
<i>Living Dinosaurs</i> Jonathan and Angela Scott	A non-chronological report	Science: Humans and other animals	<ul style="list-style-type: none"> • Adopt appropriate roles in small or large groups and consider ways of recording information • Read and spell less common graphemes including trigraphs • Draw together information and ideas from across the whole text using simple signposts • Explain their reactions to the texts, commenting on important aspects 	SL3 R1 R2 R6/SL1	20/22	2
<i>Were They Real?</i> Scoular Anderson	An information book	History: Why do we remember great people? How do we know about great events?	<ul style="list-style-type: none"> • Use the structure of non-chronological reports to make predictions • Evaluate how useful a text is for answering questions/for its purpose • Know glossaries give definitions • Collect new words from reading linked to topics • Work in groups with each member taking a turn, challenging, supporting, moving 	R2 R6 R4 R2 SL2	21/22	2

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>Unusual Traditions</i> John McIlwain	A non-chronological report	Citizenship: Developing good relationships and respecting the differences between people; Geography: Where in the World is Barnaby Bear?; Passport to the world	<ul style="list-style-type: none"> • Read silently at a more rapid rate • Take note of punctuation and use it to read sentences • Scan a text to find specific sections • Skim-read title, contents, illustrations etc to find out what a book is about • Learn new words from reading, presenting work from parts of the curriculum to the class 	R1 R1 R2 R2 R2	20/21	2
<i>Pacific Island Scrapbook</i> Andy and Angie Belcher	A recount of a visit	Geography: An island home; Where in the World is Barnaby Bear?	<ul style="list-style-type: none"> • Use the terms fiction and non-fiction, noting differing features • Identify simple questions and use text to find answers • Locate parts of text that give particular information • Know that glossaries give definitions and explanations and know what definitions are • In a group listen to each other's views and preferences, agree the next steps and identify each member's contributions 	R7 R2 R2 R4 SL2	20/21	2
<i>How to Draw Cartoons</i> Ros Asquith	An instruction text	Art and Design: Investigating and making	<ul style="list-style-type: none"> • Read simple written instructions • Split familiar oral and written compound words into their component parts • Use language and gesture when explaining ideas • Present own work to members of the class 	R1 R1 SL1 SL1	20/21	2

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Title	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>Inside the Puppet Theatre</i> Claire Llewellyn	An information book	Art: People in action; Design and Technology: Puppets	<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 • Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on 	R2 R4 SL2	20/21	2
<i>The Digestive System</i> Harriet Blackford	An information book	Science	<ul style="list-style-type: none"> • Read independently and with increasing fluency longer and less familiar texts • Know how to tackle unfamiliar words that are not completely decodable • Draw together ideas and information from across a whole text • Explain organizational features of texts including alphabetical order, layout, diagrams, captions, and bullet points • Explain ideas and processes using adventurous vocabulary and non-verbal gestures to support communication 	R1 R1 R2 R4 R3/SL1	21	2C

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Non-fiction						
<i>Captain Scott: Journey to the South Pole</i> Adrian Bradbury	An information book	Geography, Citizenship: Choices	<ul style="list-style-type: none"> • Read independently and with increasing fluency longer and less familiar texts • Know how to tackle unfamiliar words that are not completely decodable • Draw together ideas and information from across a whole text • Give some reasons why things happen • Explain organizational features of texts including alphabetical order, layout, diagrams, captions, and bullet points • Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication 	R1 R1 R2 R3 R4 R3/SL1	21	2C