



APP SUPPORT PACK

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

Assessment Focus Matching Chart

Band 13 Topaz						
Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Spider's Big Match</i> Alan Durant, Philip Hopman	A story with a familiar setting	ICT: Combining text and graphics; PSHE: Developing good relationships	<ul style="list-style-type: none"> Tell main points of the story Refer to significant aspects of the text, e.g. opening, build up, and know how language is used to create these Discuss character by referring to the text and making judgements Investigate and reflect on feelings, behaviour and relationships Use drama strategies to explore stories 	R2 R4/R5 R3 R3 SL3	24\25	2-3 (Towards 3)
<i>Tiger Dead!</i> <i>Tiger Dead!</i> <i>Stories from the Caribbean</i> Grace Nichols and John Agard	Two tales from another culture	Geography: Passport to the world; Citizenship: Living in a diverse world; ICT: Combining text and graphics	<ul style="list-style-type: none"> Identify and make notes on the main points of the main sections of the text Infer characters' feelings in fiction Empathise with characters and debate moral dilemmas portrayed in texts Use some drama strategies to explore stories or issues 	R2 R3 R3 SL3	23\25	2-3 (Towards 3)

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Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Fiction						
<i>Flash Harriet and the Loch Ness Monster</i> Karen Wallace, Sarah Nayler	A humorous story	Citizenship: Respect for property; Design and Technology: Moving monsters	<ul style="list-style-type: none"> • Retell main points of story in sequence • Evaluate stories and justify their preferences • Refer to significant aspects of the text and know language is used to create these • Identify pronouns and understand their functions in sentences • Sustain conversation, explaining or giving reasons for their views or choices 	R2 R2 R6 R5 R5/SL2	24\25	2-3 (Towards 3)
<i>Bungleman</i> Jeremy Strong, Julian Mosedale	A story with a familiar setting	Art and Design: People in action; Citizenship: People who help us - the local police; ICT: Writing stories - communicating information using text	<ul style="list-style-type: none"> • How dialogue is presented in stories • Be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used • The basic conventions of speech • Present events and characters through dialogue to engage the interest of an audience 	R4/5 SL3 R1 R1/SL3	25\27	2-3 (Towards 3)

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Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>Football Spy</i> I. C. Tallent	An information book	PE: Invasion games (1)	<ul style="list-style-type: none"> • Locate information • Compare the way that information is presented in different texts (screen and print-based) • Read information texts and identify main points • Explain a process and present information effectively to an audience 	R2 R7/R4 R2 SL1	25\27	2-3 (Towards 3)
<i>The Olympic Games</i> John Foster	An information book	Citizenship: Living in a diverse world; Geography: Connecting ourselves to the world	<ul style="list-style-type: none"> • Identify and make notes on the main points of the main sections of the text • Identify how different texts are organised • Use talk to organise roles and action 	R2 R4 SL2	25\27	2-3 (Towards 3)
<i>What Happened to the Dinosaurs?</i> Jon Hughes	An information book	Science: Living things in their environment	<ul style="list-style-type: none"> • Locate information using contents, index, headings, subheadings • Read information passages and identify main points or gist of text • Make a simple record of information from texts read by completing a chart of information discovered • Infer the meaning of unknown words from context • Present events and characters through dialogue to engage the interest of an audience 	R2 R2 R2 R3 SL3	25\27	2-3 (Towards 3)

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Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Non-fiction						
<i>Kings of the Wild</i> Jonathan and Angela Scott	A non-chronological report	Geography: Knowledge and understanding of environmental change and sustainable development; ICT: Working with others to explore a variety of information sources and ICT tools	<ul style="list-style-type: none"> • Identify different types of text, e.g. content, structure, vocabulary style, layout and purpose • Identify features of non-fiction texts in print • Select and examine opening sentences and select scenes, capture interest, etc • Write a non-chronological report • Distinguish between the spelling and meaning of common homophones • Take different roles in groups and use language appropriately, including roles of leader, reporter, scribe, mentor 	R4 R4 R2 W2 W8 SL2	24\25	2-3 (Towards 3)

Band 13 Topaz

Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
Plays						
<i>The Brementown Musicians</i> Eleanor Boylan	A play based on a traditional German folktale	Music: Animal magic - exploring descriptive sounds; Art and Design: Portraying relationships; Citizenship: Animals and us	<ul style="list-style-type: none"> • Prepare, read and perform playscripts • Compare organisation of scripts with stories - how are settings indicated, storylines made clear? • Take account of grammar and punctuation when reading aloud • Be aware of different voices used in stories using dramatised readings showing differences between the narrator and different characters used • Recognise and generate compound words • Present events and characters through dialogue to engage the interest of an audience 	SL3 R4 R1 SL3 R5 SL3	-	2-3 (Towards 3)
<i>Molly Whuppie and the Giant</i> David Booth	A play based on a traditional Scottish folktale	Citizenship: Choices, respect for property	<ul style="list-style-type: none"> • Compare form or types of humour, e.g. word play, absurdities • Identify typical story themes, e.g. wise over foolish, good over evil • Evaluate main characters' behaviour • Discriminate syllables in reading • Identify and discuss qualities of others' performances including gesture, acting, costume 	R5 R7 R2 R1 SL3	-	2-3 (Towards 3)

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Plays						
<i>Jack and the Baked Beanstalk</i> David Wood	A modern play based on a fairytale	Citizenship: Choices, respect for property	<ul style="list-style-type: none"> • Prepare, read and perform playscripts, compare organisation of scripts with stories • Identify the use of powerful verbs • Take different roles in groups and use language appropriate to them, including roles of leader, reporter scribe, mentor 	SL3 R5 SL2	-	2-3 (Towards 3)
<i>The Hairy Toe</i> Mark Carthew	A play based on a traditional American tale	Music: Painting with sound - exploring sound colours; Art and Design: Viewpoints	<ul style="list-style-type: none"> • Read, prepare and present playscripts • Take account of the grammar and punctuation when reading out loud • Comment constructively on plays and performances, discussing effects and how they are achieved 	SL3 R1 SL3	-	2-3 (Towards 3)