APP SUPPORT PACK

Assessment Examples

Ruby/Band 14					
Title and author	**Bullet GS RR RTB**	**Assessment** **can children:**	**Example response NC level 3**	**Example response NC level 2**	**Assessment focuses**
Fiction					
Stowaway! Julia Jarman	GS1	Use a range of strategies to read with fluency, understanding and expression	Children can search for words within words to support meaning making, e.g. *stowaway*	Children need support to make meaning from compound words	R1
	RR1	Deduce, infer or interpret information from the text	Children can be story detectives and list information about Dickon's character based on reading pp.2-5, *e.g. he wants to sail the world*	Children need support to make inferences about Dickon's character	R2
	RTB1	Retrieve information from the text	Children can recount the events in chapter one, making reference to the story	Children need help to recount events, but recall some key points	R2
	RTB4	Understand what they have read	Children can describe what they have read, and discuss the events with understanding, e.g. the race to climb the mast	Children decode but need help to understand their reading	R1

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Fiction					
	CMO3	Create roles to deepen understanding	Children can create a freeze frame of the meeting between Dickon and Drake, and suggest dialogue for each character	Children need help to devise speech for each character	SL3
Flash Harriet and the Mystery of the Fiendish Footprints Karen Wallace, Andy Rowland	GS2	Understand what they have read	Children can describe what they have read, and discuss the events with understanding, e.g. they know what a detective is and what they do	Children decode but need help to understand their reading	R1
	RR1	Retrieve information from the text	Children can make notes based on their reading pp.2-5. They may rely on paraphrasing, e.g. *She is a good detective*	Children need support to select key information from their reading	R2
	RR2	Deduce, infer or interpret information from the text	Children can become story detectives and collect information about Daphne Bean, e.g. *she cannot be trusted,* pp.6-7	Children need support to make inferences about Daphne Bean	R3
	RR4	Use a range of strategies to read with fluency, understanding and expression	Children read independently and with appropriate intonation	Children need support to use appropriate expression when reading independently	R1
	CMO1	Create roles to deepen understanding	Children can enact a news conference about the mystery, taking the roles of Harriet and a reporter	Children can take on the role of Harriet and answer questions about the mystery	SL3
The Gargling Gorilla Margaret Mahy	GS3	Discuss the writer's purpose and the effect of the text on the reader	Children recognise how the blurb hooks the reader's interest	Children need help to understand how language can create interest	R6

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Fiction					
	RR1	Retrieve information from the text	Children can recount the instructions given to Tim in chapter one	Children recount some ideas from chapter one	R2
	RR2	Discuss the writer's purpose and the effect of the text on the reader	Children can describe how the author and illustrator have created tension at the end of chapter one, e.g. *by showing a scary gorilla in the picture; by surprising the reader*	Children respond to the illustration, e.g. *it is a gorilla!*	R6/R5
	RTB2	Recount events and discuss the writer's use of language	Children can plot the main events in chapter three on a tension chart, showing how tension rises and falls	Children need help to recall the main events and link them to high and low tension points	R2/R4
The Footballing Frog Ann Jungman	RR2	Retrieve information from the text	Children can describe Prince Chuck based on reading chapters 1 and 2, e.g. *he is football crazy; he keeps losing his football*	Children can recall some key information, e.g. *he is a prince; he likes football*	R2
	RR3	Use a range of strategies to read with fluency, understanding and expression	Children read dialogue aloud with appropriate expression	Children take account of some punctuation when reading aloud	R1
	RR4	Deduce, infer or interpret information from the text	Children read chapter 4 and can explain the meaning of the phrase '*keeping your word*'	Children need help to make simple inferences	R3
	RTB2	Identify key structural and organisational features of the text	Children can investigate the main events in each chapter and plot them on a chart or story map	Children can identify what happens at the beginning, middle and end of the story	R2

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Fiction					
	RTB3	Create roles to deepen understanding	Children can adopt the roles of Prince Chuck and the Princess to explore how the story might continue	Children can answer questions about the story as if they were Prince Chuck	SL3
Non-fiction					
How to be a Tudor Scoular Anderson	RR1	Understand what they have read	Children can discuss the main themes within stage 10, *e.g. poor Tudors didn't have much in their houses*	Children decode but need help to understand	R1
	RR2	Discuss the writer's purpose and the effect of the text on the reader	Children can discuss whether the author has provided useful information about Tudors	Children need help to understand the author's purpose	R6
	RR3	Retrieve information from the text	Children can select a new stage to read using the contents, and identify key themes from their reading	Children use the contents with support to locate information	R1/R2
	RTB2	Discuss the writer's purpose and the effect of the text on the reader	Children can analyse the text and decide whether it is believable, e.g. *Stages 4, 15, Elizabeth's father was mean to her because he wanted a son*	Children need help to make judgements about the value of the information	R6
	RTB4	Retrieve information from the text	Children can use the sketches on pp.46-47 to recount some features of Tudor life	Children can recall some key points, but need support to give detail	R2

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Non-fiction					
How to be a Roman Scoular Anderson	GS3	Deduce, infer or interpret information from the text	Children can infer information about Romans using the cover illustrations, e.g. *the men wore armour and battled*	Children need help to make simple inferences	R3
	RR2	Recount information from the text	Children can read Stage 1 and suggest ideas for a mind map based on their reading, e.g. *Caesar wanted weapons*	Children can recount some key facts about invasion, with support	R2
	RR3	Retrieve information from the text	Children can locate answers to questions using the contents, e.g. *they select stage 26 to find out what Romans would like to wear*	Children need help to identify which chapters will answer their questions	R2
	CMO1	Create roles to deepen understanding	Children can adopt the role of a Celt or Roman and describe their views on the Roman invasion	Children can begin to answer questions in role as a Roman about key information in the book	R2/SL3
Oceans Alive Andy and Angie Belcher	GS4	Retrieve information from the text	Children can read independently and note key words from their reading	Children need help to identify key words when reading independently	R2
	RR1	Organise talk to help the listener	Children can report what they have found to the group using illustrations to help them	With support, children can explain their reading to others	R2/SL1

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Non-fiction					
	RTB1	Discuss the writer's purpose and the effect of the text on the reader	Children can discuss whether the poster on pp. 46-47 helps readers to understand why we must protect the oceans	Children need help to make judgements about the value of the information	R6
	CMO1	Create roles to deepen understanding	Children can adopt the role of a marine scientist and explain why the oceans need protecting, e.g. *to save the whales*	Children can begin to answer questions in role as a marine scientist about key information in the book	R2/SL3
Where Do You Live? Janice Vale	GS1	Understand what they have read	Children can scan the book quickly to gain a sense of its purpose, e.g. *to show life in different places*	Children need to be shown how to scan the book quickly to gain a sense of its purpose	R1/R2
	RR1	Retrieve information from the text	Children can read about one child and share information about their life, e.g. *Lee from Coober Pedy is a new Australian*	Children need help to understand about and recount each child's life	R1/R2
	RTB2	Deduce, infer or interpret information from the text	Children can compare the children's lives and where they live, using language which they infer from their reading, e.g. *it is arid in Coober Pedy; Lee lives in an underground house like a cave*	Children need support to suggest new words to describe where the children live based on their reading	R3
	CMO2	Organise talk to help the listener	Children can use their reading as a basis for creating a presentation about the different children	Children need help to organise their ideas from reading before building a presentation about each child	R2/SL1

Plays

Ruby/Band 14					
Title and author	**Bullet GS RR RTB**	**Assessment** **Can children**	**Example response NC level 4**	**Example response NC level 3**	**Reading AF**
Fiction					
Bendemolena Edel Wignell	RR1	Retell information from the text by paraphrasing sections from the play	Children can describe clearly how Bendemolena muddles messages in scenes 1 and 2	Children need help to describe what happened	R2
	RTB1	Identify the organisational features and structures of each scene	Children can map the stages of each scene and recognise the repeating pattern	Children need help to recognise the organisational structure of each scene	R4
	RTB3	Make straightforward inferences based on references to the text	Children can discuss the ending of the play and decide whether Bendemolena's problems will be solved	Children need help to understand the mother cat's solution to Bendemolena's problem	R3
	CMO2	Adopt a role based on their reading	Children can adapt voices for each character when reading aloud and evaluate each other's performance	Children begin to adopt voices and distinguish between characters	SL3
Tiddalick the Thirsty Frog Mark Carthew	GS3	Identify the organisational features and structures of each scene	Children can notice the conventions of the playscript, e.g. *the layout and order of the speakers; the symbols for sound effects*	Children need help to recognise the organisational conventions of each scene	R4
	RR3	Make straightforward inferences based on references to the text	Children can discuss which creature is most likely to be successful in making the frog laugh	Children need help to suggest which creature will make the frog laugh	R3

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Fiction					
	RTB1	Recount information from the text by paraphrasing sections from the play	Children can describe the main stages of the play in their own words	Children need help to recount sections when asked to describe what happened	R2
	CMO2	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 adopt voices and distinguish between characters	SL3
The Billy-Goats Tough Tim O'Brien	GS1	Relate the text to others that they know	Children describe known versions of this fairytale, and suggest how this play might differ	Children need help to relate this play to well-known versions	R7
	RR1	Use a range of strategies effectively to read with fluency, understanding and expression	Children can read scene 1 with expression, adapting voices to represent each character	Children need help to read with appropriate expression	R1/SL3
	RR3	Recount key events from the story	Children discuss the events in scene one and two, and the behaviour of Little and Super Billy Goats Gruff	Children need help to recount information about the characters and events	R2
	RTB1	Identify the organisational features of the playscript	Children identify that the playscript includes a narrator who sets and concludes each scene	Children need help to recognise the organisational features	R4
Short Pants Kath Lock	GS2	Relate the text to others that they know	Children identify where this tale originates, e.g. *America because of the word 'pants' instead of trousers*	Children need help to identify that this story is from America	R7
	GS3	Adopt a role based on reading	Children can develop different voices for each character and the narrator	Children need help to adopt voices for characters	SL3

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Fiction					
	GS4	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. *to show how long the villagers have been preparing*	Children need support to understand the use of the ellipses	R5
	RTB2	Retrieve information from the text	Children can recount the story to a partner remembering the order of the main events	Children need help to recount the events in order	R2