



## 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
<b>Fiction</b>						
<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"> <li>Tell main points of the story</li> <li>Refer to significant aspects of the text, e.g. opening, build up, and know how language is used to create these</li> <li>Discuss character by referring to the text and making judgements</li> <li>Investigate and reflect on feelings, behaviour and relationships</li> <li>Use drama strategies to explore stories</li> </ul>	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"> <li>Identify and make notes on the main points of the main sections of the text</li> <li>Infer characters' feelings in fiction</li> <li>Empathise with characters and debate moral dilemmas portrayed in texts</li> <li>Use some drama strategies to explore stories or issues</li> </ul>	R2  R3 R3  SL3	23\25	2-3 (Towards 3)

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<b>Fiction</b>						
<i>Flash Harriet and the Loch Ness Monster</i> Karen Wallace, Sarah Naylor	A humorous story	Citizenship: Respect for property; Design and Technology: Moving monsters	<ul style="list-style-type: none"> <li>• Retell main points of story in sequence</li> <li>• Evaluate stories and justify their preferences</li> <li>• Refer to significant aspects of the text and know language is used to create these</li> <li>• Identify pronouns and understand their functions in sentences</li> <li>• Sustain conversation, explaining or giving reasons for their views or choices</li> </ul>	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"> <li>• How dialogue is presented in stories</li> <li>• Be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used</li> <li>• The basic conventions of speech</li> <li>• Present events and characters through dialogue to engage the interest of an audience</li> </ul>	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
<b>Non-fiction</b>						
<i>Football Spy</i> I. C. Tallent	An information book	PE: Invasion games (1)	<ul style="list-style-type: none"> <li>• Locate information</li> <li>• Compare the way that information is presented in different texts (screen and print-based)</li> <li>• Read information texts and identify main points</li> <li>• Explain a process and present information effectively to an audience</li> </ul>	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"> <li>• Identify and make notes on the main points of the main sections of the text</li> <li>• Identify how different texts are organised</li> <li>• Use talk to organise roles and action</li> </ul>	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"> <li>• Locate information using contents, index, headings, subheadings</li> <li>• Read information passages and identify main points or gist of text</li> <li>• Make a simple record of information from texts read by completing a chart of information discovered</li> <li>• Infer the meaning of unknown words from context</li> <li>• Present events and characters through dialogue to engage the interest of an audience</li> </ul>	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
<b>Non-fiction</b>						
<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"> <li>Identify different types of text, e.g. content, structure, vocabulary style, layout and purpose</li> <li>Identify features of non-fiction texts in print</li> <li>Select and examine opening sentences and select scenes, capture interest, etc</li> <li>Write a non-chronological report</li> <li>Distinguish between the spelling and meaning of common homophones</li> <li>Take different roles in groups and use language appropriately, including roles of leader, reporter, scribe, mentor</li> </ul>	R4  R4  R2  W2 W8  SL2	24\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
<b>Plays</b>						
<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"> <li>• Prepare, read and perform playscripts</li> <li>• Compare organisation of scripts with stories - how are settings indicated, storylines made clear?</li> <li>• Take account of grammar and punctuation when reading aloud</li> <li>• Be aware of different voices used in stories using dramatised readings showing differences between the narrator and different characters used</li> <li>• Recognise and generate compound words</li> <li>• Present events and characters through dialogue to engage the interest of an audience</li> </ul>	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"> <li>• Compare form or types of humour, e.g. word play, absurdities</li> <li>• Identify typical story themes, e.g. wise over foolish, good over evil</li> <li>• Evaluate main characters' behaviour</li> <li>• Discriminate syllables in reading</li> <li>• Identify and discuss qualities of others' performances including gesture, acting, costume</li> </ul>	R5 R7  R2 R1 SL3	-	2-3 (Towards 3)

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<b>Plays</b>						
<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"> <li>• Prepare, read and perform playscripts, compare organisation of scripts with stories</li> <li>• Identify the use of powerful verbs</li> <li>• Take different roles in groups and use language appropriate to them, including roles of leader, reporter scribe, mentor</li> </ul>	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"> <li>• Read, prepare and present playscripts</li> <li>• Take account of the grammar and punctuation when reading out loud</li> <li>• Comment constructively on plays and performances, discussing effects and how they are achieved</li> </ul>	SL3 R1  SL3	-	2-3 (Towards 3)