



## APP SUPPORT PACK

### Key

#### APP Assessment Focus:

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

### Assessment Focus Matching Chart

Band 14 Ruby						
Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
<b>Fiction</b>						
<i>Stowaway!</i> Julia Jarman	An adventure story	What were the effects of Tudor exploration?	<ul style="list-style-type: none"> <li>How settings and characters are built from small details</li> <li>Explore chronology in stories by noticing how time passes</li> <li>Use phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge</li> <li>Sustain roles when carrying out a decision-making task</li> </ul>	R5 R4 R1 SL2	24\25	3
<i>Flash Harriet and the Mystery of the Fiendish Footprints</i> Karen Wallace, Andy Rowland	A humorous story	Science: Helping plants grow well; Citizenship: People who help us - the local police	<ul style="list-style-type: none"> <li>Identify and summarise evidence from a text to support a hypothesis</li> <li>Interrogate texts to deepen and clarify understanding and response</li> <li>Create roles showing how behaviour can be interpreted from different viewpoints</li> </ul>	R2 R2 SL3	23\25	3

## Band 14 Ruby

Title and author	Text type	Curriculum links	Learning objectives	Assessment focuses	Reading recovery level	NC level
<b>Fiction</b>						
<i>The Gargling Gorilla</i> Margaret Mahy	A story with a familiar setting	Citizenship: Animals and us; Music: Animal magic - exploring descriptive sounds	<ul style="list-style-type: none"> <li>• Retell main points of story in sequence</li> <li>• To compare different stories</li> <li>• Evaluate stories and justify their preferences</li> <li>• Refer to significant aspects of the text, and to know language is used to create these</li> <li>• Investigate by reading how words and phrases can signal time sequences</li> <li>• Sustain conversation, explaining or giving reasons for their views or choices</li> </ul>	R2 R7 R6  R5  R4  SL2	27\28	3
<i>The Footballing Frog</i> Ann Jungman	A humorous fantasy story	Citizenship: Choices	<ul style="list-style-type: none"> <li>• Identify social, moral or cultural issues in stories and discuss how the characters deal with them</li> <li>• To locate evidence in text</li> <li>• Understand how chapters are used to collect, order and build up ideas</li> <li>• Create roles showing how behaviour can be interpreted from different viewpoints</li> </ul>	R7   R2 R4  SL3	25\27	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>How to be a Tudor</i> Scoular Anderson	An information book	History: Tudor life	<ul style="list-style-type: none"> <li>Appraise a non-fiction book for its contents and usefulness by scanning the text</li> <li>Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search</li> <li>Scan texts to locate key information and to use these as a tool for summarising text to work effectively as a group</li> </ul>	R1  R7  R2	24\25	3
<i>How to be a Roman</i> Scoular Anderson	An information book	History: Why have people invaded and settled in Britain in the past? A Roman case study	<ul style="list-style-type: none"> <li>Identify and summarise evidence from a text to support a hypothesis</li> <li>Use knowledge of different organisational features of texts to find information effectively</li> <li>Interrogate texts to deepen and clarify understanding and response</li> <li>Listen to a speaker, and make notes on the talk and use notes to develop a role-play</li> </ul>	R2  R3  R2/R3  SL2	25\27	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>Oceans Alive</i> Andy and Angie Belcher	An information book	PSHE and Citizenship: Preparing to play an active role as citizens; research, discuss and debate topical issues, problems and events; Geography: Knowledge and understanding of environmental change - recognise how people can improve the environment	<ul style="list-style-type: none"> <li>Summarise a sentence or paragraph by identifying the most important elements and rewording them</li> <li>From examples of persuasive writing investigate how style and vocabulary are used to convince the intended reader</li> <li>Design an advert, such as a poster</li> <li>Investigate compound words</li> <li>Identify the main points of each speaker and compare the main arguments and how they are presented</li> </ul>	R2  R5  W2 R1 SL2	27\28	3
<i>Where Do You Live?</i> Janice Vale	Non-fiction recount	Geography: Knowledge and understanding of places, describe and identify what places are like; describe where places are; a contrasting locality overseas; village settler; Citizenship: Living in a diverse world	<ul style="list-style-type: none"> <li>To prepare for factual research by reviewing what is known, what is needed, what is available and where one might search</li> <li>Scan texts in print or on screen to locate key words or phrases, useful headings</li> <li>Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in a diagrammatic form</li> </ul>	R2  R2  R2	24\25	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>						
			<ul style="list-style-type: none"> <li>• Use alternative words and expressions which are more accurate or interesting than common choices</li> <li>• Develop scripts based on improvisation</li> </ul>	W7  SL3		
<i>Tiddalick the Thirsty Frog</i> Mark Carthew	A play based on an Australian Aboriginal story	Science: Solids, liquids and how they can be separated	<ul style="list-style-type: none"> <li>• Explore narrative order</li> <li>• Identify and map out main stages of the story</li> <li>• Prepare, read and perform playscripts</li> <li>• Take different roles in groups</li> </ul>	R4 R4  SL3  SL2	-	3
<i>The Billy-Goats Tough</i> Tim O'Brien	A modern play based on a fairytale	Citizenship: Choices	<ul style="list-style-type: none"> <li>• Prepare, read and perform playscripts, compare organisation of script with stories - how settings are indicated, storylines made clear</li> <li>• Chart build up of play scene - how scenes start, how scenes are concluded</li> <li>• Comment constructively on plays and performance, discussing effects and how they are achieved</li> </ul>	SL3   R4   SL1	-	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>Short Pants</i> Kath Lock	A play based on a traditional folktale	Mathematics: Measures, shape and space	<ul style="list-style-type: none"> <li>• Prepare, read and perform playscripts</li> <li>• Explore narrative order - identify and map out main stages of the story</li> <li>• Practice using commas to mark grammatical boundaries (to aid reading)</li> <li>• Comment constructively on plays and performance, discussing effects and how they are achieved</li> </ul>	SL3 R4 R1 SL1	-	3
<i>Bendemolena</i> Edel Wignell	A play based on an American folktale	Music: The class orchestra - exploring arrangements	<ul style="list-style-type: none"> <li>• Prepare, read and perform playscripts</li> <li>• Compare form or types of humour, e.g. word play, absurdities</li> <li>• Chart the build up of a play scene, e.g. how scenes start, how dialogue is expressed, and how scenes are concluded</li> <li>• Comment constructively on plays and performance, discussing effects and how they are achieved</li> </ul>	SL3 R5 R4 SL1	-	3