



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
Fiction						
<i>Stowaway!</i> Julia Jarman	An adventure story	What were the effects of Tudor exploration?	<ul style="list-style-type: none"> How settings and characters are built from small details Explore chronology in stories by noticing how time passes Use phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge Sustain roles when carrying out a decision-making task 	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"> Identify and summarise evidence from a text to support a hypothesis Interrogate texts to deepen and clarify understanding and response Create roles showing how behaviour can be interpreted from different viewpoints 	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
Fiction						
<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"> • Retell main points of story in sequence • To compare different stories • Evaluate stories and justify their preferences • Refer to significant aspects of the text, and to know language is used to create these • Investigate by reading how words and phrases can signal time sequences • Sustain conversation, explaining or giving reasons for their views or choices 	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"> • Identify social, moral or cultural issues in stories and discuss how the characters deal with them • To locate evidence in text • Understand how chapters are used to collect, order and build up ideas • Create roles showing how behaviour can be interpreted from different viewpoints 	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
Non-fiction						
<i>How to be a Tudor</i> Scoular Anderson	An information book	History: Tudor life	<ul style="list-style-type: none"> • Appraise a non-fiction book for its contents and usefulness by scanning the text • Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search • Scan texts to locate key information and to use these as a tool for summarising text to work effectively as a group 	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"> • Identify and summarise evidence from a text to support a hypothesis • Use knowledge of different organisational features of texts to find information effectively • Interrogate texts to deepen and clarify understanding and response • Listen to a speaker, and make notes on the talk and use notes to develop a role-play 	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
Non-fiction						
<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"> • Summarise a sentence or paragraph by identifying the most important elements and rewording them • From examples of persuasive writing investigate how style and vocabulary are used to convince the intended reader • Design an advert, such as a poster • Investigate compound words • Identify the main points of each speaker and compare the main arguments and how they are presented 	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"> • To prepare for factual research by reviewing what is known, what is needed, what is available and where one might search • Scan texts in print or on screen to locate key words or phrases, useful headings • Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in a diagrammatic form 	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
Non-fiction						
			<ul style="list-style-type: none"> Use alternative words and expressions which are more accurate or interesting than common choices Develop scripts based on improvisation 	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"> Explore narrative order Identify and map out main stages of the story Prepare, read and perform playscripts Take different roles in groups 	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"> Prepare, read and perform playscripts, compare organisation of script with stories - how settings are indicated, storylines made clear Chart build up of play scene - how scenes start, how scenes are concluded Comment constructively on plays and performance, discussing effects and how they are achieved 	SL3 R4 SL1	-	3

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Plays						
<i>Short Pants</i> Kath Lock	A play based on a traditional folktale	Mathematics: Measures, shape and space	<ul style="list-style-type: none"> • Prepare, read and perform playscripts • Explore narrative order - identify and map out main stages of the story • Practice using commas to mark grammatical boundaries (to aid reading) • Comment constructively on plays and performance, discussing effects and how they are achieved 	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"> • Prepare, read and perform playscripts • Compare form or types of humour, e.g. word play, absurdities • Chart the build up of a play scene, e.g. how scenes start, how dialogue is expressed, and how scenes are concluded • Comment constructively on plays and performance, discussing effects and how they are achieved 	SL3 R5 R4 SL1	-	3